UNIVERSITY OF OREGON

Catalog 2021–22

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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 1,337 full-time faculty members, 51 full-time librarians, and 1,431 graduate and research assistants serve as mentors, colleagues, and friends to the 21,800 undergraduate and graduate students enrolled at the university.

Although more than half of all students are from Oregon, 42 percent are from other states and 6 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 $152.4 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. Fourteen faculty members belong to the prestigious American Academy of Arts and Sciences, and nine 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. A second radio station, KWVA-FM, serves the Eugene-Springfield metropolitan area and has a live internet stream, playing a varied mix of music in addition to talk shows and live college sports broadcasts. KWVA is a voice for UO students as well as a place for them to gain broadcast, production, and operation experience.

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 8,544 people. Overall, University of Oregon activity affects more than $988million in household earnings and 26,000 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, located in the lush Willamette Valley, between the Pacific Ocean and the Cascade Mountains. Campus buildings date from 1876, when the UO's first building opened, to the present, with the recent opening of the Lyllye Reynolds-Parker Black Cultural Center; Willie and Donald Tykeson Hall,

the university's hub for academic and career advising, and home to the College of Arts and Sciences, University Career Center, and Division of Equity and Inclusion; and the Phil and Penny Knight Campus for Accelerating Scientific Impact.

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 Alliance 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 (http://www.uoregon.edu).

Equal Opportunity

The university is committed to equal access to programs, course offerings, facilities, admission, and employment for all of its employees, students, and campus community members. It is the policy of the university to maintain an environment free from harassment and discrimination against any person.

The Office of Investigations and Civil Rights Compliance, formerly the Office of Affirmative Action and Equal Opportunity and the Office of the Title IX Coordinator, offers the UO community a place to discuss and report issues, concerns, and conflicts regarding discriminatory or harassing behavior. The office also helps identify how such concerns and conflicts may best be addressed and resolved. The office supports the university's compliance with federal and state laws regarding discrimination and harassment, affirmative action, and equal employment opportunity.

The office works with students, members of the faculty and staff, and campus community members by

- promoting a learning and working environment free from discrimination and harassment
- receiving concerns and complaints from any member of the UO community—students, faculty and staff members, visitors, and program participants—regarding issues of potential discrimination and discriminatory harassment at the university. In this investigative role, the office does not act as an advocate for employees, students, or community members while going through its process, but rather serves a neutral, impartial function
- addressing and resolving concerns and complaints of discrimination and harassment through a variety of means including facilitated conversations and mediations, education and training, and investigations
- explaining and clarifying university policies and procedures as well as federal and state laws and regulations regarding discrimination, harassment, retaliation, and affirmative action
- supporting diversity in recruitment and hiring by assisting administrative and academic departments in meeting these goals and adhering to affirmative action guidelines

Direct related inquiries to the Office of Investigations and Civil Rights Compliance, 677 E. 12th Ave., Suite 452, 5221 University of Oregon, Eugene, Oregon 97403-5221; telephone 541-346-3123.

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. 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
Association to Advance Collegiate Schools of Business
American Alliance of Museums
American Bar Association
American Chemical Society
American Psychological Association
American Speech-Language-Hearing Association
Commission on Accreditation for Marriage and Family Therapy Education
Commission on English Language Program Accreditation
Council for Interior Design Accreditation
Landscape Architecture Accreditation Board
National Architectural Accrediting Board
National Association of Schools of Art and Design
National Association of Schools of Music
National Association of Schools of Public Affairs and Administration
Network of Schools of Public Policy, Affairs, and Administration
Planning Accreditation Board

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, 2023
Marcia Aaron, BA '86, 2021
Peter Bragdon, 2021
Andrew Colas, BS '04, 2021
Elisa deCastro Hornecker, BA '82, 2023
Allyn Ford, 2021
Joseph Gonyea III, 2021
Ross Kari, BA '80, MBA '83, 2023

Laura Lee McIntyre, faculty member, 2021
Jimmy Murry, non-faculty staff member, 2021
Connie Seeley, BS '92, 2023
Katharine Wishnia, student, 2021
Michael Schill, ex officio
Mary Wilcox, BA ’76, JD ’80, 2023

Disclaimer

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.

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.

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

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 Continuing and Professional Education 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 or a whole term. 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.

Cultural Literacy course. A course that counts toward partial fulfillment of bachelor's degree requirements in one of two categories: Global Perspectives; and US: Difference, Inequality, Agency.

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.

Endorsement. An affirmation of teaching competency by the Teacher Standards and Practices Commission.

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, 299, 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 the website (https://gradschool.uoregon.edu/policies-procedures/graduate-specialization/).

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.

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

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 523. *[BI graduate course number]* **Human Molecular Genetics.** *[course title]* **4 credits.** *[course 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. *[course description]* Prereq: BI 320. *[course prerequisite]*

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.

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
ANTM Anthropology Museum

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
BIOE Bioengineering
BLST Black Studies
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
DSCI Data Science
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
ERTH Earth Sciences
ES Ethnic Studies
EURO European Studies
FHS Family and Human Services
FIN Finance
FINN Finnish
FLR Folklore and Public Culture
FR French
GEOG Geography
GER German
GLBL Global Studies
GRK Greek
GRST Graduate Studies
HBRW Hebrew
HC Honors College
HIST History
HPHY Human Physiology
HUM Humanities
IARC Interior Architecture
ICH Ichishkíin
IST Interdisciplinary Studies
ITAL Italian
J Journalism
JC Joint Campus
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
MENA Middle East/North Africa Studies
MGMT Management
MIL Military Science
MKTG Marketing
MUE Music Education
MUJ Music: Jazz Studies
MUP Music Performance
MUS Music
NORW Norwegian
OBA Operations and Business Analytics
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, Gender, and Sexuality 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: Lecce, Italy
OLEI Overseas Studies: Leicester, University of Leicester [England]
OLON Overseas Studies: London, British Studies [England]
OLYO Overseas Studies: Lyon, Universities 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
OOVI Overseas Studies: Oviedo, Spain
OPAV Overseas Studies: Pavia, University of Pavia [Italy]
OPAY Overseas Studies: Chiang Mai, Payap University [Thailand]
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
OSIP 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]
OUDB 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]
OUPP Overseas Studies: Uppsala, University of Uppsala [Sweden]
OVAN Overseas Studies: Vancouver, Canada
OVIC Overseas Studies: Vicenza, Italy
OVIE 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
OXLA 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]

299 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]**

409 Practicum: [Topic] or **Supervised Tutoring**

410/510 Experimental Course: [Topic]

503 Thesis

601 Research: [Topic]

602 Supervised College Teaching

603 Dissertation

604, 704 Internship: [Topic]

605, 705 Reading and Conference: [Topic]

606, 706 Field Studies: [Topic] or **Special Problems: [Topic]**

607, 707 Seminar: [Topic]

608, 708 Workshop: [Topic] or **Special Topics: [Topic] or Colloquium: [Topic]**

609, 709 Practicum: [Topic] or **Supervised Tutoring or Terminal Project**

610, 710 Experimental Course: [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
201 Oregon Hall

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

Application Deadlines for Fall 2022

Student Classification	Enrollment Deadline
Freshman, early action	November 1, 2021
Freshman, standard	January 15, 2022
University scholarship	January 15, 2022
International freshman	January 15, 2022
Transfer, priority	March 15, 2022
Undergraduate reenrollment	April 20, 2021
Transfer, standard	June 1, 2022
International transfer	June 1, 2022
Postbaccalaureate undergraduate or graduate	Thirty days before the start of the term
Graduate	Set by individual departments

Departmental Application Deadlines

The following majors require a separate consideration. Students applying to these majors will receive a separate decision about their acceptance into the major: architecture, art, interior architecture, product design, or music. Be aware of the special admission requirements and application deadlines, and contact that department directly for more information.

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 2022

Student Classification	Enrollment Deadline
	Winter 2022 Enrollment
Freshmen	October 15, 2021
Transfers	November 15, 2021
	Spring 2022 Enrollment
All classifications	February 1, 2022
	Summer 2022 Enrollment
Freshman	March 1, 2022
Transfer	April 15, 2022

Freshman Admission

For applicants who are in high school and will graduate prior to enrolling at the University of Oregon or students who have already graduated from high school and will not attempt and college-level coursework after graduation.

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
- 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
- Standardized test scores from the ACT or SAT are optional for admission. However, these scores can be used as one option for meeting requirements such as English proficiency, or alternatives requirements for applicants from nonaccredited schools.

Application Procedure

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

- Completed application for admission, including essays and activities and a nonrefundable application fee, by the standard application deadline. Students can use either the UO's own application, the Common Application, or the Coalition Application, and need to submit only one version of an application. Details are available online (https://admissions.uoregon.edu/freshmen/).
- An official high school transcript is not required at the time of applicant in most cases. Instead, students self-report their complete high school record, and official transcripts will be required at the end of the process unless requested sooner by Admissions.
- Test scores from the SAT or ACT are optional for admission. However, official test scores can be considered if submitted officially through the testing agency, or appearing on an official high school transcript. These scores play no specific role in the admission decision, but are sometimes one of a multiple alternatives applicants might use to address a particular situation.

Standard Admission Requirements

Graduation from a 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. Until further notice, during the pandemic, passing or credit-only results will be acceptable if the applicant's school has not provided grades for these courses. 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. Algebra and geometry taken prior to ninth grade are acceptable. 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 have several other options to prove language proficiency through another approved process.

The UO offers tentative admission based on self-reported record and planned senior schedule. Final admission is granted only after the Office of Admissions has received official transcripts verifying successful completion of all admission requirements and graduation. If an applicant's final record shows a substantial change, or if the 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.

Submission of Scores from Standardized Tests

The University of Oregon accepts scores for the SAT or ACT when reported on official high school transcripts 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 optional essays for various purposes.

Consideration of Activities, Work, and Accomplishments

Most applicants are required to share a set number of 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 a finite number of items, 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 meaningful 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 information and materials. Students who fall short of core subject requirements or those with low grades (especially those who 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 include 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 typically 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 will have attempted any college-level coursework after graduating from high school and will 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 at an accredited high school
- Two terms of the same language at a regionally accredited 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.htm) 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, regardless of the major or degree pursued.

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** 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 premajor students 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. All deadlines are the same as for US students in these categories. 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 the TOEFL, IELTS, or Duolingo English Test (DET) examinations for establishing proficiency, as well as the SAT or ACT. To be considered for full admission without an English placement test upon arriving, applicants must score an 88 on the TOEFL iBT, 6.5 in the IELTS, or a 100 on the DET. 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. (In most cases, international freshman applicants will instead self-report their high school transcript at the time of application' they will still be required to provide an official final transcript at the end of the process.)
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

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 undergraduate status. These students pay appropriate undergraduate fees. Applications and information are available from the Office of Admissions.

Graduate Admission

Students planning to pursue graduate study 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

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.

A "financially dependent person" is a person who, at the time of application for residency status:

(a) has been claimed as a dependent on the federal and state income tax returns of another person during the immediately preceding tax year; or

(b) is eligible to be claimed as a dependent for tax purposes and can provide evidence that one-half or more of the individual's financial support was provided by another person or persons.

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;

(E) Pyramid Lake Paiute Tribe;

(F) Reno-Sparks Indian Colony;

(G) Summit Lake Paiute Tribe;

(H) Walker River Paiute Tribe;

(I) Winnemucca Indian Colony;

(J) Yerington Paiute Tribe.

(d) OKLAHOMA: Modoc Tribe of Oklahoma.

(e) WASHINGTON:

(A) Chehalis Community Council;

(B) Colville Confederated Tribes;

(C) Quinault Indian Nation;

(D) Shoalwater Bay Tribe;

(E) Yakama Indian Nation.

(4) A student seeking to be assessed resident tuition under the provisions of this rule shall submit, following procedures prescribed by the OUS institution where the student seeks to enroll, a photocopy of tribal enrollment that documents tribal membership.

Residence Classification of Non-Citizens

A person who is not a citizen of the United States may be considered an Oregon resident if the person qualifies as a resident and is one of the following:

(1) A lawful permanent resident. The date of receipt of an application for lawful permanent residency shall be the earliest date upon which the 12-month residency requirements may begin to accrue.

(2) An immigrant granted refugee or political asylum in the United States, or entering through a special parole program (such as the Haitian Family Reunification Parole Program, the Cuban Family Reunification Parole Program, the Central American Minor Refugee/Parole Program, the Filipino World War II Veterans Parole Program). The date of receipt of an application for political asylum, refugee status, or qualifying special parole program shall be the earliest date upon which the 12-month residency requirements under Section B may begin to accrue.

(3) A person holding one of the following non-immigrant visa classifications: A, E, G, H-1B, H-1C, the spouse or child of a person holding an H-1B or H-1C visa, I, K, L, NATO, O, R, S, T, TN, U, or V. The date of the issuance of a visa for one of these classifications shall be the earliest date upon which the 12-month residency requirements may begin to accrue. A person possessing a non-immigrant or temporary visa that is not identified under this rule shall not be considered an Oregon resident.

(4) A person who is a citizen of an American territory or a sovereign nation that does not require a nonimmigrant visa to travel to the US.

(5) An immigrant granted a federal status leading to the establishment of permanent residency or citizenship in the United States. Documentation of a status that is not explicitly included in this compact will be at the discretion of the Interinstitutional Residency Committee.

Changes in Residence Classification

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

(2) A student who becomes eligible for resident tuition during a term of enrollment at a University will not qualify for resident tuition until 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 the 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

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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 2020–21 University of Oregon Catalog, is a statement of university rules, regulations, and calendars that goes into effect at the opening of fall term 2020. Changes to the university curriculum that were made through winter term 2020 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 2020.

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. Students should not reregister or attend the same course to make up an incomplete.

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 conferral 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) and terminal or master's projects (609, 709, AAAP 611 (https://catalog.uoregon.edu/search/?P=AAAP%20611), ARCH 619 (https://catalog.uoregon.edu/search/?P=ARCH%20619), BA 740 (https://catalog.uoregon.edu/search/?P=BA%20740), CRES 611 (https://catalog.uoregon.edu/search/?P=CRES%20611), IARC 611 (https://catalog.uoregon.edu/search/?P=IARC%20611), LA 699 (https://catalog.uoregon.edu/search/?P=LA%20699), and LT 611 (https://catalog.uoregon.edu/search/?P=LT%20611)).

Accumulation of more than 7 credits of Incomplete is considered unsatisfactory. More information about satisfactory academic progress requirements is available on the Graduate School website.

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.

First-term Grade Forgiveness

Effective fall 2020, the grading option for first-term students who receive an F in a course will automatically be converted from graded to pass/no pass. First-term students who receive a D will have until the end of the following term (defined as 11:59 pm PT Friday of the 10th week for Fall, Winter, Spring and 11:59 pm PT Friday of the 11th week of the final 12-week summer session) to request that their grading option be converted from graded to pass/no pass. Students are required to meet with an advisor designated by the Office of Academic Advising before submitting a request to have D grades change to N and are encouraged to connect with a Financial Aid counselor.

Eligible students whose F is converted to N may, at their discretion, opt out of the policy and request that the Office of the Registrar convert the grade back to F by the end of the following term. Academic standing will be based on the F grade.

This policy applies to:

- All matriculated first-term admitted undergraduate students pursuing their first bachelor degree, including transfer students.
- All undergraduate classes taken by those students that allow the Pass/No Pass grading option. Classes where the student's grade is associated with a conduct case where the student was found responsible will not be eligible to change to an N under this policy.

For students who receive a D, academic standing will initially be calculated using the letter grade but will be recalculated using the P/NP grade if the student requests the grading option change before the end of the following term.
For students who receive an F, academic standing will be calculated using the P/NP grading option.

Students who receive an F will have the change to Pass/No Pass made by the Office of the Registrar before calculation of academic standing for the term. Any other changes to grading mode made under this policy will result in a recalculation of academic standing for the term if the Office of the Registrar receives the request from the student prior to the end of the following term. That recalculation will be be based on grades recorded for the student at the time the change takes place irrespective of whether any other grade changes were related to this policy.

F grades that are recorded after the grading deadline will not automatically convert to an N; students who wish to request such a change will need to submit a petition for a late grade option change.

A student's record (grades, grade option, academic standing) will not be altered under this policy after the end of the following term. A student whose grade changes for other reasons (petitions to change grade option, instructor change, etc.) will not have their academic standing recalculated.

Students whose grade is updated as a result of this policy will be required to meet with an advisor designated by the Office of Academic Advising before the end of the following term. It is strongly recommended that if students are receiving veteran's benefits, they also meet with a veteran's certifying official in the Office of the Registrar.

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 through summer 2019, for undergraduate courses not designated as repeatable for credit, only the second grade earned of a repeated course is calculated into the cumulative GPA.

Effective fall 2019, all graded attempts of courses taken at the University of Oregon are calculated into the term and cumulative GPAs.

Grades for undergraduate courses taken at the University of Oregon appear on both the official and unofficial transcript. However, 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, 101 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 only if the Scholastic Review Committee allows the student to continue on probationary status. Students may enroll for summer classes without being reinstated. Students who have been disqualified must petition for reinstatement to graduate.

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, 234 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, 101 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 during the summer. After being notified of admission to the University of Oregon for fall term, new students receive information about this program. Space is limited, so sign up early. IntroDUCKtion is a requirement for all new students. Students admitted in terms other than fall term will attend an orientation session specific to the term for which they are admitted. Additional information is available on the Student Orientation (https://orientation.uoregon.edu/introducktion/) website.

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 Community Education Program website (https://cep.uoregon.edu/). The form is also available from the Continuing and Professional Education 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, but not more that three times in total. All attempts are counted toward this limit. Credits for nonrepeatable courses are awarded only one time. All graded attempts of repeated courses taken at the UO are calculated into the term and cumulative GPAs. 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 (http://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 by successful completion of the exam. Course registration is not needed. 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 the title in the University of Oregon catalog. Students should first contact their department or advisor to determine the eligibility for credit by examination. Students must obtain faculty and department approvals before the exam can be scheduled. If eligible, the department approval form and instructor results form are available on the Office of the Registrar's website. Students are billed an examination fee of $25 per credit hour..

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

Institute. An official copy of the student's DD Form 214, DD Form 295, or a Joint Services Transcript (JST) is required for military credit.

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 fine arts, bachelor of music, and bachelor of music in music education degrees require a total of 180 credits with passing grades. The bachelor of landscape architecture requires 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 core education requirements (formerly 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

Students are able to receive concurrent degrees from the same college or school when one of the majors is restricted to one degree.

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) 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 **(**p. 43**),** Minors **(**p. 44**), and** Certificates **(**p. 47**)** 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: provide a final official high school transcript 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
4. Students may fulfill the UO second-language requirement by passing three upper-division Hebrew courses; they are repeatable and may be taken in any order: Biblical Narrative (HBRW 311), Biblical Poetry (HBRW 312), and Postbiblical Literature (HBRW 313)
5. Students may fulfill the UO second-language requirement by taking the all three courses in the year-long sequence in Old English (ENG 428, ENG 429, ENG 430) and by achieving a B- or higher in ENG 430. The sequence must be taken in order, since ENG 428 is a prerequisite for ENG 429, which is a prerequisite for ENG 430.

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 with your advisor for other possible combinations.

Code	Title	Credits
Option 1		
Select three of the following:		12
MATH 105	University Mathematics I	
MATH 106	University Mathematics II	
MATH 107	University Mathematics III	
MATH 111	College Algebra	
MATH 243	Introduction to Methods of Probability and Statistics	
or MATH 425	Statistical Methods I	
CIS 111	Introduction to Web Programming	
CIS 122	Introduction to Programming and Problem Solving	
Option 2*		
MATH 211	Fundamentals of Elementary Mathematics I	4
MATH 212	Fundamentals of Elementary Mathematics II	4
MATH 213	Fundamentals of Elementary Mathematics III	4

*Recommended for Educational Foundations majors only

2. Students who placed above the College Algebra (MATH 111) level on the mathematics placement test may complete MATH 112 or MATH 241 and one of the following:

Code	Title	Credits
MATH 105	University Mathematics I	4
MATH 106	University Mathematics II	4
MATH 107	University Mathematics III	4
MATH 243	Introduction to Methods of Probability and Statistics	4
or MATH 425	Statistical Methods I	
CIS 111	Introduction to Web Programming	4
CIS 122	Introduction to Programming and Problem Solving	4

*A student can satisfy this requirement by taking both MATH 112 and MATH 241.

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:

Code	Title	Credits
MATH 231	Elements of Discrete Mathematics I	4
MATH 242	Calculus for Business and Social Science II	4
MATH 246	Calculus for the Biological Sciences I	4
MATH 251	Calculus I	4
MATH 261	Calculus with Theory I	4
MATH 281	Several-Variable Calculus I	4
CIS 210	Computer Science I	4

Areas of Inquiry Requirements

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

Students may use a maximum of 3 courses that have the same subject code(s) as their primary major (e.g. MUS, MUJ for music majors) to simultaneously count for both a student's major requirements and Areas of Inquiry requirements.

The current list of area-satisfying courses is available online at registrar.uoregon.edu/group_courses (http://registrar.uoregon.edu/group_courses/).

"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 area 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 area requirement.

Areas of Inquiry Requirements for Specific Degrees

1. **Bachelor of Arts or Science.** Students must complete a minimum of 45 credits—15 of those credits in approved area-satisfying courses in each of three general-education areas: arts and letters, social science, and science. Each area must include coursework in two different subject codes. No more than three courses with the same subject code may be used to fulfill the 45-credit requirement.
2. **Bachelor of Architecture, Education, Fine Arts, Interior Architecture, Landscape Architecture, Music, or Music in Music Education.** Students must complete a minimum of 36 credits—12 of those credits in approved area-satisfying courses in each of three general-education area: arts and letters, social science, and science. Each area must include coursework in two different subject codes. 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 area requirement. Students should consult their advisors or the Office of the Registrar for more information.

Cultural Literacy Requirements

United States: Difference, Inequality and Agency

These courses develop students' analytical and reflective capacities to help them understand and ethically engage with the ongoing (cultural, economic, political, social, etc.) power imbalances that have shaped and continue to shape the United States. In addition to considering the scholarship, cultural production, perspectives, and voices from members of historically marginalized communities, students in DIA courses:

- Inquire into intersecting aspects of identity such as race, gender, gender identity, sexuality, socioeconomic status, indigeneity, national origin, religion, or ability;
- Analyze uses of power to marginalize on the basis of identity, as well as the assertions of agency, resistance, and resilience by marginalized groups; and
- Examine historical and contemporary structures, forms of knowledge, cultural practices, or ideologies that perpetuate or change the distribution of power in society.

and undertake one or more of the following:

- Reflect on one's own multiple social identifications and on how they are formed and located in relation to power.
- Practice respectful listening and ethical dialogue around deeply felt or controversial issues.

Global Perspectives

These courses foster a student's encounter with and critical reflection upon cultures, identities, and ways of being in global contexts beyond the United States. Students will consider substantial scholarship, cultural production, perspectives, and voices from members of communities under study, as sources permit. Global Perspectives courses, students will do one or more of the following:

- Engage texts, literature, art, testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond the U.S. context;
- Analyze power relations involving different nations, peoples, and identity groups or world regions;
- Examine hierarchy, marginality, or discrimination based on race, ethnicity, gender, gender identity, religion, sexuality, nationality, or ability (or some combination of these).

and undertake one or more of the following:

- Discuss possibly unfamiliar topics using critical vocabulary and concepts.
- Practice respectful listening and civil dialogue around controversial issues.

Study-abroad programs that are ten weeks or longer automatically satisfy this requirement. 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.

Bachelor's degree candidates must complete one course in each of the two categories listed above; a minimum of 6 credits in approved courses must be earned.

The current list of courses that satisfy these requirements are available online at registrar.uoregon.edu/group_courses (http://registrar.uoregon.edu/group_courses/).

General Limitations

1. A total maximum of 124 credits may be transferred from domestic, regionally accredited junior or community colleges and from international junior or technical colleges. Of the total maximum of 124 credits, only 90 credits may be transferred from an international junior or technical college.
2. A maximum of 48 credits in law, medicine, pharmacy, chiropractic medicine, dentistry, technology, or any combination may be used toward fulfilling total credit hours for the BA or BS degree.
3. A maximum of 24 credits may be used toward fulfilling total credits in the following areas with not more than 12 credits in any one area:
   a. Lower-division professional-technical courses;
   b. Physical education activity, military science activity (e.g., MIL 131 and 331), and dance activity (DANC) courses, except for dance activity courses for majors in dance;
   c. Music lessons (in subject MUP), except for majors in music;
   d. Applied and/or experiential courses, academic support skills courses, nonacademic field experience courses, or career and professional development courses.
4. For music majors, a maximum of 24 credits in music lessons (in subject code MUP), may count toward requirements for the BA or BS degree.
5. For dance majors, a maximum of 36 credits of DANC may count toward requirements for the BA or BS degree.
6. University of Oregon academic records are sealed thirty days after the official conferral date 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.
7. When the University awards credits for Advanced Placement Program (AP), International Baccalaureate Program (IB), Cambridge Examination Program, the College-Level Examination Program (CLEP), and credit by examination (course challenge), these credits are counted toward the satisfaction of bachelor's degree

requirements--except residency and the 45 UO credits graded A,B,C,D. When the university grants credit for AP, IB, Cambridge, and CLEP examinations, pass (P*) credit is granted.

8. For limitations related to repeated courses please refer to *UO Policy on Repeatable and Non-repeatable Undergraduate Courses*.
9. Students may not receive credit for any course assessed as having substantially similar content as a course for which they have already received credit.
10. Students may not receive credit for courses beneath their assessed competency level. Competency level can be assessed by various means such as placement scores, faculty/departmental assessment, etc.
11. Student may not receive credit for courses that are designated by the department as regressive prerequisites for courses in which they are currently enrolled or have already received credit.
12. Students must have degree-seeking status in order to earn an undergraduate major, minor or certificate; undergraduate majors, minors and certificates must be completed 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 27 credits from coursework within the major 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 a final official high school transcript to the Office of the Registrar 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. 32**)** 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 community college or another Oregon public university. 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.

Any student holding an Oregon Transfer Module that conforms to the guidelines will have met the requirements for the Transfer Module at any Oregon community college or Oregon public university. Upon transfer, the receiving institution may specify additional course work that is required for a major, degree requirement, or to make up the difference between the Transfer Module and the institution's total general-education requirements.

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.

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, UO study abroad course work, 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, Associate Vice President Business Affairs and Controller
541-346-3170
Thompson's University Center

Tuition

Tuition and fees for admitted students are based on residency, student classification (undergraduate, graduate, etc.), major, the number of credits enrolled, and the first term enrolled, with exceptions for students enrolled in joint baccalaureate/graduate programs where tuition is assessed by course level rather than student level.

As of summer 2020, the University of Oregon will transition from a standard undergraduate tuition and fee structure to a Guaranteed Tuition Program under which students will know the cost of their education for at least 5 years. Both tuition and mandatory enrollment fees (other than the Incidental Fee) will be included in the guaranteed structure. The Guaranteed Tuition Program is mandatory. https://financialaid.uoregon.edu/oregon-guarantee (https://financialaid.uoregon.edu/oregon-guarantee/)

The tuition and fee schedule can be found at https://registrar.uoregon.edu/costs/tuition-fees (https://registrar.uoregon.edu/costs/tuition-fees/)

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

Mandatory Enrollment Fees

Building, Health Service, Recreation Center, Student Union, Technology, and Incidental

Students enrolled at the Eugene campus are required to pay all mandatory fees. Students enrolled at the Portland or Charleston campuses, or at an off-campus site, do not pay Recreation Center or EMU fees, and they pay 50% of the Incidental Fee. Students in Portland are required to pay Portland State University's Health Service Fee and students at the Charleston campus pay UO's Health Services Fee. Students at an off-campus site do not pay the Health Services Fee. For the purpose of assessing fees, student enrolled in only online courses pay the Off-Campus set of fees.

The tuition and fee schedule along with fee descriptions can be found at https://registrar.uoregon.edu/costs/tuition-fees (https://registrar.uoregon.edu/costs/tuition-fees/).

Matriculation Fee

This is a one-time fee required by all admitted students and appears on your bill at the beginning of your first term at the UO.

Course Fees

Certain courses have additional fees which may include lab fees, field trip fees, and material fees. Refer to the Schedule of Classes for individual course related fees. http://classes.uoregon.edu/

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.

Special Tuition Rates

Non-degree/Community Education Program

Tuition for Community Education Program students enrolling for 8 or fewer credits is determined by residency, course level, and the number of credits enrolled. Non-admitted undergraduate students are assessed tuition and administrative mandatory fees at the most recent tuition cohort rate.

Senior Citizens Auditing a Course

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, at no cost. Charges may apply for special course materials. Senior citizens who want to audit a self-support course must pay self-support tuition and fees for the course. Incidental fee services are not provided. Registration is handled through the Office of the Registrar, second floor, Oregon Hall.

Employees and Dependents

Staff tuition provisions are included in the employee benefit program to encourage and assist eligible employees with educational pursuits. Eligible employees may transfer this benefit to a qualified family member each term. For more information see the Human Resources website. https://hr.uoregon.edu/benefits/staff-rates-tuition-0 (https://hr.uoregon.edu/benefits/staff-rates-tuition-0/)

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 https://brp.uoregon.edu/content/fee-guidelines (https://brp.uoregon.edu/content/fee-guidelines/)

Type of Fee	Fee Amount	Information
Credit by Examination	$25 per credit	Assessed for taking an examination to challenge undergraduate university courses.
Exceptions to Procedures	$1–$50	Approved exceptions to registration deadlines are subject to this fee.
Late Registration	$100	A $100 fee is charged for registration after the eighth day of class.
Testing	$3–$50	

Transcripts	$0-$15, other costs may apply	Instructions and delivery options are available at https://registrar.uoregon.edu/transcripts (https://registrar.uoregon.edu/transcripts/). The first 10 paper transcripts are available at no charge, but charges may apply for associated additional services. Students who attended Fall 1986 or later may order a transcript using DuckWeb. Students who attended prior to Fall 1986 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 in the Thompson University Center. 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 https://registrar.uoregon.edu/calendars/refund-schedules (https://registrar.uoregon.edu/calendars/refund-schedules/)

1. Refunds are calculated from the date the student officially withdraws from the university, not from the date the student ceased attending 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 see instructions at https://registrar.uoregon.edu/current-students/duckweb/complete-withdrawal (https://registrar.uoregon.edu/current-students/duckweb/complete-withdrawal/). For questions concerning complete withdrawal please contact the Office of Academic Advising https://advising.uoregon.edu/.

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 at https://registrar.uoregon.edu/forms (https://registrar.uoregon.edu/forms/) or from the Office of Academic Advising at https://advising.uoregon.edu/questions-about-petitions (https://advising.uoregon.edu/questions-about-petitions/).

Veterans Access, Choice, and Accountability Act of 2014
Veterans Health Care and Benefits Improvement Act of 2016
Department of Veterans Affairs Expiring Authorities Act of 2018
Isakson and Roe Veterans Health Care and Benefits Improvement Act of 2020

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 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).
- 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 educational assistance under Chapter 31, Veteran Readiness and Employment, who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence).
- 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.

GI Bill® is a registered trademark of the US Department of Veterans Affairs. More information about education benefits offered by the department is available at the official US government website (https://www.benefits.va.gov/gibill/).

Student Financial Aid and Scholarships

Jim Brooks, Director
541-346-3221
541-346-1175 fax
260 Oregon Hall
1278 University of Oregon
Eugene OR 97403-3221
financialaid@uoregon.edu

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

8:00am–5:00 pm, Monday, Tuesday, Thursday, and Friday, and 9:00 a.m.–5:00 pm on Wednesday. Drop-in counselors are currently only available virtually Monday through Friday, 10:00 am–11:45am and 1pm-2:45pm. Phone hours are also Monday through Friday, 10:00 am–11:45am and 1pm-2:45pm.

Federal and state regulations are subject to change and may affect current policies, procedures, and programs.

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 2021–22 range from $11,444 to $22,946. 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 2021-22 tuition and fees for an incoming undergraduate student enrolled in 15 credits and a graduate student enrolled in 9 credits. Due to Guaranteed Tuition (https://financialaid.uoregon.edu/oregon-guarantee/), rates and charges may vary by each individual student's cohort year. UO charges by the credit hour. To view tuition and fees by residency and credit hour, please see the **Tuition and Fees** section of this catalog.

Tuition and Fees

Student Classification	One Term or Semester	Three Terms or Semesters
Undergraduate resident	$4,807	$14,421
Undergraduate nonresident	$13,488	$40,464
Graduate tuition varies by program. A base tuition would be as follows:		
Graduate resident	$6,040	$18,120
Graduate nonresident	$10,189	$30,567
Law resident (semester)	$21,012	$42,024
Law nonresident (semester)	$26,142	$52,284

The Office of Student Financial Aid and Scholarships used the expenses in the following tables to estimate a student's educational costs for the 2021-22 academic year.

Meals and Housing

	One Term	Three Terms
Student commuter living with parents	$1,023	$3,069
Undergraduate student living off campus	$3,543	$10,629
Undergraduate student living on campus	$4,503	$13,509
Graduates	$4,232	$12,696
Law (semester)	$6,348	$12,696

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

	One Term	Three Terms
Graduates and undergraduates	$386	$1,158
Law (semester)	$579	$1,158

Transportation

	One Term	Three Terms
Resident undergraduate or graduate	$124	$372
Nonresident undergraduate or graduate	$436	$1,308
Law resident (semester)	$186	$372
Law nonresident (semester)	$654	$1,308

Miscellaneous Personal Expenses

	One Term	Three Terms
Undergraduates	$732	$2,196
Graduates	$732	$2,196
Law (semester)	$1,098	$2,196

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. (http://www.fafsa.ed.gov)studentaid.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 tuition waivers 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. 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 to meet the priority deadline.

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 first, then attempts to fill the remaining difference with non-need based loans.

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, maintain a minimum cumulative grade point average (GPA) and acceptable pace of completion, and graduate within the maximum time frame. 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 (https://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.

Pace of completion 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 of F, W, I, Y, N, and X. A pace calculator (https://financialaid.uoregon.edu/pace_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 or the financial aid office determines that it is mathematically impossible to graduate within the maximum time frame, financial aid will be suspended.

Visit the Office of Student Financial Aid and Scholarship website (http://financialaid.uoregon.edu/satisfactory_academic_progress/) for information on the appeals process.

Completely withdrawing from (or not passing any) courses during a student's first term at the University of Oregon, or during any two consecutive terms, constitutes failure to meet satisfactory academic progress standards regardless of GPA, pace, or time frame.

For additional information, visit the Office of Student Financial Aid and Scholarship website (http://financialaid.uoregon.edu/satisfactory_academic_progress/).

Financial Aid Packages

Students will receive notification of their offer after their financial aid eligibility has been established. The Office of Student Financial Aid and Scholarships attempts to offer 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

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.

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 and the Federal Work-Study Program.

Financial aid offers are made in accordance with federal and state regulations, as well as university policies. Some offers 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 all, or a portion of, their financial aid. According to a formula prescribed by federal and state 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 offers 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. Financial aid offers 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 returns (IRS Form 1040), to verify the information on the application.

Students should read the financial aid offer 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, provided you meet the terms of the award) 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 amount of Federal Pell Grant funds a student may receive over their lifetime is limited to the equivalent of six years of Pell Grant funding.

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

The Free Application for Federal Student Aid (FAFSA) 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, provided you meet the terms of the award, 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, provided you meet the terms of the award, 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. Work-study students must be in good academic standing in an eligible program leading to a degree or certificate.

The amount of work-study 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. Monthly timesheets are completed with the employer and pay is generated at the end of each month.

Students earn work-study funds by working on-campus or off-campus at approved governmental or non-profit agencies that perform services in the public interest. Information on available job opportunities and assistance locating a position can be found at the University Career Center web site at career.uoregon.edu.

Federal Perkins Loan

The Federal Perkins Loan Program ended September 30, 2017. No additional Perkins loans will be made available.

Repayment of an existing 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 Office of Business Affairs, PO Box 3237 University of Oregon, Eugene, Oregon 97403-0237; call 541-346-3165; 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.

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 on (subsidizes) 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 at least half-time, in good academic standing 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. The interest rate is set every July 1. The interest rate for the 2020–21 academic year is 2.75 percent with an origination fee of 1.057 percent (if first disbursed on or after October 1, 2020, and before October 1, 2021)

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. The amount of Direct Subsidized Loan eligibility is subtracted from the Direct Unsubsidized Loan maximum amounts listed. 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 2020–21 academic year is 2.75 percent with an origination fee of 1.057 percent (if first disbursed on or after October 1, 2020, and before October 1, 2021). 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 2020–21 is 4.3 percent with an origination fee of 1.057 percent (if first disbursed on or after October 1, 2020, and before October 1, 2021).

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 per award 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 per award year. Not all applicants qualify for the maximums. The Federal Direct Unsubsidized Loan may be used to replace expected family contribution, but the total borrowing for combined Direct Subsidized Loans and Direct Unsubsidized Loans cannot exceed the cost of education.

Generally, the cumulative amount a student can borrow from all Federal Direct Loans is as follows:

- $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 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 the 2020–21 academic year is 5.3 percent with an origination fee of 4.228 percent (if first disbursed on or after October 1, 2020, and before October 1, 2021).

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 fully 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 2020–21 is 5.3 percent with an origination fee of 4.228 percent (if first disbursed on or after October 1, 2020, and before October 1, 2021.

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 Federal Student Aid (https://studentaid.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
- 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 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
- The pay as you earn plan is designed for new borrowers (since October 1, 2017) with at least a partial financial hardship. Payment amounts change as the borrower's income changes, with a repayment period of as much as 20 years. Borrowers must update income and family size each year. Parent PLUS Loans are not eligible for this plan, unless it is part of a Direct Consolidation Loan
- The revised pay as you earn plan has similar conditions to the plan listed above, but there is no requirement to be a new borrower
- 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 are made over a period of up to 25 years. Borrowers must update income and family size each year
- 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. Borrowers must update income and family size each year
- An income-sensitive repayment plan in which monthly payments are based on annual income. Loan must be paid in full within 15 years.

If the borrower does not select one of these repayment plans, the Department of Education assigns the standard repayment plan. Visit

the website (https://studentaid.ed.gov/sa/) 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 temporarily deferred for:

- at least half-time enrollment in an eligible program at an eligible school
- an approved graduate fellowship program
- enrollment in an approved rehabilitation training program
- unemployment (up to three years)
- economic hardship or serving in the Peace Corps (up to three years)
- active duty military service in connection with a war, military operation, or national emergency or post-active duty service grace period
- a Parent PLUS Loan if parent borrower is enrolled at least half-time at an eligible college, in an eligible program

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 difficulties
- medical expenses
- change in employment
- serving in a medical or dental internship or residency program
- the total amount a borrower owes each month for all student loans is 20 percent or more than the borrower's monthly gross income (up to three years)
- serving in an AmeriCorps position for which the borrower received a national service award
- qualifying for partial repayment of loans under the U.S. Department of Defense Student Loan Repayment Program
- performing teaching service that would qualify the borrower for teacher loan forgiveness
- a member of the National Guard and has been activated by a governor, but not eligible for military deferment
- other reasons acceptable to your direct loan servicer

During forbearance, interest will continue to accrue on the principal balance. If you do not pay the interest as it accrues, the unpaid interest will be capitalized, added to the principal balance of the loan.

Deferments and forbearance are handled by the assigned direct loan servicer. To locate the appropriate direct loan servicer, sign in to Federal Student Aid (https://studentaid.gov/) site.

Public Service Loan Forgiveness

The Public Service Loan Forgiveness Program (PSLF) 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 PSLF 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. More information about Direct Loan Consolidation can be found on the US Department of Education website. (https://studentaid.ed.gov/sa/repay-loans/consolidation/)

Entrance and Exit Counseling

First-time Direct Subsidized, Unsubsidized, and Graduate PLUS Loan borrowers must complete entrance counseling before a loan disbursement can be made.

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

Both entrance and exit counseling sessions are completed at Federal Student Aid (https://studentaid.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 may be less favorable than those provided through the federal direct lending program. Private loans may be 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. *(*http://financialaid.uoregon.edu/alternative_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 (https://financialaid.uoregon.edu/).

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 scholarship options based on the time remaining to complete a degree. These scholarships include full tuition and fees or the option for room and board in place of tuition and fees. It also provides an additional book allowance of $1,200 per year, and a monthly living allowance of $420 per month. The University of Oregon also provides an additional subsidy for a portion of the housing cost to qualifying students. For more information, contact the Department of Military Science at 541-346-3102 or email mcmahond@uoregon.edu. High school seniors may also apply online (https://www.goarmy.com/rotc.html/) for a four-year Army ROTC National Scholarship or contact their school's career 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 outstanding incoming domestic freshman students. Oregon resident Stamps Scholars receive UO resident tuition and fees with room and board for four years of undergraduate study. Out-of-state recipients receive nonresident tuition and fees. Approximately 10 students per year are awarded this merit-based scholarship by the University of Oregon in partnership with the Stamps Scholars Program. 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 for the 2021-22 school year, a student must:

- be an incoming domestic freshman
- have a minimum 3.85 cumulative high school grade point average on a 4.00 scale
- exemplify leadership, perseverance, scholarship, service, and innovation

Interested students may apply online. Students must apply for admission by November 1 and submit their Stamps application by November 15.

Your scholarship application will be evaluated along with the Self Reported Academic Record included in your UO Undergraduate Admissions Application.

The University of Oregon interviews as many as 36 semifinalists in on-campus interviews; finalists will also be interviewed by the Stamps Scholars Program. The Stamps Scholars Program will make the final selection of the 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 2021-22 will be $9,000 a year for four years (12 terms).

For the 2021-22 year, incoming resident freshman students must submit the Presidential Scholarship application on our website by Feb 1 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 2021-22 will be $6,500; graduate student awards will be $9,000. Scholarships are renewable for up to 12 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 Criteria. To be considered for this scholarship for the 2021-22 school year, an applicant must be a currently enrolled UO

student with at least a 3.00 GPA, or apply for admission and meet standard UO admission requirements and have a 3.00 high school GPA. Scholarship recipients are selected competitively by the UO Diversity Excellence Scholarship Selection Committee, based on the following:

- Past academic performance
- Participation in campus or community activities
- An individual's ability to contribute to diversity
- Preference given to students with financial need as defined by federal and state guidelines
- Preference given to first generation of the family to attend college
- Preference given to Oregon residents

Application. The application is electronic and the submission deadline for the 2021-22 Diversity Excellence Scholarship is February 1 for incoming freshman and March 1 for graduate, law, and continuing UO students. The application deadline for transfer students is April 1. Applications are available within the UO Scholarship Dashboard on the Office of Student 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. The application portal is available on the financial aid website for returning students. Applicants must provide copies of academic transcripts from schools they have attended.

For the 2021-22 year, 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 is March 15 and the deadline to submit a scholarship application and supporting documents is April 1. Incoming graduate, law, and continuing UO students must apply by March 1.

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.

UO Excellence Scholarship

The UO Excellence Scholarship for incoming freshman students in 2021-22 is awarded only to out-of-state scholars, with a $60,000 payout over four years.

Out-of-state freshmen with exceptional admissions applications and stellar academic records will automatically be considered for the UO Excellence Scholarship. A limited number of these most prestigious awards are available.

Award Information. Out-of-state students receive $15,000 per year for four years. The UO Excellence Scholarship may be combined with other scholarships, including the Diversity Excellence and General University Scholarships. The UO Excellence Scholarships may not be combined with the Summit Scholarship or the Apex Scholarship.

Application Procedures. Students who apply for admission by January 15 and meet the criteria are automatically considered for the UO Excellence Scholarship. No separate application is required.

Scholarship Renewal. UO Excellence 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.

Summit Scholarship

The Summit Scholarship for incoming freshman students in 2021-22 is awarded to Oregon resident scholars with a $16,000 payout over four years, and to out-of-state scholars with a $40,000 payout over four years.

Scholarship Criteria for 2021-22

- minimum 3.90 high school GPA on a 4.00 scale

Students who fail to meet the above criteria may qualify instead for the Apex Scholarship.

Award Information. Oregon residents receive $4,000 per year for four years. Out-of-state students receive $10,000 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 UO Excellence Scholarship or 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 must be received by the February 15 document deadline.

Students whose high school GPA improves sufficiently to make them eligible for the Summit Scholarship by the February 15 document deadline should update their Self Reported Academic Record via the Admissions Portal. They will be notified of changes by April 1. New scholarship awards will not be made based on materials received after February 15.

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 2021-22 is awarded to Oregon resident scholars with a $8,000 payout over four years, and to out-of-state scholars with $30,000 over four years.

Scholarship Criteria

- minimum 3.70 high school GPA on a 4.00 scale

Students whose GPA and test scores are higher than the above criteria may instead qualify for the Summit Scholarship.

Award Information. Oregon residents receive $2,000 per year for four years. Out-of-state students receive $7500 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 UO Excellence Scholarship or 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, must be received by the February 15 document deadline.

Students whose high school GPA improves sufficiently to make them eligible for the Summit Scholarship by the February 15 document deadline should update their Self Reported Academic Record via the Admissions Portal.. They will be notified of changes by April 1. New scholarship awards will not be made based materials 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

PathwayOregon 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 PathwayOregon, 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 Federal 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

101 Oregon Hall
advising.uoregon.edu (http://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 with an academic advisor. University of Oregon advisors collaborate with students to help them achieve their personal goals, academic potential, and professional success.

Advisors provide students with a declared major a framework in which planning and decision-making may be efficiently completed. Exploring students should work with advisors in Tykeson Hall (see Willie and Donald Tykeson Hall below) early and often to explore interests. Students are strongly urged to consult advisors regularly each term. Students are also encouraged to speak with faculty members regularly. Faculty can provide insight, guidance and mentorship within their areas of discipline and research.

The Office of Academic Advising supports new students in their transition to the university, as well as any student seeking guidance to achieve academic success. The office works closely with students in academic distress who may need particular assistance around navigating campus resources. See also Academic Advising in the Undergraduate Studies (p. 884) section of this catalog.

General Principles in Program Planning

1. To earn a degree in four years (12 terms), students should average 15 credits a 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 pre- or corequisites
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 an advisor
7. New students might want to explore some special curricular programs such as Freshman Interest Groups and Academic Residential Communities, and should be investigated prior to or during orientation
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.

Willie and Donald Tykeson Hall

tykeson.uoregon.edu (https://tykeson.uoregon.edu/)

Willie and Donald Tykeson Hall, the college and careers building, offers students an integrated academic and career model focusing around one of six central themes called *flight paths*. These thematic paths guide students in exploring and planning the academic and career paths that aligns with their values, skills, and interests. Students exploring options who are not yet ready to declare a major, who are premajors in a particular field, or who wish to declare a major should consult with advisors in Tykeson Hall. The advisors help plan programs that best suit each student's academic and career goals. Freshman students must declare their majors by the end of their second year; transfer students must declare their majors by the end of their first year.

Career Planning

University Career Center

Willie and Donald Tykeson Hall
career.uoregon.edu (https://career.uoregon.edu/)

The University Career Center, a unit of the Division of Student Life, exists to support the career readiness, preparation, and professional development of UO students. Students have an opportunity to learn about career options and paths, develop strategies to find and prepare for part-time jobs, internships, and full-time career opportunities, and meet potential employers. See also University Career Center in the Student Services (p. 910) section of this catalog.

Majors

Accounting: (p. 575) BA, BS
Anthropology (p. 69): BA, BS
Architecture (p. 595): BArch
Art (p. 605): BA, BS, BFA
Art and Technology (p. 605): BA, BS, BFA
Art History (p. 625): BA
Asian Studies (p. 80): BA
Biochemistry (p. 106): BA, BS
Biology (p. 87): BA, BS
Business Administration (p. 576): BA, BS
Chemistry (p. 106): BA, BS
Chinese (p. 192): BA
Cinema Studies (p. 125): BA, BS
Classics (p. 131): BA
Communication Disorders and Sciences (p. 713): BA, BS
Comparative Literature (p. 142): BA
Computer and Information Science (p. 153): BA, BS
Dance (p. 797): BA, BS, BFA
Data Science: (http://catalog.uoregon.edu/arts_sciences/datascience/#undergraduatetext) BA, BS
Earth Sciences (p. 170): BA, BS
Economics (p. 216): BA, BS
Educational Foundations (p. 696): BA, BS
English (p. 228): BA
Environmental Science (p. 244): BA, BS
Environmental Studies (p. 244): BA, BS
Ethnic Studies (p. 354): BA, BS
Family and Human Services (p. 680): BA, BS, BEd
Folklore and Public Culture (p. 258): BA
French (p. 483): BA
General Social Science (p. 265): BA, BS
Geography (p. 275): BA, BS
German (p. 292): BA, BS
Global Studies (p. 303): BA, BS
History (p. 331): BA, BS
Humanities (p. 341): BA
Human Physiology (p. 345): BA, BS
Interior Architecture (p. 633): BIArch
Italian (p. 483): BA
Japanese (p. 192): BA
Journalism (p. 730): BA, BS
Journalism: Advertising: (p. 733) BA, BS
Journalism: Media Studies (p. 743): BA, BS
Journalism: Public Relations (p. 753): BA, BS
Judaic Studies (p. 361): BA
Landscape Architecture (p. 642): BLA
Latin American Studies (p. 365): BA
Linguistics (p. 368): BA, BS
Marine Biology (p. 87): BA, BS
Mathematics (p. 380): BA, BS
Mathematics and Computer Science (p. 401): BA, BS
Medieval Studies (p. 415): BA
Multidisciplinary Science (p. 419): BA, BS
Music (p. 812): BA, BS
Music Composition (p. 812): BMus
Music Education (p. 812): BMME
Music: Jazz Studies (p. 812): BMus
Music Performance (p. 812): BMus
Neuroscience (p. 426): BA, BS
Philosophy (p. 430): BA, BS
Physics (p. 440): BA, BS
Planning, Public Policy and Management (p. 653): BA, BS
Political Science (p. 452): BA, BS
Product Design (p. 669): BA, BS, BFA
Psychology (p. 463): BA, BS
Religious Studies (p. 476): BA, BS
Romance Languages (p. 483): BA
Russian, East European, and Eurasian Studies (p. 503): BA
Sociology (p. 510): BA, BS
Spanish (p. 483): BA
Spatial Data Science and Technology (p. 275): BA, BS
Theater Arts (p. 523): BA, BS
Women's, Gender, and Sexuality Studies (p. 531): 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. 64)
Anthropology (p. 69)
Arabic Studies (p. 476)
Architecture (p. 595)
Art (p. 605)
Art History (p. 625)
Audio Production (https://admissions.uoregon.edu/minors/audio-production/)
Biochemistry (p. 106)
Bioengineering
Biology (p. 87)
Black Studies (p. 233)
Business Administration (p.)
Chemistry (p. 106)
Chinese (p. 192)
Classical Civilization (p. 131)
Climate Studies (p. 275)
Comics and Cartoon Studies (p. 231)
Commerce and Society (p. 273)
Comparative Literature
Computer and Information Science (p. 153)
Computer Information Technology (p. 153)
Creative Writing
Criminology
Dance (p. 797)
Digital Humanities (p. 231)
Disability Studies (p. 231)
Earth Sciences (p. 170)
East Asian Studies (p. 80)
Economics (p. 216)
English (p. 231)
Entrepreneurship (https://business.uoregon.edu/ug/minors/entrepreneurship/)
Environmental Humanities (p. 242)
Environmental Studies (p. 244)
Ethics (p. 430)
Ethnic Studies (p. 354)
European Studies (p. 256)
Folklore (p. 258) and Public Culture (p. 258)
Food Studies (https://foodstudies.uoregon.edu/undergraduate-minor-in-food-studies/)
Forensic Anthropology (p. 71)
French (p. 483)
Geography (p. 275)
German (p. 292)
German and Scandinavian Studies (http://catalog.uoregon.edu/arts_sciences/germanstudies/#undergraduatetext)
Global Health (p. 303)
Global Service (p. 303)
Global Studies (p. 328)
Greek (p. 131)
Historic Preservation (p. 621)
History (p. 331)
Interior Architecture (p. 633)
Italian (p. 483)
Japanese (p. 192)
Judaic Studies (p. 361)
Korean (p. 192)
Landscape Architecture (p. 642)
Latin (p. 131)
Latin American Studies (p. 365)
Latinx Studies (p. 354)
Leadership and Administrative Skills (p. 707)
Legal Studies (p. 784)
Linguistics (p. 368)
Mathematics (p. 380)
Media Studies (p. 778)
Medieval Studies (p. 415)
Middle East–North Africa studies (p. 418)
Multimedia (p. 605)
Music (p. 812)
Music Technology (p. 812)
Native American and Indigenous Studies (p. 425)
Nonprofit Administration (p. 653)
Philosophy (p. 430)
Physics (p. 440)
Planning, Public Policy and Management (p. 653)
Political Science (p. 452)
Product Design (p. 669)
Psychology (p. 463)
Queer Studies
Religious Studies (p. 476)
Russian, East European, and Eurasian Studies (p. 503)
Scandinavian (p. 292)
Science Communication (p. 730)
Sociology (p. 510)
South Asian Studies (p. 80)
Southeast Asian Studies (p. 80)
Spanish (p. 483)
Special E (p. 713)ducation
Sports Business (https://business.uoregon.edu/ug/minors/sports-business/)
Sustainable Business
Theater Arts (p. 523)
Women's, Gender, and Sexuality Studies (p. 531)
Writing, Public Speaking, and Critical Reasoning (p. 231)

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. 582) MActg, PhD
Advertising and Brand Responsibility (http://journalism.uoregon.edu/academics/grad/brand/): MA, MS
American Law (p. 785): LLM
Anthropology (p. 73): MA*, MS*, PhD
Applied Physics (p. 445): MS
Architecture (p. 596): MArch, MS, PhD
Art (p. 612): MFA
Art History (p. 628): MA, PhD
Asian Studies (p. 82): MA
Bioengineering (p. 879): MS*, PhD
Biology (p. 98): MA, MS, PhD
Business Law (p. 785): LLM
Chemistry (p. 118): MA, MS, PhD
Classics (p. 139): MA
Communication Disorders and Sciences (p. 717): MA, MS, PhD
Communication and Media Studies (p. 761): MA, MS, PhD
Community and Regional Planning (p. 657): MCRP
Comparative Literature (p. 146): MA*, PhD
Computer and Information Science (p. 160): MS, PhD
Conflict and Dispute Resolution (p. 785): LLM, MA, MS
Counseling, Family, and Human Services (p. 686): MEd
Counseling Psychology (p. 686): MA, MS, DEd, PhD
Couples and Family Therapy (p. 686): MS
Creative Writing (p. 168): MFA
Critical and Sociocultural Studies in Education (p. 700): PhD
Curriculum and Teacher Education (p. 700): MS
Curriculum and Teaching (p. 700): MEd
Dance (p. 801): MA, MS, MFA
Earth Sciences (p. 176): MA, MS, PhD
East Asian Languages and Literatures (p. 194): MA, PhD
Economics (p. 215): MA, MS, PhD
Educational Leadership (p. 708): MEd, DEd
Educational Policy and Leadership (p. 708): MA, MS
English (p. 235): MA, PhD
Environmental and Natural Resources Law (p. 785): LLM
Environmental Sciences, Studies, and Policy (p. 248): PhD
Environmental Studies (p. 248): MA, MS
Finance: (p. 582) MA*, MS, PhD
Folklore and Public Culture (p. 258): MA, MS
French (p. 490): MA
General Business: (p. 581) MBA
Geography (p. 284): MA, MS, PhD
German (p. 298): MA, PhD
Global Studies (p. 306): MA
Historic Preservation (p. 622): MS
History (p. 333): MA, PhD
Human Physiology (p. 349): MS, PhD
Indigenous, Race and Ethnic Studies (p. 354): PhD
Interdisciplinary Studies: (p. 868) MA, MS (e.g., religious studies)
Interior Architecture (p. 635): MIArch, MS
Intermedia Music Technology (p. 828): MMus
Italian (p. 490): MA
Journalism (p. 734): MA, MS
Landscape Architecture (p. 645): MLA, PhD
Language Teaching Studies (p. 371): MA
Law (p. 785): JD
Linguistics (p. 371): MA, PhD
Management: (p. 581) MA*, MS*, PhD
Marketing: (p. 581) MA*, MS*, PhD
Mathematics (p. 389): MA, MS, PhD
Multimedia Journalism (p. 734): MA, MS
Music Composition (p. 828): MMus, PhD
Music: Conducting (p. 828): MMus
Music Education (p. 828): MMus, PhD
Music: Jazz Studies (p. 828): MMus
Musicology (p. 828): MA, PhD
Music Performance (p. 828): MMus, DMA
Music: Piano Pedagogy (p. 828): MMus
Music Theory (p. 828): MA, PhD
Nonprofit Management (p. 657): MNM
Operations and Business Analytics: (p. 581) MA*, MS*, PhD
Philosophy (p. 434): MA, PhD
Physics (p. 445): MA, MS, PhD
Planning and Public Affairs: PhD (p. 657)
Political Science (p. 455): MA, MS, PhD
Prevention Science: (p. 686) MS, MEd, PhD
Psychology (p. 468): MA, MS, PhD
Public Administration (p. 657): MPA
Quantitative Research Methods in Education: PhD (p. 708)
Romance Languages (p. 490): MA, PhD
Russian, East European, and Eurasian studies (p. 506): MA
School Psychology (p. 717): MA, MS, MEd, PhD
Sociology (p. 512): MA*, MS*, PhD
Spanish (p. 490): MA
Special Education (p. 717): MA, MS, MEd, DEd, PhD
Special Education: Rehabilitation (p. 717): DEd, PhD
Sports Product Design (p. 671): MS
Sports Product Management (p. 547): MS
Strategic Communication (p. 771): MA, MS
Theater Arts (p. 526): MA, MS, MFA, PhD

Those programs through which a master's degree is only attainable en route to a doctoral degree are marked with an asterisk (*).

Graduate Specializations

Advanced Strategy and Leadership (https://business.uoregon.edu/mba/specializations/advanced-strategy-leadership/)
African Studies (https://africa.uoregon.edu/graduate/)
Architectural Technology (https://archenvironment.uoregon.edu/sites/archenvironment2.uoregon.edu/files/architectural-technology-specialization_0218.pdf)
Asian Studies (p. 82)
Collaborative Piano (p. 866)
Educational Data Science (p. 708)
Environmental Conflicts: Climate Change (https://law.uoregon.edu/cres/specializations/environmental-conflict-climate-change/)
Environmental Conflicts: Land Use (https://law.uoregon.edu/cres/specializations/environmental-conflict-land-use/)
Environmental Conflicts: Water (https://law.uoregon.edu/cres/specializations/environmental-conflict-water/)
Finance and Securities Analysis (https://business.uoregon.edu/mba/specializations/finance-securities-analysis/)
Folklore and Public Culture (p. 260)

Food Studies (http://foodstudies.uoregon.edu/graduate-specialization-in-food-studies/)
Historical Performance Practice (p. 866)
Housing (https://archenvironment.uoregon.edu/sites/archenvironment2.uoregon.edu/files/housing-specialization_fillable_0218.pdf)
Innovation and Entrepreneurship (https://business.uoregon.edu/mba/specializations/innovation-entrepreneurship/)
Interior Architecture (https://archenvironment.uoregon.edu/sites/archenvironment2.uoregon.edu/files/iarc-specialization_fillable_020718.pdf)
Jazz Pedagogy (p. 866)
Music Theory Pedagogy (p. 866)
Neuroscience (https://psychology.uoregon.edu/)
Politics, Culture, and Identity (https://english.uoregon.edu/graduate/politics-culture-and-identity-graduate-specialization/)
Quantitative Research Methods (https://education.uoregon.edu/qrme/specialization/)
Regional and International Conflict (https://law.uoregon.edu/cres/specializations/regional-and-international-conflict/)
Spanish Language Psychological Service and Research (https://education.uoregon.edu/cpsy/slpsr/)
Sports Business (https://business.uoregon.edu/mba/specializations/sports-business/)
Sustainable Business Practices (https://business.uoregon.edu/mba/specializations/sustainable-business-practices/)
Translation Studies (https://translationstudies.uoregon.edu/)
Urban Architecture and Urban Design (https://archenvironment.uoregon.edu/sites/archenvironment2.uoregon.edu/files/uaud-specialization_0218.pdf)
Urban Historic Preservation (https://archenvironment.uoregon.edu/sites/archenvironment2.uoregon.edu/files/historic-preservation-specialization_0218.pdf)
Violin/Viola Pedagogy (p. 828)

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

Undergraduate

Educational Foundations—secondary (p. 695)
Film Studies (p. 130)
Folklore and Public Culture (p. 260)
Global Business (p. 580)
Second-Language Acquisition and Teaching (p. 374)
Special Education (p. 713)
Teaching Dance (p. 806)
Writing, Public Speaking, and Critical Reasoning (p. 237)

Graduate

Arts Management (p. 652)
Communication Ethics (p. 770)
Early Intervention–Early Childhood Special Education (p. 717)
Ecological Design (p. 600)
Elementary (p. 674)
Environmental Humanities
Indigenous, Race, and Ethnic Studies (p. 358)
Integrated Teaching
Middle-Secondary Education (p. 674)
Museum Studies (p. 651)
Music Performance (p. 828)
New Media and Culture (p. 651)
Nonprofit Management (p. 657)
Online Learning
Russian, East European, and Eurasian Studies (p. 506)
School Psychology (p. 717)
Technical Teaching in Architecture (p. 600)
Women's, Gender, and Sexuality Studies (p. 535)

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Core Education Courses

Area of Inquiry and **Cultural Literacy** courses count toward partial fulfillment of bachelor's degree requirements under the groups and categories listed in each section.

See the Office of the Registrar page for more information about core education courses (formerly referred to as general-education courses): registrar.uoregon.edu/group_courses (http://registrar.uoregon.edu/group_courses/).

Arts and Letters

Arts & Letters (A&L) courses will create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. Courses will be broad in scope and demonstrably liberal in nature (that is, courses that promote open inquiry from a variety of perspectives). Though some courses may focus on specialized subjects or approaches, there will be a substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.

Courses that count towards either the Arts and Letters Area or fulfill the 2nd language requirement for the Bachelor of Arts degree can be found in the list at the bottom of this page. Click here to see that list. (p. 50)

Code	Title	Credits
AAD 250	Art and Human Values	4
AAD 301	Understanding Arts and Creative Sectors	4
ARB 331	Reading Classical Arabic	4
ARB 353	Arab Cinema	4
ARH 150	Introduction to Visual Culture	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 316	Gothic Architecture	4
ARH 321	Ancient Jewish Art	4
ARH 322	Ancient Greek Art & Architecture	4
ARH 323	Roman Art & Architecture	4
ARH 325	Islamic Art & Architecture	4
ARH 327	Medieval Art	4
ARH 348	Rome in Age of Bernini	4
ARH 351	19th-Century Art	4
ARH 352	Art of the Enlightenment	4
ARH 353	Modern Art, 1880–1950	1-4
ARH 354	Contemporary Art	4
ARH 358	History of Design	4
ARH 359	History of Photography	4
ARH 372	Arts of Colonial Latin America	4
ARH 382	Arts of the Silk Road	4
ARH 387	Chinese Buddhist Art	4
ART 101	Understanding Contemporary Art	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 110M	Introduction to Film and Media	4
CINE 111	How to Watch TV	4
CINE 151M	Introduction to Korean Cinema	4
CINE 230	Remix Cultures	4
CINE 265	History of the Motion Picture I	4
CINE 266	History of the Motion Picture II	4
CINE 267	History of the Motion Picture III	4
CINE 268	United States Television History	4
CINE 330	Film Festivals	4
CINE 335	Exhibition and Audiences	4
CINE 340	Production Studies	4
CINE 345	Stars	4
CINE 350	Queer European Cinema	4
CINE 360	Film Theory	4
CINE 362M	Contemporary Korean Film	4
CINE 365	Digital Cinema	4
CINE 381M	Film, Media, and Culture	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
COLT 390	Comparing Identities, Agencies and Differences	4
DAN 241	Screendance: History and Theory	4
DAN 251	Looking at Dance	4
DAN 301	African Dance Aesthetics	4
EALL 209	Languages and Societies in East Asia	4
EALL 211	Japan: A Cultural Odyssey	4
ENG 104	Introduction to Literature: Fiction	4
ENG 105	Introduction to Literature: Drama	4
ENG 106	Introduction to Literature: Poetry	4
ENG 107	World Literature	4
ENG 108	World Literature	4
ENG 110M	Introduction to Film and Media	4
ENG 207	Shakespeare	4
ENG 208	Shakespeare	4
ENG 225	Age of King Arthur	4
ENG 230	Introduction to Environmental Literature	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 250	Literature and Digital Culture	4
ENG 280	Introduction to Comic Studies	4
ENG 304	English Major Foundations: Context	4
ENG 305	English Major Foundations: Theory	4
ENG 313	Teen and Children's Literature	4
ENG 321	English Novel	4
ENG 322	English Novel	4
ENG 323	English Novel	4
ENG 330	Oral Controversy and Advocacy	4
ENG 335	Inventing Arguments	4
ENG 340	Jewish Writers	4
ENG 380	Film, Media, and History	4
ENG 381M	Film, Media, and Culture	4
ENG 385	Graphic Narratives and Cultural Theory	4
ENG 386	Bodies in Comics	4
ENG 391	American Novel	4
ENG 392	American Novel	4
ENG 394	20th-Century Literature	4
ENG 395	20th-Century Literature	4
ENVS 203	Introduction to Environmental Studies: Humanities	4
ENVS 345	Environmental Ethics	4
FLR 225	Voices of Africa	4
FLR 235	Folklore and the Supernatural	4
FLR 236	Magic in the Middle Ages	4
FLR 250	Introduction to Folklore	4
FLR 255	Folklore and United States Popular Culture	4
FLR 320	Car Cultures	4
FLR 350	Folklore and the Bible	4
FLR 370	Folklore and Sexuality	4
FR 150	Cultural Legacies of France	4
FR 361	French Cinema for Nonmajors	4
GER 220M	From Kierkegaard to Kafka	4
GER 221	Postwar Germany: Nation Divided	4
GER 222	Voices of Dissent in Germany	4
GER 223	Germany: A Multicultural Society	4
GER 250	The Culture of Money	4
GER 251	Sexuality	4
GER 252	War, Violence, Trauma	4
GER 280M	The Quality of Life in Germany and Scandinavia	4
GER 345M	Food, Culture, and Identity in Germany and Scandinavia	4
GER 351	Diversity in Germany	4
GER 352	Authors in German Literature	4
GER 354	German Gender Studies	4
GER 355	German Cinema: History, Theory, Practice	4
GER 356	German Fairy Tales	1-4
GER 357	Nature, Culture, and the Environment	4
HC 221H	Arts and Letters Inquiry: [Topic]	4
HC 222H	Honors College Arts and Letters	4
HC 223H	Honors College Arts and Letters	4
HUM 101	Introduction to the Humanities I	4
HUM 102	Introduction to the Humanities II	4
HUM 103	Introduction to the Humanities III	4
HUM 240	Medical Humanities	4
HUM 245	Food, Art, and Literature	4
HUM 260	Postwar European Culture	4
HUM 300	Themes in the Humanities	4
HUM 354	The City	4
HUM 361	Ancient Science and Culture	4
ITAL 150	Cultural Legacies of Italy	4
ITAL 152	Desire and Resistance: Italian Cinema	4
ITAL 252	The Italian-American Experience	4
J 397	Media Ethics	4
JDST 212	Medieval and Early Modern Judaism	4
JPN 250	Manga Millennium	4
JPN 305	Introduction to Japanese Literature	4
JPN 306	Introduction to Japanese Literature	4
JPN 307	Introduction to Japanese Literature	4
JPN 315	Introduction to Japanese Linguistics	4
KRN 151M	Introduction to Korean Cinema	4
KRN 309	Languages and Cultural Formation in Korea	4
KRN 315	Introduction to Korean Linguistics	4
KRN 361	Korean Popular Culture and Transnationalism	4
KRN 362M	Contemporary Korean Film	4
LA 260	Understanding Landscapes	4
LING 150	Structure of English Words	4

LING 225	Writing Systems	4
MENA 111	Media Coverage of the Middle East	4
MUJ 350	History of Jazz, 1900–1950	4
MUJ 351	History of Jazz, 1940 to Present	4
MUS 125	Understanding Music	4
MUS 151	Popular Songwriting	4
MUS 227	Elements of Electronic Music	4
MUS 263	US Popular Music 1800 to 1930	4
MUS 264	US Popular Music 1930 to 1965	4
MUS 265	US Popular Music 1965 to 2000	4
MUS 267	Survey of Music History	4
MUS 268	Survey of Music History	4
MUS 269	Survey of Music History	4
MUS 270	History of the Blues	4
MUS 351	The Music of Bach and Handel	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 367	Survey of African Music	4
MUS 380	Film: Drama, Photography, Music	4
MUS 382	American Musical Theater	4
PHIL 101	Philosophical Problems	4
PHIL 102	Ethics	4
PHIL 103	Critical Reasoning	4
PHIL 110	Human Nature	4
PHIL 120	Ethics of Enterprise and Exchange	4
PHIL 130	Philosophy and Popular Culture	4
PHIL 170	Love and Sex	4
PHIL 211	Existentialism	4
PHIL 216	Philosophy and Cultural Diversity	4
PHIL 225	Introduction to Formal Logic	4
PHIL 310	History of Philosophy: Ancient and Medieval	4
PHIL 311	History of Philosophy: Modern	4
PHIL 312	History of Philosophy: 19th Century	4
PHIL 315	Introduction to Feminist Philosophy	4
PHIL 322	Philosophy of the Arts	4
PHIL 330	Philosophy and Disaster	4
PHIL 332	Philosophy of Film	4
PHIL 335	Medical Ethics	4
PHIL 340	Environmental Philosophy	4
PHIL 342	Introduction to Latin American Philosophy	4
PHIL 345	Place in the Cosmos	4
PPPM 250	Arts and Human Values	4
REL 101	World Religions: Asian Traditions	4
REL 102	World Religions: Near Eastern Traditions	4
REL 222	Introduction to the Bible I	4
REL 223	Introduction to the Bible II	4
REL 233	Introduction to Islam	4
REL 317	Jesus and the Gospels	4
REL 335	Introduction to the Qur'an	4
REL 353	Dark Self, East and West	4
REL 355	Mysticism	4
REL 359	Religion After Atheism	4
RUSS 204	Introduction to Russian Literature	4
RUSS 205	Introduction to Russian Literature	4
RUSS 206	Introduction to Russian Literature	4
RUSS 240	Russian Culture	4
RUSS 331	Russian Short Story	4
RUSS 334	Dostoevsky	4
RUSS 335	Tolstoy	4
RUSS 351	Russian Literature and Film	4
SCAN 220M	From Kierkegaard to Kafka	4
SCAN 251	Text and Interpretation	4
SCAN 259	Vikings through the Icelandic Sagas	4
SCAN 280M	The Quality of Life in Germany and Scandinavia	4
SCAN 315	Nordic Cinema	4
SCAN 316	History of Cinema	4
SCAN 325	Constructions versus Constrictions of Identity	4
SCAN 341	Revisions of the Scandinavian Dream	4
SCAN 343	Norse Mythology	4
SCAN 345M	Food, Culture, and Identity in Germany and Scandinavia	4
SCAN 351	Periods in Scandinavian Literature	4
SCAN 353	Scandinavian Women Writers	4
SCAN 354	Genres in Scandinavian Literature	4
SPAN 150	Hispanic and Latinx Cultures	4
TA 271	Introduction to Theater Arts	4
TA 367	History of the Theater I	4
TA 368	History of the Theater II	4
TA 369	History of the Theater III	4
WGS 250	Gender, Literature, and Culture	4
WGS 261	Gender and Popular Culture	4
WGS 322	Queer Theory	4
WGS 350	Literature as Feminist Theory	4
WGS 361	Gender, Film, and the Media	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 area requirement as well.

Code	Title	Credits
ARB 201	Second-Year Arabic	5
ARB 202	Second-Year Arabic	5
ARB 203	Second-Year Arabic	5
ARB 301	Language and Culture	4
ARB 302	Language and Culture	4
ARB 303	Language and Culture	4
ASL 201	Second-Year American Sign Language	4
ASL 202	Second-Year American Sign Language	4
ASL 203	Second-Year American Sign Language	4

CHN 201	Second-Year Chinese	5
CHN 202	Second-Year Chinese	5
CHN 203	Second-Year Chinese	5
CHN 204	Accelerated Second-Year Chinese I	5
CHN 205	Accelerated Second-Year Chinese II	5
CHN 206	Accelerated Second-Year Chinese III	5
CHN 301	Third-Year Chinese	5
CHN 302	Third-Year Chinese	5
CHN 303	Third-Year Chinese	5
FR 201	Second-Year French	4
FR 202	Second-Year French	4
FR 203	Second-Year French	4
FR 301	Culture et langage: la France contemporaine	4
FR 302	Culture et langage: Le monde francophone contemporain	4
FR 312	French Survey: Francophone Literature	4
FR 317	French Survey: Medieval and Renaissance	4
FR 318	Monarchy, Liberty, Revolution	4
FR 319	French Survey: 19th and 20th Centuries	4
FR 330	French Poetry	4
FR 331	French Theater	4
FR 333	French Narrative	4
FR 362	French Film	4
GER 201	Second-Year German	4
GER 202	Second-Year German	4
GER 203	Second-Year German	4
GER 311	Intermediate Language Training	4
GER 312	Intermediate Language Training	4
GER 313	Intermediate Language Training	4
GER 360	Introduction to German Literature: Poetry, Plays, Prose	4
GER 361	Introduction to German Literature: Literary Movements	4
GER 362	Introduction to German Literature: Interpretive Models	4
GER 366	Themes in German Literature	4
GER 367	Themes in German Literature	4
GER 368	Themes in German Literature	4
GRK 301	Authors: [Topic]	4
GRK 302	Authors: [Topic]	4
GRK 303	Authors: [Topic]	4
ICH 201	Second-Year Ichishki#in	5
ICH 202	Second-Year Ichishki#in	5
ICH 203	Second-Year Ichishki#in	5
ITAL 201	Second-Year Italian	4
ITAL 202	Second-Year Italian	4
ITAL 203	Second-Year Italian	4
ITAL 301	Cultura e lingua: l'Italia contemporanea	4
ITAL 303	Cultura e lingua: societa, economia, politica	4
ITAL 305	Cultura e lingua: arte, musica, i mass media	4
ITAL 317	Italian Survey: Medieval and Renaissance	4
ITAL 318	Italian Survey: Baroque and Enlightenment	4
ITAL 319	Italian Survey: 19th and 20th Centuries	4
JPN 201	Second-Year Japanese	5
JPN 202	Second-Year Japanese	5
JPN 203	Second-Year Japanese	5
JPN 301	Third-Year Japanese	5
JPN 302	Third-Year Japanese	5
JPN 303	Third-Year Japanese	5
KRN 201	Second-Year Korean	5
KRN 202	Second-Year Korean	5
KRN 203	Second-Year Korean	5
KRN 301	Third Year Korean	5
KRN 302	Third-Year Korean	5
KRN 303	Third-Year Korean	5
LAT 301	Authors: [Topic]	4
LAT 302	Authors: [Topic]	4
LAT 303	Authors: [Topic]	4
PORT 201	Second Year Portuguese	4
PORT 202	Second-Year Portuguese	4
PORT 203	Second-Year Portuguese	4
PORT 301	Cultura e Lingua: Expressoes Artisticas	4
PORT 305	Cultura e lingua: Brasil ontem e hoje	4
RUSS 201	Second-Year Russian	5
RUSS 202	Second-Year Russian	5
RUSS 203	Second-Year Russian	5
RUSS 316	Third-Year Russian	5
RUSS 317	Third-Year Russian	5
RUSS 318	Third-Year Russian	5
SPAN 201	Second-Year Spanish	4
SPAN 202	Second-Year Spanish	4
SPAN 203	Second-Year Spanish	4
SPAN 218	Latino Heritage I	5
SPAN 228	Latino Heritage II	5
SPAN 301	Cultura y Lengua: Identidades Hispanas	4
SPAN 303	Cultura y lengua: expresiones artisticas	4
SPAN 305	Cultura y lengua: cambios sociales	4
SPAN 341	Hispanic Cultures through Literature I	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 348	United States Latino Literature and Culture	4
SPAN 350	Introduction to Poetry	4
SPAN 351	Introduction to Theater	4
SPAN 353	Introduction to Narrative	4
SWAH 201	Second-Year Swahili	5
SWAH 202	Second-Year Swahili	5
SWAH 203	Second Year Swahili	5
SWED 201	Second-Year Swedish	4
SWED 202	Second-Year Swedish	4
SWED 203	Second-Year Swedish	4

Social Science

Social Science (SSC) courses will be liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They will cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad, e.g., involving more than one issue, place, or time.

Code	Title	Credits
AFR 215	Introduction to African Studies	4
ANTH 114	Anthropology of Pirates and Piracy	4
ANTH 119	Anthropology and Aliens	4
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 224M	Introduction to Anthropology of the African Diaspora	4
ANTH 250	Introduction to Middle East Studies	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 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 346	Archaeology of Southeast Asia	4
ANTH 373	Psychoactive Substances in Ancient Societies	4
BA 101	Introduction to Business	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	Education and Social Change	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 224M	Introduction to Anthropology of the African Diaspora	4
ES 250	Introduction to African American Studies	4
ES 252	Introduction to Asian American Studies	4
ES 254	Introduction to Chicanx and Latinx Studies	4
ES 256	Introduction to Native American Studies	4
ES 258	Introduction to Pacific Islander Studies	4
ES 321	Indigenous Peoples of Oregon	4
ES 345M	Music, Politics, and Race	4
ES 352	Social Equity and Criminal Justice	4
ES 354	Environmental Racism	4
ES 380	Race, Migration, and Rights	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 208	Geography of the United States and Canada	4
GEOG 209	Geography of the Middle East and North Africa	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
GLBL 101	Introduction to International Issues	4
GLBL 102	Foundations for Intercultural Competence	4
GLBL 230	Global Wellbeing	4
GLBL 240	Perspectives on International Development	4
GLBL 250	Value Systems in Cross-Cultural Perspective	4
GLBL 260	Culture, Capitalism, and Globalization	4
GLBL 270	Globalization and the Global Economy	4
GLBL 280	Global Environmental Issues and Alternatives	4
GLBL 340	Global Health and Development	4
GLBL 350	Education and Development	4
GLBL 360	International Cooperation and Conflict	4
GLBL 370	International Human Rights	4
HC 231H	Social Science Inquiry: [Topic]	4
HC 232H	Honors College Social Science	4
HC 233H	Honors College Social Science	4
HIST 101	Ancient Mediterranean	4
HIST 102	Making Modern Europe	4

HIST 103	Europe and the World	4
HIST 104	World History	4
HIST 105	World History	4
HIST 106	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 211	Reacting to the Past	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 248	Latinos in the Americas	4
HIST 250	African American History	4
HIST 251	African American History	4
HIST 273	Introduction to Global Environmental History	4
HIST 286	Cities in India and South Asia	4
HIST 301	Modern Europe	4
HIST 302	Modern Europe	4
HIST 303	Modern Europe	4
HIST 308	History of Women in the United States I	4
HIST 309	History of Women in the United States II	4
HIST 319	Early Middle Ages in Europe	4
HIST 320	High Middle Ages in Europe	4
HIST 321	Late Middle Ages in Europe	4
HIST 325	Precolonial Africa	4
HIST 326	Colonial and Postcolonial Africa	4
HIST 340	US Military History	4
HIST 345	Early Russia	4
HIST 346	Imperial Russia	4
HIST 347	Soviet Union and Contemporary Russia	4
HIST 352	The United States in the 1960s	4
HIST 361	Early Modern Science	4
HIST 368	American West in Popular Culture	4
HIST 378	American Environmental History to 1890	4
HIST 379	American Environmental History, 1890-Present	4
HIST 380	Latin America	4
HIST 381	Latin America	4
HIST 382	Latin America, 1910 to the Present	4
HIST 383	Soccer and Society in Latin America	4
HIST 387	Early China	4
HIST 396	Samurai in Film	4
J 201	Media and Society	4
J 385	Communication Law	4
J 387	Media History	4
JDST 213	The Jewish Encounter with Modernity	4
JDST 330	American Jewish Cultures	4
LAW 102	Introduction to Criminal Law	4
LAW 104	Introduction to Business Law	4
LAW 201	Introduction to Environmental Law and Policy	4
LAW 202	Introduction to Public International Law	4
LAW 203	Controversies in Constitutional Law	4
LAW 204	Immigration and Citizenship	4
LAW 301	Youth and Social Change	4
LING 101	Introduction to Language	4
LING 144	Learning How To Learn Languages	4
LING 201	Language and Power	4
LING 211	Languages of the World	4
LING 294	Child Language	4
LING 296	Language and Society in the United States	4
LING 297	Introduction to Bilingualism	4
LING 301	Introduction to Linguistics Analysis	4
LING 302	Introduction to Linguistic Behavior	4
LING 312	Morphosyntax	4
PHIL 123	Internet, Society, and Philosophy	4
PHIL 223	Data Ethics	4
PHIL 307	Social and Political Philosophy	4
PHIL 308	Social and Political Philosophy	4
PHIL 309	Global Justice	1-4
PHIL 339	Introduction to Philosophy of Science	4
PHIL 343	Critical Theory	4
PHIL 344	Introduction to Philosophy of Law	4
PPPM 101	Advocacy and Social Change	4
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
PPPM 360	International Public Policy	4
PS 102	Thinking Like a Social Scientist	4
PS 106	Power, Politics, and Inequality	4
PS 111	Introduction to Political Science	4
PS 201	United States Politics	4
PS 205	Introduction to International Relations	4
PS 206	Ethics, Identity, and Power	4
PS 210	Politics of Business	4
PS 275	Legal Process	4
PS 302	States' Rights (and Wrongs)	4
PS 304	Democracy, Dictators, and Development	4
PS 309	Political Ideologies	4
PS 310	Roots of Democracy	4
PS 311	Sovereignty and Revolution	4
PS 312	Shadows of Modernity	4
PS 316	Black Lives Matter and American Democracy	4
PS 319	The Politics of the Body	4

PS 324	European Politics	4
PS 326	United States Foreign Policy I	4
PS 330	Governments and Politics in Latin America	4
PS 337	The Politics of Development	4
PS 345	Southeast Asian Politics	4
PS 347	Political Power, Influence, and Control	4
PS 349	Mass Media and American Politics	4
PS 352	Political Parties and Elections	4
PS 367	Science and Politics of Climate Change	4
PS 371	United States Congress	4
PS 375	Race, Politics, and the Law	4
PS 380	Gender and Politics in Developing Countries	4
PS 384	Nuclear Politics of the Middle East	4
PS 386	United States Social Movements and Political Change	4
PS 387	Russian Politics	4
PS 390	American Indian Politics	4
PS 391	Non-Western Political Theory	4
PSY 202	Mind and Society	4
PSY 306	Social Psychology	4
PSY 307	Personality	4
PSY 308	Developmental Psychology	4
PSY 309	Psychopathology	4
PSY 366	Culture and Mental Health	4
PSY 380	Psychology of Gender	4
REL 211	Early Judaism	4
REL 302	Chinese Religions	4
REL 303	Japanese Religions	4
REL 322	History of Christianity	4
REL 324	History of Eastern Christianity	4
SBUS 250	Sports Business and Society	4
SBUS 250N	Sports Business and Society	4
SOC 204	Introduction to Sociology	4
SOC 207	Social Inequality	4
SOC 301	American Society	4
SOC 304	Community, Environment, and Society	4
SOC 313	Social Issues and Movements	4
SOC 317	Sociology of the Mass Media	4
SOC 328	Self and Society	4
SOC 345	Race and Ethnicity	4
SOC 346	Work and Occupations	4
SOC 355	Sociology of Gender	4
SOC 380	Introduction: Deviance, Control, and Crime	4
SPAN 308	Cultura y lengua: comunidades bilingues	4
WGS 101	Introduction to Women's and Gender Studies	4
WGS 221	Bodies and Power	4
WGS 251	Transnational and Indigenous Feminisms	4
WGS 303	Women and Gender in American History	4
WGS 315	History and Development of Feminist Theory	4
WGS 321	Feminist Perspectives: Identity, Race, Culture	4
WGS 341	Women, Work, and Class	4
WGS 351	Decolonial Feminisms	4

Science

Science (SC) area-satisfying courses will introduce students to the foundations of one or more scientific disciplines, or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses will introduce students to the process of scientific reasoning.

Courses that count towards either the Science Area or the Bachelor of Science can be found listed at the bottom of this page. Click here to see that list. (p. 55)

Code	Title	Credits
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 255	Atlantis, Aliens, and Archaeology	4
ANTH 260	Domestic Animals	4
ANTH 270	Introduction to Biological Anthropology	4
ANTH 274	Animals and People	4
ANTH 278	Science, Race, and Society	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 132	Introduction to Animal Behavior	4
BI 140	Science, Policy, and Biology	4
BI 150	The Ocean Planet	4
BI 160	From Brains to Artificial Intelligence	4
BI 170	Happiness: a Neuroscience and Psychology Perspective	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
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	Advanced General Chemistry I	4
CH 225H	Advanced General Chemistry II	4
CH 226H	Advanced General Chemistry III	4
CIS 102	Fundamentals of Computer and Information Security	4
CIS 110	Fluency with Information Technology	4
DAN 260	Anatomy of Human Movement	4
DSCI 101	Foundations of Data Science I	4
ENVS 202	Introduction to Environmental Studies: Natural Sciences	4
ERTH 101	Exploring Planet Earth	4
ERTH 102	Exploring Earth’s Environment	4
ERTH 103	Exploring Earth History	4
ERTH 110	People, Rocks, and Fire	4
ERTH 137	Mountains and Glaciers	4
ERTH 156M	Scientific Revolutions	4
ERTH 201	Dynamic Planet Earth	4
ERTH 202	Earth's Surface and Environment	4
ERTH 203	History of Life	4
ERTH 213	Geology of National Parks	4
ERTH 304	The Fossil Record	4
ERTH 305	Dinosaurs	4
ERTH 306	Volcanoes and Earthquakes	4
ERTH 307	Oceanography	4
ERTH 308	Geology of Oregon and the Pacific Northwest	4
ERTH 310	Earth Resources and the Environment	4
ERTH 337	Introduction to Physical Oceanography	4
ERTH 353	Geologic Hazards	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
HC 207H	Honors College Science	4
HC 209H	Honors College Science	4
HC 241H	Scientific Inquiry: [Topic]	4
HPHY 103	Exercise and Performance	4
HPHY 105	Principles of Nutrition	4
HPHY 111	The Science of Sex	4
HPHY 112	The Science of Health	4
HPHY 212	Scientific Investigation in Physiology	4
PHYS 101	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 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
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 Area 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 area requirement.

Code	Title	Credits
CIS 111	Introduction to 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
MATH 262	Calculus with Theory II	4
MATH 263	Calculus with Theory III	4
MATH 307	Introduction to Proof	4
MATH 343	Statistical Models and Methods	4

United States: Difference, Inequality, and Agency

These courses fulfill the *United States: Difference, Inequality, and Agency* category of the Cultural Literacy Core Education requirement, a requirement informed by UO student activism. It is meant to develop students' analytical and reflective capacities to help them understand and ethically engage with the ongoing (cultural, economic, political, social, etc.) power imbalances that have shaped and continue to shape the United States. In addition to considering the scholarship, cultural production, perspectives, and voices from members of historically marginalized communities, students in DIA courses:

1. **Inquire** into intersecting aspects of identity such as race, gender, gender identity, sexuality, socioeconomic status, indigeneity, national origin, religion, or ability;
2. **Analyze** uses of power to marginalize on the basis of identity, as well as the assertions of agency, resistance, and resilience by marginalized groups; and
3. **Examine** historical and contemporary structures, forms of knowledge, cultural practices, or ideologies that perpetuate or change the distribution of power in society.

and undertake one or more of the following:

- **Reflect** on one's own multiple social identifications and on how they are formed and located in relation to power.
- **Practice respectful listening and ethical dialogue** around deeply felt or controversial issues.

Code	Title	Credits
ANTH 248	Archaeology of Wild Foods	4
ANTH 278	Science, Race, and Society	4
ANTH 320	Native North Americans	4
ANTH 322	Anthropology of the United States	4
ANTH 329	Immigration and Farmworkers Political Culture	4
ANTH 344	Oregon Archaeology	4
ANTH 442	Northwest Coast Archaeology	4
ANTH 443	North American Archaeology	4
ARH 354	Contemporary Art	4
ASL 301	American Deaf Culture	4
BLST 141	Writing in Black: [Topic]	4
CDS 201	Communication Disorders in Society and Media	4
COLT 390	Comparing Identities, Agencies and Differences	4
EC 330	Urban and Regional Economic Problems	4
EC 430	Urban and Regional Economics	4
EDST 225	School and Representation in Media	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 316	Women Writers' Forms: [Topic]	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 364	Comparative Ethnic American Literatures	4
ENG 386	Bodies in Comics	4
ENG 496	Feminist Film Criticism: [Topic]	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 Chicanx and Latinx Studies	4
ES 256	Introduction to Native American Studies	4
ES 258	Introduction to Pacific Islander Studies	4
ES 310	Race and Popular Culture: [Topic]	4
ES 321	Indigenous Peoples of Oregon	4
ES 330	Women of Color: Issues and Concerns	4
ES 345M	Music, Politics, and Race	4
ES 350	Native Americans and the Environment	4
ES 352	Social Equity and Criminal Justice	4
ES 354	Environmental Racism	4
ES 360	Black Sexual Politics	4
ES 370	Race, Ethnicity, and Cinema: [Topic]	4
ES 380	Race, Migration, and Rights	4
ES 440	Race, Literature, and Culture: [Topic]	4
ES 456	History of Native American Education	4
ES 464	Relational Studies of Indigeneity, Race and Culture: [Topic]	4
ES 465	Feminist Theories of Race: [Topic]	4
ES 466	Native American Ethnohistory	4
ES 468	Indigenous Research Methods and Ethics	4
ES 470	Native American and Indigenous Feminisms	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
GEOG 208	Geography of the United States and Canada	4

GEOG 471	North American Historical Landscapes	4
HC 444H	Honors College American Cultures Colloquium: [Topic]	4
HIST 201	Inventing America	4
HIST 202	Building the United States	4
HIST 203	American Century	4
HIST 248	Latinos in the Americas	4
HIST 250	African American History	4
HIST 251	African American History	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 368	American West in Popular Culture	4
HIST 378	American Environmental History to 1890	4
HIST 379	American Environmental History, 1890-Present	4
HIST 388	Vietnam War and the United States	4
HIST 449	Race and Ethnicity in the American West	4
HIST 455	Colonial American History	4
HIST 469	American Indian History: [Topic]	4
ITAL 252	The Italian-American Experience	4
J 320	Gender, Media, and Diversity	4
JDST 330	American Jewish Cultures	4
LAW 204	Immigration and Citizenship	4
LAW 301	Youth and Social Change	4
LING 201	Language and Power	4
LING 296	Language and Society in the United States	4
LING 297	Introduction to Bilingualism	4
MUJ 350	History of Jazz, 1900–1950	4
MUJ 351	History of Jazz, 1940 to Present	4
MUS 141	Popular Piano and Musicianship I	4
MUS 151	Popular Songwriting	4
MUS 263	US Popular Music 1800 to 1930	4
MUS 264	US Popular Music 1930 to 1965	4
MUS 265	US Popular Music 1965 to 2000	4
MUS 270	History of the Blues	4
MUS 281	Music of the Woodstock Generation	4
MUS 349	American Ethnic and Protest Music	3
MUS 359	Music of the Americas	4
MUS 360	Hip-Hop Music: History, Culture, Aesthetics	4
PHIL 216	Philosophy and Cultural Diversity	4
PHIL 315	Introduction to Feminist Philosophy	4
PHIL 452	Philosophy and Race	4
PPPM 101	Advocacy and Social Change	4
PPPM 201	Introduction to Public Policy	4
PPPM 202	Healthy Communities	4
PPPM 250	Arts and Human Values	4
PS 106	Power, Politics, and Inequality	4
PS 206	Ethics, Identity, and Power	4
PS 316	Black Lives Matter and American Democracy	4
PS 319	The Politics of the Body	4
PS 348	Women and Politics	4
PS 368	Gender in the Law	4
PS 372	Music and Politics	4
PS 375	Race, Politics, and the Law	4
PS 386	United States Social Movements and Political Change	4
PS 390	American Indian Politics	4
PS 449	Racial Politics in the United States	4
PSY 306	Social Psychology	4
PSY 380	Psychology of Gender	4
SOC 204	Introduction to Sociology	4
SOC 207	Social Inequality	4
SOC 301	American Society	4
SOC 345	Race and Ethnicity	4
SOC 355	Sociology of Gender	4
SOC 445	Sociology of Race and Ethnicity: [Topic]	4
SOC 455	Issues in Sociology of Gender: [Topic]	4
SOC 456	Feminist Theory	4
SPAN 218	Latino Heritage I	5
SPAN 348	United States Latino Literature and Culture	4
TA 472	Multicultural Theater: [Topic]	4
WGS 101	Introduction to Women's and Gender Studies	4
WGS 201	Introduction to Queer Studies	4
WGS 221	Bodies and Power	4
WGS 261	Gender and Popular Culture	4
WGS 321	Feminist Perspectives: Identity, Race, Culture	4

Global Perspectives

These courses fulfill the *Global Perspectives* category of the Cultural Literacy Core Education requirement. A Global Perspectives course aims to foster student encounter with and critical reflection upon cultures, identities, and ways of being in global contexts beyond the United States. Students will consider substantial scholarship, cultural production, perspectives, and voices from members of communities under study, as sources permit. In Global Perspectives courses, students will do one or more of the following:

1. **Engage** texts, literature, art testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond the U.S. context;
2. **Analyze** power relations involving different nations, peoples, and identity groups or world regions;
3. **Examine** hierarchy, marginality, or discrimination based on race, ethnicity, gender, gender identity, religion, sexuality, nationality, or ability (or some combination of these).

and undertake one or more of the following:

- **Discuss** possibly unfamiliar topics using critical vocabulary and concepts.
- **Practice respectful listening and civil dialogue** around controversial issues.

Code	Title	Credits
AAD 250	Art and Human Values	4
AFR 215	Introduction to African Studies	4
ANTH 114	Anthropology of Pirates and Piracy	4
ANTH 150	World Archaeology	4
ANTH 161	Introduction to Cultural Anthropology	4
ANTH 162	Introduction to Medical Anthropology	4
ANTH 163	Origins of Storytelling	4
ANTH 165	Sexuality and Culture	4
ANTH 173	Evolution of Human Sexuality	4
ANTH 220	Introduction to Nutritional Anthropology	4
ANTH 223	Anthropology of Chocolate	4
ANTH 224M	Introduction to Anthropology of the African Diaspora	4
ANTH 250	Introduction to Middle East Studies	4
ANTH 274	Animals and People	4
ANTH 315	Gender, Folklore, Inequality	4
ANTH 326	Caribbean Societies	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 346	Archaeology of Southeast Asia	4
ANTH 349	Origins of Art	4
ANTH 362	Human Biological Variation	4
ANTH 413	Culture and Psychology	4
ANTH 429	Jewish Folklore and Ethnology	4
ANTH 430	Balkan Society and Folklore	4
ANTH 434	Native South Americans	4
ANTH 448	Gender and Archaeology	4
ARB 301	Language and Culture	4
ARB 302	Language and Culture	4
ARB 303	Language and Culture	4
ARB 353	Arab Cinema	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 321	Ancient Jewish Art	4
ARH 322	Ancient Greek Art & Architecture	4
ARH 323	Roman Art & Architecture	4
ARH 325	Islamic Art & Architecture	4
ARH 350	History of Manga	4
ARH 368	Arts and Visual Cultures of Climate Change	4
ARH 372	Arts of Colonial Latin America	4
ARH 382	Arts of the Silk Road	4
ARH 387	Chinese Buddhist Art	4
ARH 421	Ancient Mediterranean Art: [Topic]	4
ARH 481	Chinese Art: [Topic]	4
ARH 485	Japanese Art: [Topic]	4
ARH 488	Japanese Prints	4
ASIA 111	Great Books on Modern Asia	4
ASIA 350	What Is Asia: Theoretical Debates	4
ASIA 425	Asian Foodways	4
BA 252	Global Perspectives in Business	4
BI 309	Tropical Diseases in Africa	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 452	Chinese Film and Theory	4
CINE 151M	Introduction to Korean Cinema	4
CINE 350	Queer European Cinema	4
CINE 362M	Contemporary Korean Film	4
CINE 381M	Film, Media, and Culture	4
CINE 440	National and Regional Cinema: [Topic]	4
CLAS 110	Classical Mythology	4
CLAS 201	Greek Life and Culture	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 301	African Dance Aesthetics	4
DSGN 321	Inclusive Urbanism	4
EALL 209	Languages and Societies in East Asia	4
EALL 211	Japan: A Cultural Odyssey	4
EC 390	Problems and Issues in the Developing Economies	4
EC 490	Economic Growth and Development	4
ENG 107	World Literature	4
ENG 108	World Literature	4
ENG 340	Jewish Writers	4
ENG 365	Global Literatures in English	4
ENG 381M	Film, Media, and Culture	4
ENVS 225	Introduction to Food Studies	4

ES 224M	Introduction to Anthropology of the African Diaspora	4
FLR 225	Voices of Africa	4
FLR 411	Folklore and Religion	4
FLR 483	Folklore and Mythology of the British Isles	4
FR 150	Cultural Legacies of France	4
FR 301	Culture et langage: la France contemporaine	4
FR 302	Culture et langage: Le monde francophone contemporain	4
FR 312	French Survey: Francophone Literature	4
FR 361	French Cinema for Nonmajors	4
FR 362	French Film	4
GEOG 142	Human Geography	4
GEOG 201	World Regional Geography	4
GEOG 202	Geography of Europe	4
GEOG 209	Geography of the Middle East and North Africa	4
GEOG 341	Population and Environment	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
GEOG 465	Environment and Development	4
GEOG 475	Advanced Geography of Non-European-American Regions: [Topic]	4
GER 220M	From Kierkegaard to Kafka	4
GER 221	Postwar Germany: Nation Divided	4
GER 222	Voices of Dissent in Germany	4
GER 223	Germany: A Multicultural Society	4
GER 250	The Culture of Money	4
GER 251	Sexuality	4
GER 252	War, Violence, Trauma	4
GER 280M	The Quality of Life in Germany and Scandinavia	4
GER 345M	Food, Culture, and Identity in Germany and Scandinavia	4
GER 351	Diversity in Germany	4
GER 354	German Gender Studies	4
GER 355	German Cinema: History, Theory, Practice	4
GER 356	German Fairy Tales	1-4
GER 357	Nature, Culture, and the Environment	4
GLBL 101	Introduction to International Issues	4
GLBL 102	Foundations for Intercultural Competence	4
GLBL 230	Global Wellbeing	4
GLBL 240	Perspectives on International Development	4
GLBL 250	Value Systems in Cross-Cultural Perspective	4
GLBL 260	Culture, Capitalism, and Globalization	4
GLBL 270	Globalization and the Global Economy	4
GLBL 323	Islam and Global Forces	4
GLBL 340	Global Health and Development	4
GLBL 345	Africa Today: Issues and Concerns	4
GLBL 350	Education and Development	4
GLBL 360	International Cooperation and Conflict	4
GLBL 370	International Human Rights	4
GLBL 415	The Global Story of Race	4
GLBL 421	Gender and International Development	4
GLBL 423	Development and the Muslim World	4
GLBL 431	Cross-Cultural Communication	4
GLBL 432	Indigenous Cultural Survival	4
GLBL 433	Childhood in Cross-Cultural Perspective	4
GLBL 442	South Asia: Development and Social Change	4
GLBL 444	Development and Social Change in Southeast Asia	4
GLBL 445	Development and Social Change in Sub-Saharan Africa	4
HC 424H	Honors College Identities Colloquium: [Topic]	4
HC 434H	Honors College International Cultures Colloquium: [Topic]	4
HIST 101	Ancient Mediterranean	4
HIST 104	World History	4
HIST 105	World History	4
HIST 106	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 215	Food in World History	4
HIST 221	Sex in History	4
HIST 239	Classical and Medieval Warfare	4
HIST 273	Introduction to Global Environmental History	4
HIST 286	Cities in India and South Asia	4
HIST 325	Precolonial Africa	4
HIST 326	Colonial and Postcolonial Africa	4
HIST 345	Early Russia	4
HIST 346	Imperial Russia	4
HIST 347	Soviet Union and Contemporary Russia	4
HIST 380	Latin America	4
HIST 381	Latin America	4
HIST 382	Latin America, 1910 to the Present	4
HIST 383	Soccer and Society in Latin America	4
HIST 386	India	4
HIST 387	Early China	4
HIST 396	Samurai in Film	4
HIST 414	Ancient Rome: [Topic]	4
HIST 415	Advanced World History: [Topic]	4
HIST 416	Advanced Women's History: [Topic]	4
HIST 417	Society and Culture in Modern Africa: [Topic]	4
HIST 420	The Idea of Europe	4
HIST 480	Mexico	4
HIST 482	Aztecs and Incas	4

HIST 483	Latin America: [Topic]	4
HIST 487	China: [Topic]	4
HIST 490	Japan: [Topic]	4
HIST 491	Medicine and Society in Premodern Japan	4
HIST 498	Early Japanese Culture and Society: [Topic]	4
ITAL 150	Cultural Legacies of Italy	4
ITAL 152	Desire and Resistance: Italian Cinema	4
ITAL 301	Cultura e lingua: l'Italia contemporanea	4
ITAL 303	Cultura e lingua: societa, economia, politica	4
ITAL 305	Cultura e lingua: arte, musica, i mass media	4
JDST 212	Medieval and Early Modern Judaism	4
JDST 213	The Jewish Encounter with Modernity	4
JPN 250	Manga Millennium	4
JPN 305	Introduction to Japanese Literature	4
JPN 306	Introduction to Japanese Literature	4
JPN 307	Introduction to Japanese Literature	4
JPN 315	Introduction to Japanese Linguistics	4
JPN 425	Modern Japanese Literature: [Topic]	4
JPN 437	Classical Japanese Literary Language	4
JPN 471	The Japanese Cinema	4
KRN 151M	Introduction to Korean Cinema	4
KRN 309	Languages and Cultural Formation in Korea	4
KRN 315	Introduction to Korean Linguistics	4
KRN 361	Korean Popular Culture and Transnationalism	4
KRN 362M	Contemporary Korean Film	4
LAS 200	Introduction to Latin American Studies	4
LAS 211	Latin American Humanities: [Topic]	4
LING 211	Languages of the World	4
LING 491	Sociolinguistics	4
MENA 111	Media Coverage of the Middle East	4
MUS 250	Popular Musics in Global Context	4
MUS 358	Music in World Cultures	4
MUS 365	Regional Ethnomusicology: [Topic]	4
MUS 367	Survey of African Music	4
MUS 436	World Music Ensemble: [Topic]	2
MUS 451	Introduction to Ethnomusicology	4
MUS 452	Musical Instruments of the World	4
MUS 460	Music and Gender	4
MUS 462	Popular Musics in the African Diaspora	4
PHIL 110	Human Nature	4
PHIL 170	Love and Sex	4
PHIL 309	Global Justice	1-4
PHIL 342	Introduction to Latin American Philosophy	4
PHIL 343	Critical Theory	4
PORT 301	Cultura e Lingua: Expressoes Artisticas	4
PORT 305	Cultura e lingua: Brasil ontem e hoje	4
PPPM 360	International Public Policy	4
PPPM 370	Global Sustainable Development and Policy	4
PS 304	Democracy, Dictators, and Development	4
PS 324	European Politics	4
PS 330	Governments and Politics in Latin America	4
PS 337	The Politics of Development	4
PS 342	Politics of China	4
PS 345	Southeast Asian Politics	4
PS 380	Gender and Politics in Developing Countries	4
PS 387	Russian Politics	4
PS 391	Non-Western Political Theory	4
PSY 366	Culture and Mental Health	4
REL 101	World Religions: Asian Traditions	4
REL 102	World Religions: Near Eastern Traditions	4
REL 211	Early Judaism	4
REL 233	Introduction to Islam	4
REL 302	Chinese Religions	4
REL 303	Japanese Religions	4
REL 335	Introduction to the Qur'an	4
REL 353	Dark Self, East and West	4
REL 355	Mysticism	4
REL 357	War, Terrorism, and Religion	4
REL 440	Readings in Buddhist Scriptures	4
RUSS 204	Introduction to Russian Literature	4
RUSS 205	Introduction to Russian Literature	4
RUSS 206	Introduction to Russian Literature	4
RUSS 240	Russian Culture	4
RUSS 331	Russian Short Story	4
RUSS 334	Dostoevsky	4
RUSS 335	Tolstoy	4
RUSS 351	Russian Literature and Film	4
SBUS 250	Sports Business and Society	4
SBUS 250N	Sports Business and Society	4
SCAN 220M	From Kierkegaard to Kafka	4
SCAN 251	Text and Interpretation	4
SCAN 259	Vikings through the Icelandic Sagas	4
SCAN 280M	The Quality of Life in Germany and Scandinavia	4
SCAN 315	Nordic Cinema	4
SCAN 316	History of Cinema	4
SCAN 317	Directors, Movements, and Manifestos	4
SCAN 325	Constructions versus Constrictions of Identity	4
SCAN 341	Revisions of the Scandinavian Dream	4
SCAN 343	Norse Mythology	4
SCAN 344	Medieval Hero and Monster	4
SCAN 345M	Food, Culture, and Identity in Germany and Scandinavia	4
SCAN 353	Scandinavian Women Writers	4
SCAN 354	Genres in Scandinavian Literature	4
SOC 450	Sociology of Developing Areas	4
SPAN 150	Hispanic and Latinx Cultures	4
SPAN 305	Cultura y lengua: cambios sociales	4
SPAN 308	Cultura y lengua: comunidades bilingues	4

SPAN 341	Hispanic Cultures through Literature I	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 355	Creative Writing in Spanish	4
SPAN 450	Colonial Latin American Literature: [Topic]	4
SPAN 480	19th-Century Spanish American Literature: [Topic]	4
SPAN 490	20th-Century Latin American Literature: [Topic]	4
WGS 351	Decolonial Feminisms	4

College of Arts and Sciences

Bruce Blonigen, Dean
541-346-3902
401 Tykeson 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—including 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. The fundamental academic mission of the College of Arts and Sciences 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, including teaching specialists and research scholars who 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 arts education that prepares them to be successful global citizens in the 21st century.

Students in the College of Arts and Sciences can take advantage of integrated academic and career advising to help them set their path forward, through a full set of services located in Willie and Donald Tykeson Hall. See "Advising" below for details.

Liberal Education

Social, political, and economic change is accelerating at a phenomenal pace, and career paths are evolving in response to these changes. When surveyed, employers say they place high value on critical thinking and problem solving; oral and written communication; teamwork and collaboration; adaptability to new and emerging technologies; leadership skills to guide, motivate, prioritize, and delegate work; and global and intercultural fluency. These are the very skills and knowledge that students gain from a liberal arts education.

No matter what their specific career paths, all UO students 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. A liberal arts education provides an essential framework for a lifetime of learning, 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 materials 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 a further 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 offers the libraries, labs, equipment, resources, and academic opportunities of a major research institution, in a learning environment scaled for faculty-student interaction that feels more typical of a private liberal arts college.

More than 20 departments in the College of Arts and Sciences offer an honors program with an undergraduate research thesis requirement.

In addition, undergraduate students are encouraged to participate in faculty research projects. Arrangements must be made with the individual faculty member and the department, or coordinated through the Center for Undergraduate Research and Engagement (https://cure.uoregon.edu/) and the Undergraduate Research Opportunity Program (https://urop.uoregon.edu/). Other opportunities are available via Handshake, the platform UO uses for employment opportunities.

Opportunities are plentiful: last year, almost 800 undergraduates enrolled in research credit hours in the College of Arts and Sciences.

Advising

Students who are exploring majors in the College of Arts and Sciences can develop a personalized plan for success at UO and beyond through the integrated academic/career advising services in Tykeson Hall. This new building—designed from the ground up for student success—offers a suite of services that help students consider their life experiences, strengths, interests, and individual, family, and cultural values in the context of a wide array of educational options and career possibilities.

Advisors in Tykeson Hall are organized by six Flight Paths. Flight Paths are thematic categories based on academic and career interests—designed to help students find an intellectual home early in their academic careers by facilitating intentional exploration of their interests, strengths, and values. The University of Oregon's six Flight Paths are Healthy Communities; Scientific Discovery & Sustainability; Media, Arts & Expression; Global Connections; Industry, Entrepreneurship & Innovation; and Public Policy, Society & Identity.

Exploring students and students declared in majors and minors in the College of Arts and Sciences are encouraged to meet with Tykeson Academic and Career Advisors who are specialized in the majors in the Flight Path. College of Arts and Sciences majors and minors should also continue to seek out advising from departmental faculty when they are looking for specific information about their chosen major or career field, or detailed information about their department and its curricular and co-curricular offerings.

Freshman students must declare their majors by the end of their second year, and transfer students must declare their majors by the end of their first year at UO.

The University Career Center is also located in Tykeson Hall, and its career readiness coaches can help students prepare for life beyond college by building resume-writing or interviewing skills, locating internships or other meaningful experiences, and connecting with employers.

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 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]. 1-12 Credits.
Repeatable.

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

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

CAS 507. Seminar: [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 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.

Overseas Opportunities

The university 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, 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 IE_3 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. 475) 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

André Djiffack, Romance languages

Stephen Dueppen, anthropology

Hanan Elsherif, religious studies

Maria Fernanda Escallón, anthropology

Stephen R. Frost, anthropology

Daphne Gallagher, honors college

Dennis C. Galvan, international studies

Ibrahim J. Gassama, law

Melissa Graboyes, honors college

Rita Honka, dance

Habib Iddrisu, music and dance

Leigh Johnson, geography

Lanie Millar, Romance languages

James Muruthi, education

Sylvester Senyo Ofori-Parku, journalism and communication

Doris L. Payne, linguistics

Kory Russel, landscape architecture

H. Leslie Steeves, journalism and communication

Nelson Ting, anthropology

Peter A. Walker, geography

Janis C. Weeks, biology

Frances J. White, anthropology

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 (http://africa.uoregon.edu)) under the African studies minor link.

Code	Title	Credits
Core Courses		
AFR 215	Introduction to African Studies	4
History of Africa		**4**
Select one of the following (or an approved alternative):		
HIST 325	Precolonial Africa	
HIST 326	Colonial and Postcolonial Africa	
ANTH 453	African Archaeology	
Contemporary African Issues		**4**
Select one of the following (or an approved alternative):		
AFR 199	Special Studies: [Topic] (Health and Disease in Africa)	
BI 309	Tropical Diseases in Africa	
ENVS 450	Political Ecology	
FLR 225	Voices of Africa	
FR 407	Seminar: [Topic] (Contemporary Africa)	
GEOG 209	Geography of the Middle East and North Africa	
GEOG 475	Advanced Geography of Non-European-American Regions: [Topic] (Africa—Politics, Development, and Environment)	
HIST 417	Society and Culture in Modern Africa: [Topic]	
GLBL 260	Culture, Capitalism, and Globalization	
GLBL 345	Africa Today: Issues and Concerns	
SOC 450	Sociology of Developing Areas	
Culture, Ethnicity, and Identity in Africa		**4**
Select one of the following (or an approved alternative):		
DANC 185	African Dance	
DANC 199	Special Studies: [Topic] (African Drumming)	
FR 490	20th-Century Literature: [Topic] (Postcolonial Africa or Mongo Beti)	
LING 407	Seminar: [Topic] (African Language Families)	
MUS 462	Popular Musics in the African Diaspora	
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 400level, 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.

Electives

Code	Title	Credits
AFR 407	Seminar: [Topic] (Africa in Oregon)	1-5
ANTH 310	Exploring Other Cultures: [Topic] (Near Eastern and Egyptian Prehistory)	4
ANTH 342	Archaeology of Egypt and Near East	4
ANTH 410	Experimental Course: [Topic] (African Topics)	5
BI 309	Tropical Diseases in Africa	4
DAN 301	African Dance Aesthetics (Africa and the Diaspora)	4
DANC 399	Special Studies: [Topic] (African Drumming)	1-5
DAN 481	Repertory Dance Company: Rehearsal (Dance Africa)	1-12
ENG 399	Special Studies: [Topic] (African Literature)	5

ENVS 450	Political Ecology	4
FR 407	Seminar: [Topic] (African Topics)	1-6
FR 490	20th-Century Literature: [Topic] (The Absurd and the Fantastic; Postcolonial Africa)	4
GEOG 475	Advanced Geography of Non-European-American Regions: [Topic] (Africa: Politics, Development, and Environment)	4
HIST 325	Precolonial Africa	4
HIST 326	Colonial and Postcolonial Africa	4
HIST 417	Society and Culture in Modern Africa: [Topic]	4
HIST 419	African Regional Histories: [Topic]	4
GLBL 345	Africa Today: Issues and Concerns	4
GLBL 420	Global Community Development	4
GLBL 421	Gender and International Development	4
J 410	Experimental Course: [Topic] (Media in Ghana)	4
LING 407	Seminar: [Topic] (African Language Families)	1-5
MUS 358	Music in World Cultures	4
MUS 451	Introduction to Ethnomusicology	4
MUS 452	Musical Instruments of the World	4
PS 399	Special Studies: [Topic] (Any courses with African topics)	1-5
SOC 313	Social Issues and Movements	4
SOC 450	Sociology of Developing Areas	4
SWAH 101	First Year Swahili	5
SWAH 102–103	First-Year Swahili	10
SWAH 201	Second-Year Swahili	5
SWAH 201–202	Second-Year Swahili	10
WGS 410	Experimental Course: [Topic] (Gender and Global Social Justice)	1-4
WGS 432	Gender, Environment, and Development	4

[1] Repeatable.

Deviations from the requirements listed must be approved by an African studies advisor.

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. 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 and public culture, 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:

Code	Title	Credits
ANTH 650	African Studies Seminar	4
Approved graduate course in African history		4
Approved graduate course on issues in contemporary Africa		4
Approved graduate course dealing with issues in African culture, ethnicity, and identity		4
Total Credits		**16**

Courses

AFR 196. Field Studies: [Topic]. 1-5 Credits.
Repeatable.

AFR 198. Workshop: [Topic]. 1-5 Credits.
Repeatable.

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

AFR 215. Introduction to African Studies. 4 Credits.
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.

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

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

AFR 403. Thesis. 1-12 Credits.
Repeatable.

AFR 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

AFR 405. Reading and Conference: [Topic]. 1-12 Credits.
Repeatable.

AFR 406. Field Studies: [Topic]. 1-12 Credits.
Repeatable.

AFR 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

AFR 408. Workshop: [Topic]. 1-12 Credits.
Repeatable.

AFR 409. Supervised Tutoring. 1-4 Credits.
Repeatable.

AFR 410. Experimental Course. 1-5 Credits.
Repeatable.

AFR 503. Thesis. 1-12 Credits.
Repeatable.

AFR 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

AFR 508. Workshop: [Topic]. 1-12 Credits.
Repeatable.

AFR 510. Experimental Course. 1-5 Credits.
Repeatable.

AFR 601. Research: [Topic]. 1-4 Credits.
Repeatable.

AFR 603. Dissertation. 1-9 Credits.
Repeatable.

AFR 604. Internship: [Topic]. 1-4 Credits.
Repeatable once for a maximum of 8 credits.

AFR 605. Reading and Conference: [Topic]. 1-4 Credits.
Repeatable.

AFR 606. Field Studies: [Topic]. 1-4 Credits.
Repeatable once for a maximum of 8 credits.

AFR 609. Supervised Tutoring. 1-4 Credits.
Repeatable once for a maximum of 8 credits.

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 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
- Academic English for International Graduate Students Program
- Other innovative program offerings

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

The Intensive English Program (IEP) consists of a seven-level curriculum with electives. Students may enroll for the full 10-week term or one of two four-week sessions: 1) the first four weeks of the program or 2) the last four weeks of the program.

The curriculum is divided into integrated skills courses focusing on reading and writing, grammar, and speaking and listening. Students take the core courses and one or more elective courses for a total of 18 to 22 hours of instruction per week.

The elective courses focus on areas of special concern or interest to students, including targeted skill practice for academic vocabulary, reading fluency, pronunciation, and test preparation. A rotating selection of courses may include on subjects such as journalism, current events, English as a world language, the world of hip-hop, and English conversation.

Students in good academic standing may enroll, with approval from the institute, in one regular university course (mathematics, foreign languages, or music performance) at an additional cost. Students who have partially completed the program may enroll in other university courses, with advising and approval from the institute.

Students receive additional language and study support through the Tutoring Office, where trained and supervised tutors help students with course work, conversation, listening, reading, composition, and pronunciation.

In addition to academics, students may participate in a selection of extracurricular activities. These activities include a conversation partner program, culturally and socially relevant activities, and volunteer and community-service programs.

Student Services

The institute's services for students in the intensive and short-term programs include host families, advising, an extensive orientation program prior to the start of classes, coordinated interaction through tutoring, conversation partners, and planned activities in Eugene and around 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. 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 members of the institute's admissions office staff at aei@uoregon.edu.

Academic English for International Students

This program is offered to matriculated students who have scored between 61 and 87 on the internet-based TOEFL, between 500 and 575 on the paper-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. International First-year Interest Groups (iFIG) are available in fall and winter. 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, the First-Year Programs office, and International Student and Scholar Services in the Office of International Affairs.

Academic English for International Graduate Students

Graduate-level English (GRST) courses provide language support in academic writing and oral communication skills to international graduate

students. These include two levels of graduate and scholarly writing in which students develop and polish skills in academic discourse conventions, vocabulary choice, and the grammatical accuracy needed for a variety of graduate-level writing tasks. Other courses focus on advanced speaking and presentation skills, specifically fluency, pronunciation, pragmatics, and strategic competence needed for clear, effective communication in various academic contexts, including professional contexts and teaching as a graduate employee (GE). Testing is provided for the GE English language requirement. Information about this program is available from the American English Institute office, the UO Office of International Affairs, and the UO Graduate School.

Innovative Programming

The American English Institute offers customized on-campus, online, and hybrid courses, workshops, and webinars. Specialized programs, curriculum, and materials can also be designed upon request in academic or professional areas of interest such as English-language learning, teacher training, university preparation, English for specific purposes, and US language and culture. A minimum number of students is required to offer these specialized programs.

Faculty

Edward Adamson, instructor (academic vocabulary, writing and grammar). BA, 1997, Wisconsin, Madison; MEd, 2006, Minnesota, Twin Cities. (2011)

John Busch, instructor (English linguistics, reading and vocabulary). BA 1982, Minnesota, Twin Cities; MA, 2007, Oregon. (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)

Nancy C. Elliott, instructor (oral communication skills, English dialectology and sociolinguistics). BA, 1982, MA, 1986, Kansas; PhD, 2000, Indiana, Bloomington. (2010)

Robert K. Elliott, instructor (pronunciation and intonation, international GE training, distance education). BA, 1988, California, Los Angeles; MA, 1994, San Francisco State. (2007)

Alicia R. Going, instructor. BA, 1987, Seattle; MA, 1995, School for International Training. (2003)

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

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

Laura G. Holland, senior instructor (intensive English-language teaching, teacher training, online distance education). BS, 1981, Wheelock College; MA, 1991, Columbia. (2010)

Jessica Lynch, instructor (intensive English instruction, academic English for international students, assessments). BA, 2006, Oregon; MA, 2008, New Mexico State. (2011)

Tonya Mildon, instructor (academic writing, academic oral communication, academic success). BA, 1990, Washington (Seattle); MA, 2000, Central Washington. (2011)

Sueanne Parker, senior Instructor (grammar, critical reading, test preparation). BA, 2001, Western Washington; MA, 2005, Seattle Pacific. (2006)

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)

Lara M. Ravitch, instructor (curriculum design, assessment, content-based instruction). BA, 1998, Connecticut College; MA, 2002, Monterey Institute of International Studies. (2011)

Jennifer Rice, instructor (English as a second language oral-aural skills, curriculum and materials design, objectives-based course assessment). BS, 2000, Ashland; MA, 2002, Western Oregon. (2010)

Korey Rice, instructor (discussion skills assessment, curriculum development). BA, 1999, Ashland; MS, 2004, Shenandoah. (2004)

Robin Rogers, instructor (curriculum development, materials writing, assessment procedures). BS, 2001, George Fox; MA, 2006, Seattle Pacific. (2010)

Janine Sepulveda, instructor (reading, writing, grammar). BA, 1991, Oregon; MA, 1995, Monterey Institute of International Studies. (1995)

Beth Sheppard, instructor (speaking and listening instruction). BA, 2002, California, Berkeley; MA, 2008, Oregon. (2008)

Thomas Tasker, senior instructor (academic reading and writing, curriculum development). MA, 1992, Illinois, Chicago. (2013)

Misti Williamsen, instructor (academic reading and writing, curriculum development, listening and speaking instruction). BA, 2005, MA, 2010, Oregon. (2010)

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

Academic English for International Students 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.
Intermediate writing for nonnative speakers of English. Critical analysis of academic texts leading to summary, paraphrase, essay-examination responses, and expository essays. Sequence with AEIS 110, 112.
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.

Graduate Studies Courses

GRST 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

GRST 605. Reading and Conference: [Topic]. 1-4 Credits.
Repeatable.

GRST 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

GRST 608. Colloquium: [Topic]. 1-9 Credits.
Repeatable.

GRST 610. Experimental Course. 1-5 Credits.
Repeatable.

GRST 621. Academic Discourse. 4 Credits.
For international graduate students. Strategies for effective interaction and discussion in academic settings, including lectures, seminars, and campus events. Feedback on intelligibility, accurate language use, and cultural appropriateness.

GRST 624. Teaching in United States Universities. 4 Credits.
Strategies for successful communication with undergraduates. Focuses on increasing cross-cultural awareness and developing language and interaction skills for effective instruction. Topics include presenting material, fielding questions, leading discussions, supervising labs.

GRST 626. Professional Presentations. 4 Credits.
Concepts and principles of academic and professional presentations for graduate students, focusing primarily on the needs of international students. Includes both theory and application in terms of cultural norms, rhetorical style, and linguistic performance. Repeatable twice for a maximum of 12 credits.

GRST 631. Graduate and Scholarly Writing I. 4 Credits.
Prepares first-year international graduate students to write academic papers; emphasis on fluency, organization, discourse conventions, accuracy, documentation, and appropriateness for writing tasks, including summaries, reviews, projects, reports, and research papers.

GRST 632. Graduate and Scholarly Writing II. 4 Credits.
For advanced international graduate students currently writing about their own research; emphasis on conventions for writing proposals, theses, dissertations, and articles for publication, with attention to accuracy in language use.
Prereq: GRST 631.

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 and public culture, language study, art history, and public policy and management.

Faculty

Scott A. Blumenthal, assistant professor, (paleoanthropology, biological anthropology, archaeology). BA, 2008, Illinois, Urbana-Champaign; PhD, 2015, City University of New York. (2018)

Alison K. Carter, assistant professor (archaeology). BA, 2001, Oberlin College; MS, 2007, PhD, 2013, Wisconsin, Madison. (2017)

L. Zachary DuBois, assistant professor (biocultural anthropology, gender and LGBT experience, stress and social determinants of health). BA, 2002, PhD, 2012, Massachusetts, Amherst. (2018)

Stephen Dueppen, associate professor (archaeology). BA, 1999, California, San Diego; MA, 2004, PhD, 2008, Michigan. (2012)

Maria Fernanda Escallón, assistant professor (sociocultural anthropology, cultural heritage). BA, 2003, MA, 2004, Los Andes; MA, 2009, PhD, 2016, Stanford. (2016)

Scott M. Fitzpatrick, professor; associate director, Museum of Natural and Cultural History.(island and coastal archaeology, Pacific, Caribbean) BA, 1994, Eastern Washington; MA, 1996, Montana; PhD, 2003, Oregon. (2012)

Stephen R. Frost, professor (human-primate evolution and paleontology, morphometrics, Africa). BA, 1994, California State, Long Beach; PhD, 2001, City University of New York, City College. (2004)

Lamia Karim, associate professor (cultural anthropology). BA, 1984, Brandeis; MA, 1993, Michigan; PhD, 2001 Rice. (2003)

Gyoung-Ah Lee, associate professor (paleoethnobotany, archaeology, East Asia); director, graduate studies. BA, 1992, Seoul National; MSc, 1997, PhD, 2003, Toronto. (2007)

Leah Lowthorp, assistant professor (cultural anthropologist, folklorist, critical heritage). BA, 2003, California, Berkeley; MA, 2005, Pennsylvania; MA, 2007, Institut Européen des Hautes Etudes Internationales; PhD, 2013, Pennsylvania. (2018)

Johanna Bard Richlin, assistant professor (religion, migration, and affect; U.S., Brazil, Europe) BA, 2008 Wesleyan University; M.T.S. 2010 Harvard Divinity School; MA, 2012, PhD, 2016, Stanford University. (2018)

Michelle Scalise Sugiyama, senior instructor 1, BA, 1985, San Diego State, MA, 1988, PhD, 1997 California Santa Barbara. (2015)

Philip W. Scher, professor (Caribbean, politics of culture, transnationalism); divisional dean, social sciences, College of Arts and Sciences. BA, 1987, Brown; MS, 1991, PhD, 1997, Pennsylvania. (2002)

J. Josh Snodgrass, professor (human biology, human nutrition and energetics, skeletal biology); associate vice provost, undergraduate education and student success,. BA, 1995, California, Santa Cruz; MA, 1998, Florida; PhD, 2004, Northwestern. (2005)

Lynn Stephen, professor, Philip H. Knight Chair. (ethnicity and political economies, gender, U.S. Latinos and Latin America); BA, 1979, Carleton; PhD, 1987, Brandeis. (1998)

Kirstin Sterner, associate professor (molecular anthropology). BA, 2001, MA, 2005, PhD, 2009, New York. (2011)

Lawrence S. Sugiyama, professor (evolutionary psychology, behavioral ecology, biocultural anthropology). BA, 1985, MA, 1991, PhD, 1996, California, Santa Barbara. (1996)

Nelson Ting, associate professor (molecular anthropology, primate genetics, ecology, conservation Africa); director, undergraduate studies. BA, 1999, Washington (St. Louis); MA, 2001, Missouri, Columbia; PhD, 2008, City University of New York. (2011)

Larry R. Ulibarri, instructor; BA, 2002, Northern Colorado; MA, 2006, PhD, 2013, Colorado, Boulder. (2019)

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)

William S. Ayres, professor emeritus. BA, 1966, Wyoming; PhD, 1973, Tulane. (1976)

Aletta Biersack, professor emerita. BA, 1965, MA, 1969, 1972, PhD, 1980, Michigan. (1982)

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

Jon M. Erlandson, professor emeritus. BA, 1980, MA, 1983, PhD, 1988, California, Santa Barbara. (1990)

John R. Lukacs, professor emeritus. BA, 1969, MA, 1970, Syracuse; PhD, 1977, Cornell. (1976)

Geraldine Moreno Black, professor emerita. BA, 1967, State University of New York, Buffalo; MA, 1970, Arizona; PhD, 1974, Florida. (1974)

Madonna L. Moss, professor emerita. BA, 1976, William and Mary; MA, 1982, PhD, 1989, California, Santa Barbara. (1990)

Theresa O'Nell, associate professor emerita. BA, 1981, Notre Dame; MA, 1985, PhD, 1992, Harvard. (1998)

Carol T. Silverman, professor emerita. BA, 1972, City University of New York, City College; MA, 1974, PhD, 1979, Pennsylvania. (1980)

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

Participating

Andrew Boehm, Museum of Natural and Cultural History

Thomas J. Connolly, Museum of Natural and Cultural History

Ann Craig, Museum of Natural and Cultural History

Edward Davis, Museum of Natural and Cultural History

Pamela E. Endzweig, Museum of Natural and Cultural History

Samantha Hopkins, Museum of Natural and Cultural History

Dennis L. Jenkins, Museum of Natural and Cultural History

Elizabeth Kallenbach, Museum of Natural and Cultural History

Jaime Kennedy, Museum of Natural and Cultural History

Jeanne McLaughlin, Museum of Natural and Cultural History

Patrick O'Grady, Museum of Natural and Cultural History

Gregory Retallack, Museum of Natural and Cultural History

Chris Ruiz, Museum of Natural and Cultural History

- **Bachelor of Arts**
- **Bachelor of Science**
- **Minor in Anthropology**
- **Minor in Forensic Anthropology**

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. 27) in the **Bachelor's Degree Requirements** section of this catalog.

Bachelor of Arts Requirements

Code	Title	Credits
Core Requirements		**12**
ANTH 145	Principles of Archaeology	
ANTH 161	Introduction to Cultural Anthropology	
ANTH 270	Introduction to Biological Anthropology	
Breadth Requirements		**12**
One upper-division geographic area course in archaeology		
One course in cultural anthropology		
One courses in biological anthropology		
Four upper-division anthropology courses in one area of concentration [1]		16
Two upper-division anthropology electives		8
Total Credits		**48**

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

Bachelor of Science Requirements

Code	Title	Credits
Core Requirements		**12**
ANTH 145	Principles of Archaeology	
ANTH 161	Introduction to Cultural Anthropology	
ANTH 270	Introduction to Biological Anthropology	
Breadth Requirements		**12**
One upper-division geographic area course in archaeology		
One course in cultural anthropology		
One courses in biological anthropology		
Four upper-division anthropology courses in one area of concentration [1]		16
Two upper-division anthropology electives		8
Total Credits		**48**

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

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:

Code	Title	Credits
ANTH 340	Fundamentals of Archaeology	4
ANTH 344	Oregon Archaeology	4
ANTH 408	Workshop: [Topic] (Archaeology Field School)	1-21
ANTH 411	Politics, Ethnicity, Nationalism	4
ANTH 443	North American Archaeology	4
ANTH 449	Cultural Resource Management	4
AAAP 411	Introduction to Historic Preservation	3
AAAP 451	Historic Survey and Inventory Methodology	3

Honors

The Anthropology Honors Program is designed for outstanding Anthropology majors interested in independent exploration of a special topic of their own choosing under the guidance of a faculty member.

Students should identify an area of research interest during their junior years or earlier, and approach members of the faculty with whom they want to work. It is best if a student can take a class taught by the faculty member during the junior year (at the latest). Some faculty members require students to take a course from them before allowing students to work in their laboratories.

Complete form with faculty advisor: Individualized Study Form (https://anthropology.uoregon.edu/files/2020/12/ISform-ANTH_Oct2020.pdf)

An honors thesis is expected to make a substantial and persuasive argument situated with in, and contributing to, current critical debates while demonstrating exceptional verbal clarity and sophistication.

If you intend to pursue honors in Anthropology you will need to notify the department via email, anthro@uoregon.edu, no later than the first term of your senior year.

Must meet all requirements:

- Maintains at least a 3.75 GPA in Anthropology coursework
- Maintain a cumulative 3.50 overall GPA
- Submit an original undergraduate thesis written under the guidance of a departmental faculty member, who serves as thesis advisor.
- Honors thesis must be submitted to thesis advisor ***3 weeks*** before the end of the term you are graduating. *(example Graduating: Fall – last week in November, Winter- last week in April, Spring- last week in May, Summer- last week in August)*
- An electronic copy of Honors Thesis emailed to anthro@uoregon.edu.

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Minor Requirements

Code	Title	Credits
100- or 200-level anthropology course		4
300- or 400-level anthropology courses		12
400-level anthropology courses		4
Elective anthropology course at any level		4
Total Credits		**24**

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.

Minor in Forensic Anthropology

Code	Title	Credits
Required Core Courses:		8
ANTH 270	Introduction to Biological Anthropology	
ANTH 176	Introduction to Forensic Anthropology	
Choose three courses from the following:		12
ANTH 366	Human Osteology Laboratory	
ANTH 376	Genomics and Anthropology	
ANTH 473	Advanced Forensic Anthropology	
ANTH 474	Human Skeletal Pathology	
ANTH 479	Taphonomy: Bones, Bugs, and Burials	
Electives - Choose one course from the following: [1]		4
ANTH 162	Introduction to Medical Anthropology	
ANTH 145	Principles of Archaeology	
ANTH 471	Zooarchaeology: [Topic]	
Total Credits		**24**

[1] Students may also select an additional course from the second section to satisfy the electives section.

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.

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
ANTH 145 or ANTH 150	Principles of Archaeology or World Archaeology	4	
First term of first-year second-language sequence		4	
	Credits	**12**	
Winter			
WR 122 or WR 123	College Composition II or College Composition III	4	
ANTH 270	Introduction to Biological Anthropology	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 social science 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 arts and letters		4	
Group-satisfying course in science		4	
	Credits	**16**	
Third Year			
Fall			
Upper-division course in an area of concentration		4	
Group-satisfying course in arts and letters		4	
Group-satisfying course in science		4	
Course that satisfies minor requirement		4	
	Credits	**16**	
Winter			
Upper-division course in an area of concentration		4	
Group-satisfying course in arts and letters		4	
Group-satisfying course in social science		4	
Course that satisfies minor requirement		4	
	Credits	**16**	

Spring	
Upper-division course in an area of concentration	4
Group-satisfying course in science	4
Two courses that satisfy minor requirement	8
Credits	**16**
Fourth Year	
Fall	
Upper-division course in an area of concentration	4
Two courses that satisfy minor requirement	8
Additional course	4
Credits	**16**
Winter	
Anthropology elective	4
Course that satisfies minor requirement	4
Additional course	4
Credits	**12**
Spring	
Anthropology elective	4
Course that satisfies minor requirement	4
Additional course	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.

Course	Title	Credits Milestones
First Year		
Fall		
MATH 105	University Mathematics I	4
WR 121	College Composition I	4
ANTH 145 or ANTH 150	Principles of Archaeology or World Archaeology	4
	Credits	**12**
Winter		
MATH 106	University Mathematics II	4
WR 122 or WR 123	College Composition II or College Composition III	4
ANTH 270	Introduction to Biological Anthropology	4
Multicultural course		4
	Credits	**16**
Spring		
MATH 107	University Mathematics III	4
ANTH 161	Introduction to Cultural Anthropology	4
Multicultural course		4
Group-satisfying course in social science		4
	Credits	**16**
Second Year		
Fall		
Upper-division geographic-area course in archaeology		4
Course that satisfies minor requirement		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
Course that satisfies minor requirement		4
Group-satisfying course in social science		4
Group-satisfying course in science		4
	Credits	**16**
Spring		
One course in biological anthropology		4
Course that satisfies minor requirement		4
Group-satisfying course in arts and letters		4
Group-satisfying course in science		4
	Credits	**16**
Third Year		
Fall		
Upper-division course in an area of concentration		4
Course that satisfies minor requirement		4
Group-satisfying course in arts and letters		4
Group-satisfying course in science		4
	Credits	**16**
Winter		
Upper-division course in an area of concentration		4
Course that satisfies minor requirement		4
Group-satisfying course in arts and letters		4
Group-satisfying course in social science		4
	Credits	**16**
Spring		
Upper-division course in an area of concentration		4
Course that satisfies minor requirement		4
Group-satisfying course in science		4
Additional course		4
	Credits	**16**
Fourth Year		
Fall		
Upper-division course in an area of concentration		4
Course that satisfies minor requirement		4
Additional courses		8
	Credits	**16**
Winter		
Anthropology elective		4
Course that satisfies minor requirement		4
Additional course		4
	Credits	**12**
Spring		
Anthropology elective		4
Additional courses		8
	Credits	**12**
	Total Credits	**180**

- **Master of Arts**
- **Master of Science**
- **Doctor of Philosophy**

Graduate Studies

There are no absolute requirements for admission to the master's degree program. A bachelor's degree in anthropology is helpful but not required. Admission is limited and preference is given to applicants with excellent academic records and Graduate Record Examinations (GRE) scores who have had at least a solid beginning in anthropology, who have had some second-language training, and who can demonstrate evidence of a sincere interest in the field. It typically takes two years to complete the program.

Three advanced degrees are offered in anthropology: the master of arts (MA), the master of science (MS), and the doctor of philosophy (PhD). These degrees entail work in the following subfields: archaeology, cultural anthropology, or biological anthropology. Graduate students must demonstrate competence in these subfields, typically through work at the master's level. A master's paper is required, but a thesis is not required. The MA requires competence in a second language. There is no language requirement for the MS, but the candidate for that degree must demonstrate proficiency in a skill such as statistics, computer science, or paleogeography, approved by the department faculty.

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

Master of Arts Degree Requirements

Code	Title	Credits
Graduate-level anthropology courses [1]		17
Select each of the following:		17
ANTH 615	Proseminar in Anthropology [3]	
ANTH 681	Archaeology and Anthropology [3]	
ANTH 680	Basic Graduate Physical Anthropology [2]	
ANTH 688	Social Theory I [4]	
ANTH 689	Social Theory II [4]	
Other graduate-level courses		11
Total Credits		**45**

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. Basic Graduate Physical Anthropology (ANTH 680) is required for all majors.
3. It is preferable that majors take ANTH 615 and ANTH 681 in their first two years.
4. Social Theory I (ANTH 688) and Social Theory II (ANTH 689) are required for majors focusing on cultural anthropology; majors focusing on archaeology and biological anthropology must select one.

The MA requires competence in a second language.

Master of Science Degree Requirements

Code	Title	Credits
Graduate-level anthropology courses [1]		17
Select each of the following:		17
ANTH 615	Proseminar in Anthropology [3]	
ANTH 681	Archaeology and Anthropology [3]	
ANTH 680	Basic Graduate Physical Anthropology [2]	
ANTH 688	Social Theory I [4]	
ANTH 689	Social Theory II [4]	
Other graduate-level courses		11
Total Credits		**45**

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. Basic Graduate Physical Anthropology (ANTH 680) is required for all majors.
3. It is preferable that majors take ANTH 615 and ANTH 681 in their first two years.
4. Social Theory I (ANTH 688) and Social Theory II (ANTH 689) are required for majors focusing on cultural anthropology; majors focusing on archaeology and biological anthropology must select one.

There is no language requirement for the MS, but the candidate for that degree must demonstrate proficiency in a skill such as statistics, computer science, or paleogeography, approved by the department faculty.

There are no absolute requirements for admission to the master's degree program. A bachelor's degree in anthropology is helpful but not required. Admission is limited, and preference is given to applicants with excellent academic records and Graduate Record Examinations (GRE) scores who have had at least a solid beginning in anthropology, who have had some second-language training, and who can demonstrate evidence of a sincere interest in the field. It typically takes two years to complete the program.

PhD Degree Requirements

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

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

The department requires competence in two modern second languages, one language and one skill, or two skills (including those earned for an MA or MS) approved by the department's faculty. The student's progress is measured by performance in the core courses and other course work; two comprehensive examinations covering two special fields of concentration in anthropology; a formal dissertation prospectus; and, finally, a doctoral dissertation. The dissertation should be based on original research, which ordinarily involves fieldwork or laboratory work,

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

For information about general requirements, see the Graduate School (p. 868) section of this catalog. More information about programs in anthropology may be obtained from the department.

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. 880).

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, primate ethology, primate conservation

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 identificationof 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 220. 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 224M. Introduction to Anthropology of the African Diaspora. 4 Credits.
Introduction to theoretical questions and methodological concerns framing an anthropology of the African diaspora. Multilisted with ES 224M.

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 255. Atlantis, Aliens, and Archaeology. 4 Credits.
Critically examines pseudoscientific examples of archaeology using case studies from around the world (e.g. the lost city of Atlantis, ancient aliens) and explores how proper scientific archaeological research is conducted.

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. Science, Race, and Society. 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 298. Temporary Group-Satisfying Course. 4 Credits.
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 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.
Interpretive approach to accomplishments, diversity, and survival of precontact, postcontact, and present-day American Indian peoples. Impact of Euro-American stereotypes on politics and identity.
Prereq: ANTH 161.

ANTH 322. Anthropology of the United States. 4 Credits.
Explores 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.
Explores the legacy of processes that formed Caribbean culture—migration, slavery, and trade—in religious, popular, and scholarly contexts.

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 346. Archaeology of Southeast Asia. 4 Credits.
Explores the evolution of the diverse cultures of Southeast Asia during the prehistoric and early historic periods.

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, ANTH 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, ANTH 270, BI 211, BI 282H.

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

ANTH 400M. Temporary Multilisted Course. 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 411. Politics, Ethnicity, Nationalism. 4 Credits.
Explores relationship between ethnicity, politics, and nationalism from historical and anthropological perspectives; addresses the way nationalism and ethnic identity construct and reproduce each other.
Prereq: junior standing in a social science.

ANTH 413. 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 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 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 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 441. Recent Cultural Theory. 4 Credits.
Survey of various cultural frameworks: Durkheimian, Marxian, 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 446. Practical Archaeobotany. 4 Credits.
Investigates interactions between human-plant populations in the past; laboratory training of analyzing plant fossils in archaeologial 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 ANTH 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 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 459. Advanced Evolutionary Medicine. 4 Credits.
Explores current research in the field of evolutionary medicine.
Prereq: one from ANTH 175, ANTH 270, ANTH 468, BI 131, BI 380; ANTH 175 strongly suggested.

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 ANTH 270.

ANTH 466. 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 467. 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.
Prereq: ANTH 270.

ANTH 468. 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 ANTH 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 479. 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 481. Principles of Evolutionary Psychology. 4 Credits.
Investigates how understanding of our evolutionary history is used to further understanding of the human mind.
Prereq: ANTH 170 or 270.

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 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

ANTH 503. Thesis. 1-16 Credits.
Repeatable.

ANTH 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ANTH 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

ANTH 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

ANTH 511. Politics, Ethnicity, Nationalism. 4 Credits.
Explores relationship between ethnicity, politics, and nationalism from historical and anthropological perspectives; addresses the way nationalism and ethnic identity construct and reproduce each other.

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 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 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 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 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 541. Recent Cultural Theory. 4 Credits.
Survey of various cultural frameworks: Durkheimian, Marxian, 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 546. Practical Archaeobotany. 4 Credits.
Investigates interactions between human-plant populations in the past; laboratory training of analyzing plant fossils in archaeologial 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 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 566. 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.

ANTH 567. 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 568. 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 570. 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 571. 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 572. 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.

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. 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 579. Taphonomy: Bones, Bugs, and Burials. 4 Credits.
Application of taphonomic studies in the fields of paleontology, archaeology, and forensic-medicolegal anthropology.

ANTH 581. Principles of Evolutionary Psychology. 4 Credits.
Investigates how understanding of our evolutionary history is used to further understanding of the human mind.

ANTH 587. Bioanthropology Methods. 4 Credits.
Laboratory-based introduction to research methods in biological anthropology, with an emphasis on research among living human populations.

ANTH 588. 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 593. 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 601. Research: [Topic]. 1-16 Credits.
Repeatable.

ANTH 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

ANTH 603. Dissertation. 1-16 Credits.
Repeatable.

ANTH 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

ANTH 606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

ANTH 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ANTH 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

ANTH 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

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

ANTH 611. Ethnographic Research: Epistemology, Methods, Ethics. 4 Credits.
Various techniques in ethnographic research. Examines the relationships between methods, theory, and ethics.

ANTH 615. Proseminar in Anthropology. 4 Credits.
Presents the department's structure, program, and faculty; explore various research and teaching facilities in UO; introduces research, writing, and funding resources.

ANTH 650. African Studies Seminar. 4 Credits.
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 680. 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 681. 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 685. 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

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Program Affiliated Faculty

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William S. Ayres, anthropology (Southeast Asia and Pacific islands)

Aletta Biersack, anthropology (Southeast Asia and Pacific islands)

Alison Carter, anthropology (Southeast Asia)

Steven T. Brown, East Asian languages and literatures (Japan)

Daniel P. Buck, geography (China)

Kathie Carpenter, international studies (Southeast Asia)

Shankha Chakraborty, economics (South 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)

Scott Fitzpatrick, anthropology (Pacific islands)

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)

Analise Heinz, history (China)

Kaori Idemaru, East Asian languages and literatures (Japan)

Zhuo Jing-Schmidt, East Asian languages and literatures (China)

Lamia Karim, anthropology (South Asia)

Masami Kawai, cinema studies (Asian American)

Dong Hoon Kim, cinema studies (Korea, East Asia)

Jina Kim, East Asian languages and literatures (Korea)

Nayoung Kwon, 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, russian, east european and eurasian studies (Korea)

Leah Lowthorp, anthropology (South Asia)

Dyana Mason, planning, public policy and management (Southeast Asia)

David Meek, international studies (South Asia)

HyeRyoung Ok, cinema studies (Korea)

Eileen M. Otis, sociology (China)

Seungahn Nah, journalism (East Asia)

Eric W. Pederson, linguistics (South Asia)

Roxann Prazniak, honors college (China)

Eric Priest, law (China)

Ari Ernesto Purnama, cinema studies (Southeast Asia)

Biswarup "Bish" Sen, journalism and communications (South Asia)

Jeff Schroeder, religious studies (Japan)

Xiaobo Su, geography (China)

Yeling Tan, political science (China)

Ying Tan, art (China)

Tze-Yin Teo, comparative literature (East and Southeast Asia)

Mark T. Unno, religious studies (East Asian religions)

Arafaat Valiani, history (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)

Lesley Jo Weaver, international studies (South Asia)

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, global 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

Students who have an overall grade point average (GPA) of 3.70 or higher and want to graduate with honors in Asian Studies write a 30- to 50-page thesis. A faculty advisor must be selected and a proposal must be approved by the advisor and the Asian Studies Program Director at least two terms before graduation. Students may apply as many as 4 credits in Research (401) or Thesis (403) to the appropriate block of the 48 credits required for the Asian Studies major. The thesis must address an international or cross-cultural topic relevant to Asian Studies, and it must make meaningful use of at least two sources in an Asian language.

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.

Code	Title	Credits
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		24
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]		

1. Subregions: China, Japan, Korea, Southeast Asia, South Asia
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.

Students who have an overall grade point average (GPA) of 3.70 or higher and want to graduate with honors in Asian Studies write a 30- to 50-page thesis. A faculty mentor must be selected and a proposal must be approved by the Asian Studies Program Director at least two terms before graduation. Students may apply as many as 4 credits in Research (401) or Thesis (403) to the appropriate block of the 48 credits required for the Asian Studies major. The thesis must address an international or cross-cultural topic relevant to Asian Studies, it must make meaningful use of at least two Asian language sources.

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

Code	Title	Credits
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

Code	Title	Credits
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

Code	Title	Credits
Courses focused on Southeast Asia [1]		4
Course with partial focus on Southeast Asia		20

[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

Course	Title	Credits Milestones
First Year		
Fall		
JPN 101	First-Year Japanese	5
WR 121	College Composition I	4
Group-satisfying course in science		4
Elective course		4
May be used to pursue a second major and/or a minor; discuss with an advisor		
	Credits	**17**
Winter		
JPN 102	First-Year Japanese	5
WR 122	College Composition II	4
Group-satisfying course in social science		4
Elective course		4
	Credits	**17**
Spring		
JPN 103	First-Year Japanese	5
HIST 192	Japan, Past and Present	4
Group-satisfying course in arts and letters unrelated to Asian studies		4
Multicultural course in American cultures or identity, pluralism, and tolerance		4
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits Milestones
Second Year		
Fall		
JPN 201	Second-Year Japanese	5
JPN 305	Introduction to Japanese Literature	4
General-education course in social science		4
General-education course in science		4
	Credits	**17**
Winter		
JPN 202	Second-Year Japanese	5
JPN 306	Introduction to Japanese Literature	4
General-education course in social science		4
General-education course in science		4
	Credits	**17**
Spring		
JPN 203	Second-Year Japanese	5
JPN 307	Introduction to Japanese Literature	4

Meets the multicultural international cultures requirement		
ASIA 350	What Is Asia: Theoretical Debates	4
Elective course		4
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits	Milestones
Third Year			
Fall			
JPN 301	Third-Year Japanese	5	
ARH 209	History of Japanese Art	4	
General-education course in social science		4	
	Credits	**13**	
Winter			
JPN 302	Third-Year Japanese	5	
JPN 399	Special Studies: [Topic] (Ghosts and Monsters)	4	
Group-satisfying course in arts and letters unrelated to Asian studies		4	
Elective course		4	
	Credits	**17**	
Spring			
JPN 303	Third-Year Japanese	5	
General-education course in science		4	
	Credits	**9**	
	Total Credits	**39**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
HIST 396	Samurai in Film	4	
Group-satisfying course in arts and letters unrelated to Asian studies		4	
Elective course		4	
	Credits	**12**	
Winter			
JPN 434	Advanced Readings in Japanese Literature	4	
Elective courses		8	
	Credits	**12**	
Spring			
PS 460	Political Economy of East Asia	4	
Group-satisfying course in arts and letters unrelated to Asian studies		4	
Elective course		4	
	Credits	**12**	
	Total Credits	**36**	

- **Master of Arts: Area Studies Track**
- **Master of Arts: Disciplinary Track**
- **Second Master's Degree**
- **Graduate Specialization**

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, global 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.

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 two 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, and a final project. Graduate credit for language study may only be earned for work beyond the second-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).

Final Project Options.

Two Seminar Papers Option. Students choosing this option submit two Asia-related papers written for graduate seminars or colloquiums and pass an examination based on the submitted papers in their final term. The examination committee will include two members of the Asian studies faculty proposed by the student and approved by the director.

Thesis Option. Students choosing this option are required to take a a minimum of 9 credits of Thesis (ASIA 503) as part of the 48 credits required for the degree. Credit for the thesis is given a grade of pass/no pass at the completion of the thesis. Students form a two-member thesis committee in their second or third term. Thesis writers are expected to defend their theses in the second year. 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).

In some circumstances, and in consultation with advisors, students may petition the director to extend the defense date of their thesis or seminar paper for up to but no more than two academic terms.

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 (Using the Two Seminar Papers Option as an Example)

Code	Title	Credits
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 [1]		8
ASIA 605	Reading and Conference: [Topic] (only if needed to complete credit requirement)	4
Total Credits		**48**

1 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.

Master of Arts: Disciplinary Track (Using the Thesis Option as an Example)

Code	Title	Credits
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:

Code	Title	Credits
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		
Final project (two Asia-related seminar papers or a 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

Code	Title	Credits
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 campus-wide.

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. Repeatable.

ASIA 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

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. Repeatable.

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

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, Alec and Kay Keith Professor (microbial ecology and evolution). BS, 1991, Humboldt State; PhD, 1997, Michigan State. (2006)

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, 1991, Duke. (2002)

Mark C. Carrier, senior instructor (developmental biology and physiology). BS, BA, 1987, Massachusetts; MS, 1998, California, Berkeley. (2000)

Amy A. Connolly, instructor (genetics, cell biology, cell division). BS, 2008, Kansas; PhD, 2014, Oregon. (2018)

David. O. Conover, professor emeritus (fisheries science, marine ecology, evolutionary biology). BS, 1975, Eckerd College; MS, 1979, PhD, 1981, University of Massachusetts, Amherst. (2016)

William A. Cresko, professor (evolutionary developmental genetics). BA, 1992, Pennsylvania; PhD, 2000, Clark. (2005)

Jeffrey M. Diez, associate professor (community ecology, phenology, climate change ecology). BA, MA, 1998, University of Pennsylvania; PhD, 2005, University of Georgia. (2020)

Chris Q. Doe, professor (development of the nervous system, neural stem cells, asymmetric cell division). BA, 1981, New College, Sarasota; PhD, 1987, Stanford. (1998)

Judith S. Eisen, professor (development and function of the nervous system). BS, 1973, MS, 1977, Utah State; PhD, 1982, Brandeis. (1985)

Richard B. Emlet, professor (evolution and development of marine invertebrates). BS, 1977, Duke; PhD, 1985, Washington (Seattle). (1992)

Aaron W. E. Galloway, assistant professor (marine trophic ecology, fatty acids). BA, 1999, Evergreen State College; MS, 2004, Central Washington; PhD, 2013, Washington (Seattle). (2015)

David M. Garcia, assistant professor (molecular biology and epigenetics, prions that regulate RNA). BS, 2004, California, Santa Cruz; PhD, 2012, Massachusetts Institute of Technology. (2018)

Jessica L. Green, professor (applied theoretical ecology). BS, 1992, University of California, Los Angeles; MS, 1994, PhD, 2001, University of California, Berkeley. (2007)

Daniel T. Grimes, assistant professor (developmental biology, zebrafish genetics, human disease models). MBiochem, 2008, DPhil, 2013, Oxford. (2019)

Karen J. Guillemin, professor (bacterial pathogenesis, bacterial-host interactions in development); Philip H. Knight Chair. BA, 1991, Harvard-Radcliffe; PhD, 1998, Stanford. (2001)

Lauren M. Hallett, assistant professor (plant community ecology, restoration ecology). BS, 2008, Yale; MSc, 2010, Western Australia; PhD, 2015, California, Berkeley. (2017)

Victoria Herman, associate professor (development and function of nervous system in *Drosophila*). BA, 1989, Harvard-Radcliffe; PhD, 1998, Massachusetts Institute of Technology. (2003)

Cristin L. Hulslander, senior instructor (behavioral ecology). BA, 1992, Bryn Mawr; PhD, 2003, Clark. (2003)

Santiago Jaramillo, associate professor (neuronal circuits underlying behavioral flexibility). BS, 1998, Universidad Pontificia Boliviariana; MS, 2002, New Mexico; PhD, 2007, National University of Ireland. (2013)

Eric A. Johnson, associate professor (*Drosophila* genetics, genomics and cellular physiology). BA, 1990, Grinnell; PhD, 1996, Iowa. (2001)

Alan J. Kelly, senior instructor (molecular and transmission genetics, microbiology). BS, 1981, California, Irvine; PhD, 1994, Oregon. (1994)

Andrew D. Kern, associate professor (population genetics, computational biology). ScB, 1999, Brown; PhD, 2005, California, Davis. (2017)

Diana E. Libuda, assistant professor (molecular genetics, DNA repair, chromosome dynamics during meiosis). BS, 2003, California, Los Angeles; PhD, 2008, Harvard. (2014)

Shawn R. Lockery, professor (invertebrate neurobiology and neural networks). BA, 1981, Yale; PhD, 1989, California, San Diego. (1993)

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)

Stilianos Louca, assistant professor (microbial ecology and evolution, bioinformatics, mathematical modeling). BSc, 2010, Diplom, 2012, Friedrich Schiller; PhD, 2016, British Columbia. (2019)

Svetlana Maslakova, associate professor (evolution, development and systematics of marine invertabrates). BA, 1998, MS, 1999, Moscow State; PhD, 2005, George Washington. (2008)

Luca Mazzucato, assistant professor (neural basis sensory perception, neurostatistical analysis). MSci, 2002, Padua; PhD, 2005, Scuola Internazionale Superiore di Studi Avanzati. (2017)

David A. McCormick, professor (cellular mechanisms of cortical function); Presidential Chair. BA, BS, 1979, Purdue; PhD, 1983, Stanford. (2017)

Krista McGuire, associate professor (microbial ecology). BS, 2000, Muhlenberg College; PhD, 2007, Michigan, Ann Arbor. (2017)

Adam C. Miller, assistant professor (neural circuit formation and function). BS, 2001, PhD, 2008, Oregon. (2016)

James M. Murray, assistant professor (theoretical neuroscience, learning in neural circuits). BS, 2006, Montana State University; PhD, 2013, Johns Hopkins University. (2020)

Cristopher M. Niell, associate professor (development and function of neural circuits for visual processing). BS, 1995, PhD, 2004, Stanford. (2011)

Ken-ichi Noma, professor (3D genome organization in yeast and human systems). BS, 1995, Nagaoka University; PhD, 2000, University of Tokyo. (2018)

Laurel E. Pfeifer-Meister, instructor (ecology, climate change, biodiversity). BA, BS, 2000, Westmont College; PhD, 2008, Oregon. (2016)

Patrick C. Phillips, professor (evolution, genetics, complex traits). BA, 1986, Reed; PhD, 1991, Chicago. (2000)

Tobias J. Policha, instructor (plant community ecology, pollination, tropical orchid conservation). BS, 2007, MS, 2011, PhD, 2014, Oregon. (2017)

Lauren C. Ponisio, assistant professor (community ecology, species interactions, data science). BS, 2010, Stanford University; MS, 2011, Stanford University; PhD, 2017, UC Berkeley (2020)

Jana Prikryl, senior instructor (molecular genetics). BS, 1999, Colorado, Boulder; PhD, 2009, Oregon. (2010).

Peter L. Ralph, associate 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)

Nadia D. Singh, associate professor (evolutionary genetics, genomics). BA, 1999, Harvard; PhD, 2006, Stanford. (2016)

Kryn Stankunas, associate professor (chromatin and regulators as dynamic sources of epigenetic information during heart development). BS, 1997, British Columbia; PhD, 2003, Stanford. (2009)

Jeffrey Stone, instructor (botany, plant pathology). BA, 1976, Antioch; PhD, 1986, Oregon. (2005)

Matthew A. Streisfeld, associate professor (adaptation in natural plant populations). BS, 1998, Emory; PhD, 2005, California, San Diego. (2009).

Kelly Sutherland, associate professor (marine biology). BS, 1999, Tufts; MSc, 2004, South Alabama; PhD, 2009, Massachusetts Institute of Technology. (2011)

Emily L. Sylwestrak, assistant professor (neural circuits of behavior, motivation, synaptic physiology). BS, 2006, Illinois Urbana-Champaign; PhD, 2011, California, San Diego. (2019)

Terry Takahashi, professor (analysis of neural circuitry). BS, 1975, California, Irvine; PhD, 1981, State University of New York, Downstate Medical Center. (1988)

George R. von Dassow, associate professor (cell biology of development). PhD, 2000, Washington (Seattle). (2014)

Philip E. Washbourne, associate professor (molecular neurobiology, synapse formation). BS, 1995, Imperial College; PhD, 2000, Padua. (2004)

Maya W. Watts, instructor/education coordinator (invertebrate zoology, parasitology). BS, 2004, College of Charleston; PhD, 2010, University of Oregon. (2018)

Monte Westerfield, professor (molecular genetics of nervous system development). AB, 1973, Princeton; PhD, 1977, Duke. (1981)

Peter B. Wetherwax, senior instructor with title of research assistant professor (pollination ecology, tropical ecology, science education). BA, 1980, California, Los Angeles; MA, 1985, Humboldt State; PhD, 1993, Oregon State. (1991)

A. Michelle Wood, professor (microbial ecology and evolution, biological oceanography). BA, 1973, Corpus Christi; PhD, 1980, Georgia. (1990)

Craig M. Young, professor (marine ecology, deep-sea biology, invertebrate embryology); director, Oregon Institute of Marine Biology. BS, 1975, MS, 1978, Brigham Young. PhD, 1982, Alberta. (2002)

Anne Zemper, assistant professor (intestinal stem cell biology, adult homeostasis disease states). BA, 2003, Concordia; PhD, 2010, Oregon Health and Science. (2014)

Courtesy

Steven S. Rumrill, courtesy research associate (estuarine ecology and management, larval biology of marine invertebrates). BA, 1981, MS, 1983, California, Santa Cruz; PhD, 1987, Alberta. (1991)

Carl A. Stiefbold, courtesy senior instructor (science laboratory education). BS, 1971, Portland State. (1987)

David H. Wagner, courtesy associate professor (plant taxonomy, ecology, evolution of bryophytes and pteridophytes). BA, 1968, Puget Sound; MS, 1974, PhD, 1976, Washington State. (1976)

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)

Roderick A. Capaldi, professor emeritus. BS, 1967, London; PhD, 1970, York. (1973)

George C. Carroll, professor emeritus. BA, 1962, Swarthmore; PhD, 1966, Texas. (1967)

John S. Conery, professor emeritus. BA, 1976, California, San Diego; PhD, 1983, California, Irvine. (1983)

Alan Dickman, professor emeritus. BA, 1976, California, Santa Cruz; PhD, 1984, Oregon. (1986)

Janet Hodder, senior lecturer (ecology of marine birds and mammals, science education). BS, 1977, Liverpool; PhD, 1986, Oregon. (1986)

Charles B. Kimmel, professor emeritus. BA, 1962, Swarthmore; PhD, 1966, Johns Hopkins. (1969)

John H. Postlethwait, professor emeritus. BS, 1966, Purdue; PhD, 1970, Case Western Reserve. (1971)

William Roberts, professor emeritus. BA, 1970, Harvard; PhD, 1979, California, San Diego. (1989)

Bitty A. Roy, professor emerita. BS, 1982, Evergreen State; MS, 1985, Southern Illinois; PhD 1992, Claremont Graduate School. (2001)

Paul P. Rudy, professor emeritus. BA, 1955, MA, 1959, PhD, 1966, California, Davis. (1968)

Eric Schabtach, senior instructor emeritus. BS, 1963, McGill. (1969)

Alan Shanks, professor (marine and intertidal ecology, larval biology, zooplankton). BA, 1977, California, Santa Cruz; PhD, 1985, California, San Diego. (1993)

Lynda P. Shapiro, professor emerita. BA, 1960, MS, 1963, Arkansas; PhD, 1974, Duke. (1990)

George F. Sprague Jr., professor emeritus. BS, 1969, North Carolina State; PhD, 1977, Yale. (1981)

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)

Nathan J. Tublitz, professor (peptidergic regulation of behavior in insects and cephalopod mollusks). BA, 1975, Reed; PhD, 1984, Washington (Seattle). (1986)

Daniel Udovic, professor emeritus. BA, 1970, Texas; PhD, 1973, Cornell. (1973)

Janis C. Weeks, professor emerita. BS, 1975, Massachusetts Institute of Technology; PhD, 1980, California, San Diego. (1989)

Norman K. Wessells, professor emeritus; provost emeritus, academic affairs. BS, 1954, PhD, 1960, Yale. (1988)

James A. Weston, professor emeritus. BA, 1958, Cornell; PhD, 1963, Yale. (1970)

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**
- **Minor in 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 Advising Center

541-346-4525
65 Klamath Hall
bioadvis@uoregon.edu
biology.uoregon.edu/advising (http://biology.uoregon.edu/advising/)

In the Biology 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 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, (https://career.uoregon.edu/) in the Biology Advising Center, and in the University Career Center, 220 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

Code	Title	Credits
Core Courses		
Math [1]		**8**
MATH 246	Calculus for the Biological Sciences I	
or MATH 251	Calculus I	
MATH 247	Calculus for the Biological Sciences II	
or MATH 252	Calculus II	
General Chemistry		**18**
CH 221	General Chemistry I	
& CH 222	and General Chemistry II	
& CH 223	and General Chemistry III	
CH 227	General Chemistry Laboratory	
& CH 228	and General Chemistry Laboratory	
& CH 229	and General Chemistry Laboratory	
Organic Chemistry [2]		**8**
CH 331	Organic Chemistry I	
CH 335	Organic Chemistry II	
Physics [3]		**12**
PHYS 201	General Physics	
& PHYS 202	and General Physics	
& PHYS 203	and General Physics	
or PHYS 251	Foundations of Physics I	
& PHYS 252	and Foundations of Physics I	
& PHYS 253	and Foundations of Physics I	
Lower-Division Biology		**15-16**
BI 211	General Biology I: Cells	
& BI 212	and General Biology II: Organisms	
& BI 213	and General Biology III: Populations	
& BI 214	and General Biology IV: Mechanisms	

or BI 281H & BI 282H & BI 283H	Honors Biology I: Cells, Biochemistry and Physiology and Honors Biology II: Genetics and Molecular Biology and Honors Biology III: Evolution, Diversity and Ecology	
Upper-Division Biology [4]		**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		
Two or more 300- or 400-level courses with significant laboratory or fieldwork		
12 credits of courses numbered BI 410, 420–499		
One course in modelling, analysis, programming, and statistics (MAPS) [5]		
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. 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/).
5. Visit the Biology Advising Center for a list of approved courses.

Bachelor of Science Degree Requirements: Biology

Code	Title	Credits
Core Courses		
Math [1]		**8**
MATH 246	Calculus for the Biological Sciences I	
or MATH 251	Calculus I	
MATH 247	Calculus for the Biological Sciences II	
or MATH 252	Calculus II	
General Chemistry		**18**
CH 221 & CH 222 & CH 223	General Chemistry I and General Chemistry II and General Chemistry III	
CH 227 & CH 228 & CH 229	General Chemistry Laboratory and General Chemistry Laboratory and General Chemistry Laboratory	
Organic Chemistry [2]		**8**
CH 331	Organic Chemistry I	
CH 335	Organic Chemistry II	
Physics [3]		**12**
PHYS 201 & PHYS 202 & PHYS 203	General Physics and General Physics and General Physics	
or PHYS 251 & PHYS 252 & PHYS 253	Foundations of Physics I and Foundations of Physics I and Foundations of Physics I	
Lower-Division Biology		**15-16**
BI 211 & BI 212 & BI 213 & BI 214	General Biology I: Cells and General Biology II: Organisms and General Biology III: Populations and General Biology IV: Mechanisms	
or BI 281H & BI 282H & BI 283H	Honors Biology I: Cells, Biochemistry and Physiology and Honors Biology II: Genetics and Molecular Biology and Honors Biology III: Evolution, Diversity and Ecology	
Upper-Division Biology [4]		**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		
Two or more 300- or 400-level courses with significant laboratory or fieldwork		
12 credits of courses numbered BI 410, 420–499		
One course in modelling, analysis, programming, and statistics (MAPS) [5]		
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. 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/).
5. Visit the Biology Advising Center for a list of approved courses.

Students are urged to contact specific institutions to confirm admission requirements.

Please contact the Biology Advising Center at biology.uoregon.edu/advising (https://biology.uoregon.edu/undergraduate-program/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 (http://biology.uoregon.edu/undergraduate-program/requirements/) for the current requirements for each emphasis area, or contact the Biology Advising Center at 541-346-4525 for more information.

Bachelor of Arts Degree Requirements: Marine Biology

Code	Title	Credits
Core Courses		
Math [1]		**8**
MATH 246	Calculus for the Biological Sciences I	
or MATH 251	Calculus I	
MATH 247	Calculus for the Biological Sciences II	
or MATH 252	Calculus II	
General Chemistry		**18**
CH 221	General Chemistry I	
& CH 222	and General Chemistry II	
& CH 223	and General Chemistry III	
or CH 224H	Advanced General Chemistry I	
& CH 225H	and Advanced General Chemistry II	
& CH 226H	and Advanced General Chemistry III	
CH 227	General Chemistry Laboratory	
& CH 228	and General Chemistry Laboratory	
& CH 229	and General Chemistry Laboratory	
or CH 237	Advanced General Chemistry Laboratory	
& CH 238	and Advanced General Chemistry Laboratory	
& CH 239	and Advanced General Chemistry Laboratory	
Organic Chemistry		**8**
CH 331	Organic Chemistry I	
Physics		**12**
PHYS 201	General Physics	
& PHYS 202	and General Physics	
or PHYS 251	Foundations of Physics I	
& PHYS 252	and Foundations of Physics I	
Lower-Division Biology		**15-16**
BI 211	General Biology I: Cells	
& BI 212	and General Biology II: Organisms	
& BI 213	and General Biology III: Populations	
& BI 214	and General Biology IV: Mechanisms	
or BI 281H	Honors Biology I: Cells, Biochemistry and Physiology	
& BI 282H	and Honors Biology II: Genetics and Molecular Biology	
& BI 283H	and Honors Biology III: Evolution, Diversity and Ecology	
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		
One course in modelling, analysis, programming, and statistics (MAPS) [4]		
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, fall, and spring terms. See oimb.uoregon.edu (http://oimb.uoregon.edu) for details of OIMB courses.
4. Visit the Biology Advising Center for a list of approved 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 Advising Center, on the OIMB website, or Tykeson College and Career Advising.

Bachelor of Science Degree Requirements: Marine Biology

Code	Title	Credits
Core Courses		
Math [1]		**8**
MATH 246	Calculus for the Biological Sciences I	
or MATH 251	Calculus I	
MATH 247	Calculus for the Biological Sciences II	
or MATH 252	Calculus II	
General Chemistry		**18**
CH 221	General Chemistry I	
& CH 222	and General Chemistry II	
& CH 223	and General Chemistry III	
or CH 224H	Advanced General Chemistry I	
& CH 225H	and Advanced General Chemistry II	
& CH 226H	and Advanced General Chemistry III	

CH 227	General Chemistry Laboratory	
& CH 228	and General Chemistry Laboratory	
& CH 229	and General Chemistry Laboratory	
or CH 237	Advanced General Chemistry Laboratory	
& CH 238	and Advanced General Chemistry Laboratory	
& CH 239	and Advanced General Chemistry Laboratory	
Organic Chemistry		**8**
CH 331	Organic Chemistry I	
Physics		**12**
PHYS 201	General Physics	
& PHYS 202	and General Physics	
or PHYS 251	Foundations of Physics I	
& PHYS 252	and Foundations of Physics I	
Lower-Division Biology		**15-16**
BI 211	General Biology I: Cells	
& BI 212	and General Biology II: Organisms	
& BI 213	and General Biology III: Populations	
& BI 214	and General Biology IV: Mechanisms	
or BI 281H	Honors Biology I: Cells, Biochemistry and Physiology	
& BI 282H	and Honors Biology II: Genetics and Molecular Biology	
& BI 283H	and Honors Biology III: Evolution, Diversity and Ecology	
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		
One course in modelling, analysis, programming, and statistics (MAPS) [4]		
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, fall, and spring terms. See oimb.uoregon.edu (http://oimb.uoregon.edu) for details of OIMB courses.
4. Visit the Biology Advising Center for a list of approved 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, on the OIMB website, or Tykeson College and Career Advising.

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 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 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:

Code	Title	Credits
BI 214	General Biology IV: Mechanisms	4
BI 322	Cell Biology	4
BI 390	Animal Behavior	4
BI 451	Invertebrate Zoology	8
BI 454	Estuarine Biology	5

BI 455	Marine Birds and Mammals	1-6
BI 457	Marine Biology: [Topic] (Biology of Fishes, Comparative Embryology and Larval Biology, Marine Conservation Biology, Molecular Marine Biology, Subtidal and Deep Sea Ecology)	4-5
BI 458	Biological Oceanography	5
BI 474	Marine Ecology	1-8

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 well as weekend workshops. Information and applications are available from the Biology Advising Center, from the director of the institute, or from the OIMB website. See also the **Research Centers and Institutes** section of this catalog.

Malheur Field Station

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.

Second Bachelor's Degree

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 health science students who want 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 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). The GPA will be calculated for **all** courses in this category, regardless of the total number of credits.
4. 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
5. Completion of a minimum of 4 credits in Research: [Topic] (BI 401) under the supervision of a single faculty advisor. Up to 4 credits may be applied towards the 44 upper-division elective Biology credits. (*See #7 for Honors College students.*)
6. Enrollment in Thesis (BI 403) for all three quarters during Senior year, for a total of 4 credits. BI 403 unites the Biology honors thesis cohort around developing life sciences communication and research leadership skills.
   These credits may be applied towards the 44-upper division elective Biology credits.
7. Honors College students only. Honors College students are encouraged but not required to enroll in BI 403 given they also take Honors College thesis preparation courses.
   Honors College students can substitute BI 403 for BI 401 credits to enable their BI 403 participation.
8. 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 Center
9. Thesis defense
   a. Thesis committee must attend the thesis defense.
   b. Defense must happen at least one week prior to the end of the term in which the student is graduating.
   c. The thesis defense will be an open seminar. Other faculty, students, and staff will be encouraged to attend.

The chair of the Biology Undergraduate Affairs Committee will notify students during their senior year with the name of the committee member who will serve as their second thesis committee member. Students should contact both committee members via email sometime during the term before the defense to start working on a range of possible defense dates. For more information, contact the committee chair.

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 4 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 the instructor of record 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 tutor for undergraduates, or peer advisor; spend a term at the Oregon Institute of Marine Biology; or participate in related activities.

Biology undergraduate lab assistants assist faculty instructors or graduate employees in charge of the laboratory or discussion sections associated with courses. Biology tutors for undergraduates hold regularly scheduled tutorials in the Biology Peer Center. Students interested in becoming either or both must complete an application available in the department office.

The Biology Undergraduate Lab Assistant (BULA) Program provides students with opportunities to gain teaching experience while deepening their knowledge of a particular field. Participants enroll in and receive credit for BI 402 Supervised College Teaching, which may be applied to the biology major upper-division credit requirements. Students who are considering a career in education are especially encouraged to consider this option.

Credit may be earned for conducting research under the supervision of a faculty member by enrolling in Research: [Topic] (BI 401). For more information, visit the Biology Advising Center in 65 Klamath Hall.

Students are invited to attend institute seminars that feature visiting and local scientists.

Peer advising is another way for students to become involved in the department. After an application process, selected students are trained during the spring term before the year they plan to work in the advising center.

Biology majors have the opportunity to attend the Oregon Institute of Marine Biology (http://oimb.uoregon.edu/) (OIMB), the university's marine biology institute. Students who major in marine biology spend at least three terms at the institute. Those majoring in biology with a marine biology emphasis spend at least one term at OIMB. To ensure balanced and diverse programs of study, biology majors are encouraged to enroll in course work that may include summer workshops at the marine station in Charleston. Interested students should plan to attend during their junior or senior years.

Students are encouraged to express ideas and offer suggestions about curriculum and student relations to the chair of the department's curriculum committee, the director of undergraduate advising, the chair of the department's undergraduate affairs committee, or the head of the department.

Students are asked to evaluate their biology courses and instructors near the end of each term. This information is available to instructors after the end of the term and placed on file for possible use in promotion and tenure deliberations. Student answers to summary questions are available in electronic format in Knight Library and in the Office of Academic Advising.

The Biology Teacher Recognition Award highlights efforts to improve biology education through student feedback. Initiated by student nominations, the award recognizes faculty members and teaching assistants who excel in one or more aspects of teaching effectiveness.

Minor in Biology

Code	Title	Credits
Lower-Division Biology Courses		**12-15**
Select three of the following:		
BI 211	General Biology I: Cells	
BI 212	General Biology II: Organisms	
BI 213	General Biology III: Populations	
BI 214	General Biology IV: Mechanisms	
Or all three of the following:		
BI 281H	Honors Biology I: Cells, Biochemistry and Physiology	
BI 282H	Honors Biology II: Genetics and Molecular Biology	
BI 283H	Honors Biology III: Evolution, Diversity and Ecology	
Upper-Division Biology Courses [1]		**16**
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 111	Introduction to Chemical Principles	4	
MATH 111	College Algebra	4	
WR 121	College Composition I	4	
Arts and letters or social science course		4	
	Credits	**16**	
Winter			
CH 221	General Chemistry I	4	
CH 227	General Chemistry Laboratory	2	
MATH 112	Elementary Functions	4	
WR 123 or WR 122	College Composition III (WR 123 Recommended) or College Composition II	4	
PE or seminar elective		1	
	Credits	**15**	
Spring			
CH 222	General Chemistry II	4	
CH 228	General Chemistry Laboratory	2	
MATH 246 or MATH 251	Calculus for the Biological Sciences I (Math 246 recommended) or Calculus I	4	
General education course in Social Science or Arts & Letter		4	
PE or seminar elective		1	
	Credits	**15**	
	Total Credits	**46**	

Course	Title	Credits	Milestones
Second Year			
Fall			
BI 211	General Biology I: Cells	4	
CH 223	General Chemistry III	4	
CH 229	General Chemistry Laboratory	2	
General education course in arts and letters or social science		4	
PE or seminar elective		1	
	Credits	**15**	
Winter			
BI 212	General Biology II: Organisms	4	
MATH 247 or MATH 252	Calculus for the Biological Sciences II (Math 247 recommended) or Calculus II	4	
Elective or general education course that also satisfies a multicultural requirement		8	
	Credits	**16**	
Spring			
BI 213 or BI 214	General Biology III: Populations or General Biology IV: Mechanisms	4	
General education course in arts and letters or social science		8	
Elective or multicultural requirement or Minor course		4	
	Credits	**16**	
	Total Credits	**47**	

Course	Title	Credits	Milestones
Third Year			
Fall			
BI 214 or BI 213	General Biology IV: Mechanisms or General Biology III: Populations	4	
CH 331	Organic Chemistry I	4	
Upper-division biology course, or MAPS		4	
General education course in arts and letters or social studies		4	
	Credits	**16**	
Winter			
CH 335	Organic Chemistry II	4	
Upper-division biology courses, MAPS requirement		8	
General education course in arts and letters or social studies		4	
	Credits	**16**	
Spring			
Upper-division biology courses		8	
General education course in arts and letters or social studies		4	
Elective or course for minor		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
PHYS 201	General Physics	4	
Upper-division biology course, MAPS course if still need it		4	
Upper-division biology course or elective		4	
Elective courses - consider BI 401, BI 402, or BI 409		4	
	Credits	**16**	
Winter			
PHYS 202	General Physics	4	
Upper-division biology course or elective		4	
Elective course or MAPS if still need it. - Consider BI 401, BI 402, or BI 409, depending on career plans		4	
	Credits	**12**	

Spring		
PHYS 203	General Physics	4
Upper-division biology course		4
Upper-division biology course or elective- Consider BI 401, BI 402, or BI 409		4
	Credits	**12**
	Total Credits	**40**

Bachelor of Science in Biology

Course	Title	Credits Milestones
First Year		
Fall		
CH 221	General Chemistry I	4
CH 227	General Chemistry Laboratory	2
MATH 112	Elementary Functions	4
WR 121	College Composition I	4
PE or seminar elective		1
	Credits	**15**
Winter		
CH 222	General Chemistry II	4
CH 228	General Chemistry Laboratory	2
MATH 246 or MATH 251	Calculus for the Biological Sciences I (MATH 246 recommended) or Calculus I	4
WR 123 or WR 122	College Composition III (WR 123 recommended) or College Composition II	4
PE or seminar elective		1
	Credits	**15**
Spring		
CH 223	General Chemistry III	4
CH 229	General Chemistry Laboratory	2
MATH 247 or MATH 252	Calculus for the Biological Sciences II (Math 247 recommended) or Calculus II	4
General-education course that also satisfies multicultural requirement		4
PE or seminar elective		1
	Credits	**15**
	Total Credits	**45**

Course	Title	Credits Milestones
Second Year		
Fall		
BI 211 or BI 281H	General Biology I: Cells or Honors Biology I: Cells, Biochemistry and Physiology	4-5
CH 331	Organic Chemistry I	4
General-education course that also satisfies multicultural requirement		4
General education or minor requirement		4
	Credits	**16-17**
Winter		
BI 212 or BI 282H	General Biology II: Organisms or Honors Biology II: Genetics and Molecular Biology	4-5
CH 335	Organic Chemistry II	4
Elective or general education course that also satisfy a multicultural requirement		4
General education course in arts and letters or social science		4
	Credits	**16-17**
Spring		
BI 213 or BI 214 or BI 283H	General Biology III: Populations or General Biology IV: Mechanisms or Honors Biology III: Evolution, Diversity and Ecology	4-5
General-education courses		8
General education or minor requirement		4
	Credits	**16-17**
	Total Credits	**48-51**

Course	Title	Credits Milestones
Third Year		
Fall		
BI 214 or BI 213	General Biology IV: Mechanisms or General Biology III: Populations	4
PHYS 201	General Physics	4
Upper-division biology course, MAPS		4
Elective course - Consider BI 401, BI 402, or BI 409		4
	Credits	**16**
Winter		
PHYS 202	General Physics	4
Upper-division biology courses, MAPS		8
Elective course - Consider BI 401, BI 402, or BI 409		4
	Credits	**16**
Spring		
PHYS 203	General Physics	4
Upper-division biology courses		8
Upper-division elective course		4
All students are required to take 62 upper-division (300- or 400-level) credits		
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Fourth Year		
Fall		
Upper-division biology courses, MAPS if still need it		8
Upper-division elective course - Pre-med students will need biochemistry (CH 360 or CH 461)		4
Minor requirement or upper-division biology course		4
	Credits	**16**
Winter		
Upper-division biology courses, MAPS if still need it.		8

Elective course - Consider BI 401, BI 402, or BI 409		4
	Credits	**12**
Spring		
Upper-division biology courses		8
Upper-division elective course - Consider BI 401, BI 402, or BI 409		4
	Credits	**12**
	Total Credits	**40**

Bachelor of Arts in Marine Biology

Course	Title	Credits Milestones
First Year		
Fall		
CH 221	General Chemistry I	4
CH 227	General Chemistry Laboratory	2
MATH 112	Elementary Functions	4
WR 121	College Composition I	4
PE or seminar elective		1
	Credits	**15**
Winter		
CH 222	General Chemistry II	4
CH 228	General Chemistry Laboratory	2
MATH 246 or MATH 251	Calculus for the Biological Sciences I (Math 246 recommended) or Calculus I	4
WR 123 or WR 122	College Composition III (WR 123 recommended) or College Composition II	4
PE or seminar elective		
	Credits	**14**
Spring		
CH 223	General Chemistry III	4
CH 229	General Chemistry Laboratory	2
MATH 247 or MATH 252	Calculus for the Biological Sciences II (Math 247 recommended) or Calculus II	4
General education course in arts and letters or social science		4
PE or seminar elective		1
	Credits	**15**
	Total Credits	**44**

Course	Title	Credits Milestones
Second Year		
Fall		
BI 211 or BI 281H	General Biology I: Cells or Honors Biology I: Cells, Biochemistry and Physiology	4-5
CH 331	Organic Chemistry I	4
General education course in arts and letters or social studies		4
General education or minor requirement		4
	Credits	**16-17**
Winter		
BI 212 or BI 282H	General Biology II: Organisms or Honors Biology II: Genetics and Molecular Biology	4-5
General education course in arts and letters or social studies		4
Elective or general education course that also satisfies a multicultural requirement		4
Elective or general education course.		4
	Credits	**16-17**
Spring		
BI 213 or BI 214 or BI 283H	General Biology III: Populations (If take BI 213 or BI 283H may attend OIMB the following summer) or General Biology IV: Mechanisms or Honors Biology III: Evolution, Diversity and Ecology	4-5
General education courses in arts and letters or social science		8
Elective or general education course that also satisfies a multicultural requirement		4
	Credits	**16-17**
Summer		
PHYS 201 & PHYS 202	General Physics and General Physics	8
Elective Course		4
	Credits	**12**
	Total Credits	**60-63**

Course	Title	Credits Milestones
Third Year		
Fall		
BI 214 or BI 213	General Biology IV: Mechanisms or General Biology III: Populations	4
Upper-division course with BI subject code		4
General education course in arts and letters or social science		4
	Credits	**12**
Winter		
Upper-division course with BI subject code		8
General-education course in arts and letters or social science		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 or MAPS		4
	Credits	**12**
Summer		
Modeling, analysis, programming, and statistics course at Oregon Institute of Marine Biology or in an approved outside department		4
Upper-division 400-level course at Oregon Institute of Marine Biology		2-6

Course in BI 420-499 range at Oregon Institute of Marine Biology		6-8
	Credits	**12-18**
	Total Credits	**48-54**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Oregon Institute of Marine Biology, BI 214, or upper-division biology course		4	
Oregon Institute of Marine Biology or upper-division biology course		4	
Oregon Institute of Marine Biology or elective course		4	
Oregon Institute of Marine Biology or general education course in arts and letters or social science		4	
	Credits	**16**	
Winter			
Upper-division biology course or general-education elective course		4	
BI 401, BI 402, BI 403, or BI 409 at Oregon Institute of Marine Biology		3-5	
Elective courses or courses in modelling, analysis, programming, and statistics, if needed		8	
	Credits	**15-17**	
	Total Credits	**31-33**	

Bachelor of Science in Marine Biology

Course	Title	Credits	Milestones
First Year			
Fall			
CH 221	General Chemistry I	4	
CH 227	General Chemistry Laboratory	2	
MATH 112	Elementary Functions	4	
WR 121	College Composition I	4	
PE or seminar elective		1	
	Credits	**15**	
Winter			
BI 211	General Biology I: Cells	4	
CH 222	General Chemistry II	4	
CH 228	General Chemistry Laboratory	2	
MATH 246 or MATH 251	Calculus for the Biological Sciences I or Calculus I	4	
PE or seminar elective		1	
	Credits	**15**	
Spring			
WR 123 or WR 122	College Composition III (WR 123 recommended) or College Composition II	4	
BI 212	General Biology II: Organisms	4	
CH 223	General Chemistry III	4	
CH 229	General Chemistry Laboratory	2	
PE or seminar elective		1	
	Credits	**15**	
	Total Credits	**45**	

Course	Title	Credits	Milestones
Second Year			
Fall			
BI 213 or BI 214	General Biology III: Populations or General Biology IV: Mechanisms	4	
MATH 247 or MATH 252	Calculus for the Biological Sciences II (Math 247 recommended) or Calculus II	4	
CH 331	Organic Chemistry I	4	
General-education course in arts and letters		4	
	Credits	**16**	
Winter			
Upper-division biology course from Area II course list [1]		4	
General education course in arts and letters		4	
General-education course in social science that also satisfies a multicultural requirement		4	
Elective course		4	
	Credits	**16**	
Spring			
BI 214 or BI 213	General Biology IV: Mechanisms or General Biology III: Populations	4	
Upper-division biology course			
Upper-division biology course from Area I or III course list		8	
General-education course in arts and letters that also satisfies a multicultural requirement		4	
	Credits	**16**	
Summer			
Upper-division biology courses at Oregon Institute of Marine Biology		12	
	Credits	**12**	
	Total Credits	**60**	

Course	Title	Credits	Milestones
Third Year			
Fall			
PHYS 201	General Physics	4	
Upper-division biology course from Area I or III course list [1]		4	
General education courses in social science		8	
	Credits	**16**	
Winter			
PHYS 202	General Physics	4	
Upper-division 300-level biology courses or numbered 420–499		8	
General-education course in arts and letters		4	
	Credits	**16**	
Spring			
Upper-division 300-level biology courses or numbered 420–499		8	

General-education course in social science	4
Elective course	4
Credits	**16**
Summer	
Modelling, analysis, programming, and statistics course at Oregon Institute of Marine Biology or in an approved outside department	4
Upper-division 400-level course at Oregon Institute of Marine Biology	2-6
Course in BI 420–499 range at Oregon Institute of Marine Biology	6-8
Credits	**12-18**
Total Credits	**60-66**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Course in BI 420–499 range or BI 401, 402, 403, or other 400-level course at Oregon Institute of Marine Biology		4-5	
Course in BI 420–499 range at Oregon Institute of Marine Biology		10	
	Credits	**14-15**	
Winter			
BI 401, BI 402, BI 403, or BI 409 taken at Oregon Institute of Marine Biology		4-5	
Elective courses taken on UO main campus		8-10	
	Credits	**12-15**	
Spring			
BI 401, 402, 403, or other 400-level course at Oregon Institute of Marine Biology		2-4	
Course in BI 420–499 range at Oregon Institute of Marine Biology		11-13	
	Credits	**12-17**	
	Total Credits	**38-47**	

[1] Marine biology course lists for Areas I, II, and III may be found online (https://oimb.uoregon.edu/academics/marine-biology-major/requirements-for-the-marine-biology-major/).

Graduate Studies

The Department of Biology offers graduate study 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 a research-oriented PhD. One of four research institutes provides a "home" for graduate training and coursework.

- Institute of Ecology & Evolution
- Institute of Molecular Biology
- Institute of Neuroscience
- Oregon Institute of Marine Biology

Interdisciplinary opportunities are available across institutes as well as between biology and other departments.

Financial support for PhD students is available through training grants, research grants and teaching assistant-ships. Support generally consists of a stipend, tuition waiver and health insurance. Financial support for master's students may also be available.

Detailed information about the graduate program, faculty research interests, and facilities is available at the biology department website (https://biology.uoregon.edu/graduate-studies/).

Application Deadline and Procedure
Applicants (master's and PhD) must submit all necessary materials online by November 16th to receive priority consideration. New students are accepted for fall term only. Information on applying to the graduate program may be obtained from the biology department's website (https://biology.uoregon.edu/graduate-studies/).

Master's Degree in Biology

Master's degrees in biology may be earned in the following programs:

- Ecology and Evolution - this degree is typically completed on the UO campus and emphasizes ecology and evolution and can involve research on terrestrial, aquatic, or marine organisms.
- Marine Biology - this degree is typically completed at the Oregon Institute of Marine Biology campus location at Charleston Oregon (110 miles, 2.5 hours from Eugene) and provides training for a variety of careers in aquatic or marine biology.

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/).

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.) in the **Graduate School** section of this catalog.

Code	Title	Credits
Graduate-level Coursework [1]		36
BI 503	Thesis	9
Total Credits		**45**

[1] Minimum 30 hours of Graduate-Level Biology Coursework. 24 credits must be completed in residence and graded. Minimum of 9 credits must be at the 600 level.

Nearly all master's candidates are admitted into the 'thesis' program. In very rare circumstances a student may complete a 'course only' program which would necessitate completing 60 graduate level credits.

Bioinformatics and Genomics Track, Knight Campus Graduate Internship Program

This degree 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 sequence data. The program is typically completed in 18 months and includes coursework 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 Bioinformatics and Genomics Master's Program website. (https://bioinformatics.uoregon.edu/).

Code	Title	Credits
Required Coursework		30
Optional Electives		1-8

Internship	30
Total Credits	**60-68**

Doctor of Philosophy Degree in Biology

Requirements for Doctoral Students
PhD students will be considered for one or more Institute-tracks depending on the research interests indicated on their application. Course requirements for individual students vary based on the recommendation of their committees and advisors, but in general, there are very few required courses.

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 therefore invaluable in helping students select a laboratory in which to carry out dissertation research. After the first year in the program, students devote nearly all of their efforts to research. These activities culminate in the public defense of a dissertation.

Code	Title	Credits
Graded Coursework		4-16
BI 607	Seminar: [Topic] (Total Credits Vary)	1-3
BI 601	Research: [Topic] (Total Credits Vary)	1-16
Teaching Requirement Year 1		
Quarterly Exams Year 1		
Proposal Exam Year 2		
Dissertation:		18
BI 603	Dissertation	
Total Credits:		**81**

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.

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.

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.

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, fall, 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.

Developmental Biology Training 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 22 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, visit the website. (https://devbio.uoregon.edu/)

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.

Courses

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 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 Artificial Intelligence. 4 Credits.
Basic concepts on how brains and artificial systems process information. Analysis of the similarities, differences, and complementarity between these systems.

BI 170. Happiness: a Neuroscience and Psychology Perspective. 4 Credits.
Examination of studies in neuroscience and positive psychology that explore the mental and behavioral actions leading to the self-reporting of a well-lived and fulfilling life. Exploration of the interaction of multiple psychological and neural circuit variables in development of a positive mental state.

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 199L. Special Studies: [Topic]. 4 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 or equivalent with B– or better or minimum AP/IB mathematics score of 4/5, and CH 221, CH 222, CH 223 or CH 224H, CH 225H, CH 226H with B– or better in all courses.

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 326. Immunology and Infectious Disease. 4 Credits.
In this course we will explore the principles of immune system function as well as how microorganisms avoid the immune system to cause infectious disease. Topics include innate and adaptive immunity, cells of the immune system, vaccines, antibiotics, and immune-based therapies.
Prereq: BI 214 or BI 282H.

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 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. Credits will be deducted for regression if BI 458 or BI 474 are taken first.

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 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 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 395. Tropical Ecology. 4 Credits.
Ecological theories for the maintenance of tropical diversity is the main focus of the course. Topics include biogeography, human land use change, and eco-evolutionary perspectives.
Prereq: BI 213 or BI 283H.

BI 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.
Prereq: BI 212 and BI 213 and BI 214 or BI 283H.

BI 399L. Special Studies: [Topic]. 4 Credits.
Repeatable.
Prereq: BI 212 and BI 213 and BI 214 or BI 283H.

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 407. Seminar: [Topic]. 1-2 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.
Repeatable

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 410L. Experimental Course: [Topic]. 4 Credits.
Repeatable.

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 424. Advanced Molecular Genetics. 4 Credits.
Structure and function of chromosomes with emphasis on unsolved genetic problems such as genomic imprinting, position effects, and gene silencing. Lectures, discussions.
Prereq: BI 320.

BI 425. Advanced Molecular Biology Research Laboratory. 4 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 452. Insect Biology. 4 Credits.
Anatomy, physiology, systematics, and behavior of insects. Insect societies. Lectures, laboratories, field trips. Offered summer session only.
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 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.
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.
Prereq: BI 370.

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 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.
Prereq: BI 380.

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. Repeatable.

BI 510. Experimental Course: [Topic]. 1-16 Credits.
Repeatable.

BI 510L. Experimental Course: [Topic]. 4 Credits.
Repeatable.

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 scalpels 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 524. Advanced Molecular Genetics. 4 Credits.
Structure and function of chromosomes with emphasis on unsolved genetic problems such as genomic imprinting, position effects, and gene silencing. 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 557. 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 561. 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 564. 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 566. 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 568. 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 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 576. 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 584. Molecular Evolution. 4 Credits.
General description of patterns of molecular variation within and between species, underlying mechanisms, and methods of analysis.

BI 585. Techniques in Computational Neuroscience. 4 Credits.
Introduction to numerical techniques for modeling the nervous system from single neurons to neutral networks. Lectures, laboratories.

BI 588. 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 600M. Temporary Mulitlisted Course. 1-5 Credits.

BI 601. Research: [Topic]. 1-16 Credits.
Repeatable.

BI 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

BI 603. Dissertation. 1-16 Credits.
Repeatable.

BI 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

BI 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

BI 607. Seminar: [Topic]. 1-3 Credits.
Topics may include neurobiology, developmental biology, ecology colloquium, genetics, molecular biology, and neuroscience. 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 620. 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 621. Computational Methods in Genomic Analysis. 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.

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.

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.

BI 624. Genomics Research Lab. 4 Credits.
Group research on high-throughput sequencing data.

BI 625. Advanced Genomic Analysis. 4 Credits.
Group research on high-throughput sequencing data and special topics in genomics analysis.
Prereq: BI 624.

Chemistry and Biochemistry

Mark Lonergan, Department Head
541-346-4603
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

Shannon W. Boettcher, professor (inorganic, materials science). BA, 2003, Oregon; PhD, 2008, California, Santa Barbara. (2010)

Carl Brozek, assistant professor (physical inorganic, materials science). SB, 2010, Chicago; PhD, 2015, Massachusetts Institute of Technology. (2018)

Jeffrey A. Cina, professor (physical). BS, 1979, Wisconsin, Madison; PhD, 1985, California, Berkeley. (1995)

Amanda Cook, assistant professor (organic, inorganic materials science). BS, 2010, California State, Fullerton; PhD, 2015, Michigan, Ann Arbor. (2018)

Victoria J. De Rose, professor (bioinorganic). BA, 1983, Chicago; PhD, 1990, California, Berkeley. (2006)

Kenneth M. Doxsee, professor (organic, materials science). BS, 1978, MS, 1979, Stanford; PhD, 1983, California Institute of Technology. (1989)

Deborah B. Exton, senior instructor. BS, 1987, Metropolitan State College of Denver; PhD, 1992, Denver. (1993)

Thomas Greenbowe, senior instructor. BA, 1972, William Paterson College of New Jersey; MS, 1974, Indiana State University; MS, 1979, Purdue University; PhD, 1982, Purdue University. (2015)

Marina G. Guenza, professor (physical). Laurea, 1985, Università degli Studi di Genova; PhD, 1989, degree granted by consortium of universities of Torino, Genova, and Pavia. (1998)

Michael M. Haley, Richard M. and Patricia H. Noyes Professor in Chemistry (organic, materials science). BA, 1987, PhD, 1991, Rice. (1993)

Scott Hansen, assistant professor (biochemistry, molecular biology and biophysics). BS, 2004, California, Davis; PhD, 2012, California, San Francisco. (2017)

Michael Harms, associate professor (biochemistry, molecular biology and biophysics). BS, 2004, Oregon State; PhD, 2008, Johns Hopkins. (2013)

Diane K. Hawley, professor (biochemistry). BA, 1976, Kansas; PhD, 1982, Harvard. (1986)

Christopher Hendon, assistant professor (computational materials). BSc, 2011, Monash; PhD, 2015, Bath. (2018)

James E. Hutchison, professor (organic, materials science); Lokey-Harrington Chair in the Department of Chemistry. BS, 1986, Oregon; PhD, 1991, Stanford. (1994)

Ramesh Jasti, professor (organic, inorganic, supramolecular). BS, 1998, North Carolina, Chapel Hill; PhD., 2006, California, Irvine. (2014)

Darren W. Johnson, Bradshaw and Holzapfel Research Professor in Transformational Science and Mathematics (organic). BS, 1996, Texas, Austin; PhD, 2000, California, Berkeley. (2003)

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)

Michael E. Kellman, professor (physical). BS, 1971, California, Berkeley; PhD, 1977, Chicago. (1989)

Michael Koscho, senior instructor (organic). BS, 1993, Purdue; PhD, 1999, Illinois, Urbana-Champaign. (2006)

Mark Lonergan, professor (physical, materials science); director, Materials Science Institute. BS, 1990, Oregon; PhD, 1994, Northwestern. (1996)

Andrew H. Marcus, professor (physical, materials science). BA, 1987, California, San Diego; PhD, 1993, Stanford. (1996)

George V. Nazin, associate professor (physical). MS, 1999, Moscow Institute of Physics and Technology; PhD, 2007, California, Irvine. (2010)

Brad J. Nolen, professor (biochemistry). BA, 1997, Missouri State; PhD, 2003, California, San Diego. (2008)

Catherine J. Page, associate professor (inorganic, materials science). BA, 1980, Oberlin; PhD, 1984, Cornell. (1986)

Michael D. Pluth, professor (organic). BS, 2004, Oregon; PhD, 2008, California, Berkeley. (2011)

Kenneth E. Prehoda, professor (biochemistry). BA, 1991, California State, Sacramento; PhD, 1997, Wisconsin, Madison. (2001)

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 (biochemistry). BA, 1974, MS, 1976, San Francisco State; PhD, 1980, California Institute of Technology. (1982)

David R. "Randy" Sullivan, senior instructor. BS, 1982, MS, 1989, North Texas. (2001)

Julia Widom, assistant professor (physical, biochemistry). BA, 2009, Northwestern; PhD, 2013, Oregon. (2018)

Cathy Wong, assistant professor (physical). BSc, 2004, McMaster; PhD, 2011, Toronto. (2015)

Emeriti

Bruce P. Branchaud, professor emeritus. BS, 1976, Massachusetts; MA, 1981, Dartmouth College; PhD, 1981, Harvard. (1983)

Frederick W. Dahlquist, professor emeritus. BA, 1964, Wabash; PhD, 1969, California Institute of Technology. (1971)

Thomas R. Dyke, professor emeritus. BA, 1966, Wooster; PhD, 1972, Harvard. (1974)

O. Hayes Griffith, professor emeritus. AB, 1960, California, Riverside; PhD, 1964, California Institute of Technology. (1965)

Julie A. Haack, senior instructor. BS, 1986, Oregon; PhD, 1991, Utah. (2000)

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)

Robert M. Mazo, professor emeritus. AB, 1952, Harvard; MS, 1953, PhD, 1955, Yale. (1962)

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)

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.

Code	Title	Credits
General Chemistry Sequence Options		
CH 221 & CH 222 & CH 223	General Chemistry I and General Chemistry II and General Chemistry III	12
CH 224H & CH 225H & CH 226H	Advanced General Chemistry I and Advanced General Chemistry II and Advanced General Chemistry III	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

Code	Title	Credits
CH 224H–226H or CH 221–223	Honors General Chemistry General Chemistry	12
CH 227–229 or CH 237–239	General Chemistry Laboratory 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 & MATH 281	Introduction to Differential Equations and Several-Variable Calculus I	8
PHYS 251–253 or PHYS 201–203	Foundations of Physics I General Physics	12
PHYS 290	Foundations of Physics Laboratory (three terms)	3-6

or PHYS 204–206	Introductory Physics Laboratory	
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]	
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 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	Structural Biochemistry	
CH 467	Biochemistry Laboratory	
ERTH 471	Thermodynamic Geochemistry	
ERTH 472	Aqueous-Mineral-Gas Equilibria	
ERTH 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 or 221-223	Honors General Chemistry	12
CH 227–229 or 237-239	General Chemistry Laboratory	6
MATH 251–253	Calculus I-III	12
Select one of the following:		8
WR 121 & WR 122	College Composition I	8
WR 121 & WR 123	College Composition I	8
Electives (general-education, group-satisfying courses)		8-12
Second Year		
CH 341–343	Majors Track Organic Chemistry I-III	12
CH 337	Organic Chemistry Laboratory	3
CH 348	Organic Chemistry Laboratory for Majors	4
CH 349	Organic Chemistry Lab for Majors	4
MATH 256	Introduction to Differential Equations	4
MATH 281	Several-Variable Calculus I	4
PHYS 251–253 or 201-203	Foundations of Physics I	12
PHYS 290 or 204-206	Foundations of Physics Laboratory	3-6
Electives (general-education, group-satisfying courses)		8-12
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 or CH 221–223	Honors General Chemistry General Chemistry	12
CH 227–229 or CH 237–239	General Chemistry Laboratory 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 & MATH 281	Introduction to Differential Equations and Several-Variable Calculus I	8
PHYS 251–253	Foundations of Physics I	12
or PHYS 201–203	General Physics	
PHYS 290	Foundations of Physics Laboratory (three terms)	3-6
or PHYS 204–206	Introductory Physics Laboratory	
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]	
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 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	Structural Biochemistry	
CH 467	Biochemistry Laboratory	
ERTH 471	Thermodynamic Geochemistry	
ERTH 472	Aqueous-Mineral-Gas Equilibria	
ERTH 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 or 221-223	Honors General Chemistry	12
CH 227–229 or 237-239	General Chemistry Laboratory	6
MATH 251–253	Calculus I-III	12
Select one of the following:		8
WR 121 & WR 122	College Composition I	8
WR 121 & WR 123	College Composition I	8
Electives (general-education, group-satisfying courses)		8-12
Second Year		
CH 341–343	Majors Track Organic Chemistry I-III	12
CH 337	Organic Chemistry Laboratory	3
CH 348	Organic Chemistry Laboratory for Majors	4
CH 349	Organic Chemistry Lab for Majors	4
MATH 256	Introduction to Differential Equations	4
MATH 281	Several-Variable Calculus I	4
PHYS 251–253 or 201-203	Foundations of Physics I	12
PHYS 290 or 204-206	Foundations of Physics Laboratory	3-6
Electives (general-education, group-satisfying courses)		8-12
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**

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

Code	Title	Credits
CH 224H–226H	Honors General Chemistry	12
or CH 221–223	General Chemistry	
CH 227–229	General Chemistry Laboratory	6
or CH 237–239	Advanced General Chemistry Laboratory	
CH 337	Organic Chemistry Laboratory	3
CH 341–343	Majors Track Organic Chemistry I-III	12
CH 348	Organic Chemistry Laboratory for Majors	4
CH 411–412	Physical Chemistry	8
CH 461–463	Biochemistry	12
CH 467	Biochemistry Laboratory	4
Advanced electives (see Advanced Electives table below)		21-21
Total Credits		**81-82**

Related Science Requirements

Code	Title	Credits
MATH 251–253	Calculus I-III	12
PHYS 201–203	General Physics	12
or PHYS 251–253	Foundations of Physics I	
BI 281H–282H	Honors Biology I-II	10
BI 320	Molecular Genetics	4
Total Credits		**38**

Physical Laboratory Requirement

Code	Title	Credits
Select one of the following:		3-8
PHYS 204–206	Introductory Physics Laboratory	
PHYS 290	Foundations of Physics Laboratory (three terms)	
CH 417	Physical Chemistry Laboratory	
Total Credits		**3-8**

Advanced Laboratory Requirements

Code	Title	Credits
Select one of the following:		4-6
CH 417	Physical Chemistry Laboratory	
CH 418	Physical Chemistry Laboratory	
CH 419	Physical Chemistry Laboratory	
CH 429	Instrumental Analysis	
CH 401	Research: [Topic] (three terms) [1]	
Total Credits		**4-6**

Advanced Biochemistry Electives

Code	Title	Credits
Select two of the following:		8
CH 464	RNA Biochemistry	4
CH 465	Physical Biochemistry	4
CH 466	Structural Biochemistry	4
CH 468	Cellular Biochemistry	4

Other Advanced Electives

Code	Title	Credits
Three approved 400-level courses in chemistry, biology, and physics. Students may use one approved 300-level biology course (BI 322, BI 328, or BI 360) as one of the five advanced electives. [2]		21-21
CH 413	Physical Chemistry	
CH 417	Physical Chemistry Laboratory	
CH 418	Physical Chemistry Laboratory	
CH 419	Physical Chemistry Laboratory	
CH 420	Physical Organic Chemistry I	
CH 421	Physical Organic Chemistry II	
CH 429	Instrumental Analysis	
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 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	
BI 322	Cell Biology	
BI 328	Developmental Biology	
BI 360	Neurobiology	
BI 422	Protein Toxins in Cell Biology	
BI 423	Human Molecular Genetics	

BI 424	Advanced Molecular Genetics	
BI 425	Advanced Molecular Biology Research Laboratory	
BI 426	Genetics of Cancer	
BI 428	Developmental Genetics	
BI 433	Bacterial-Host Interactions	
BI 461	Systems Neuroscience	
BI 466	Developmental Neurobiology	
BI 484	Molecular Evolution	
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.

Sample Program for Biochemistry Majors

First Year		**Credits**
CH 224H–226H or 221-223	Honors General Chemistry	12
CH 227–229 or 237-239	General Chemistry Laboratory	6
WR 121 & WR 123	College Composition I	8
MATH 251–253	Calculus I-III	12
Electives (general-education, group-satisfying courses)		8-12
Second Year		
BI 281H–282H	Honors Biology I-II	10
BI 320	Molecular Genetics	4
CH 341–343	Majors Track Organic Chemistry I-III	12
CH 337	Organic Chemistry Laboratory	3
CH 348	Organic Chemistry Laboratory for Majors	4
Electives (general-education, group-satisfying courses)		8-12
Third Year		
CH 461–463	Biochemistry	12
CH 467	Biochemistry Laboratory	4
PHYS 201–203	General Physics	12
PHYS 204–206	Introductory Physics Laboratory	6
Electives (general-education and advanced chemistry-biology courses)		8-12
Fourth Year		
CH 411–412	Physical Chemistry	8
CH 401	Research: [Topic] (or advanced laboratory)	4-6
Electives (general-education and advanced chemistry-biology courses)		21-28
	Total Credits:	**162-183**

Bachelor of Science Degree Requirements in Biochemistry

Code	**Title**	**Credits**
CH 224H–226H	Honors General Chemistry	12
or CH 221–223	General Chemistry	
CH 227–229	General Chemistry Laboratory	6
or CH 237–239	Advanced General Chemistry Laboratory	
CH 337	Organic Chemistry Laboratory	3
CH 341–343	Majors Track Organic Chemistry I-III	12
CH 348	Organic Chemistry Laboratory for Majors	4
CH 411–412	Physical Chemistry	8
CH 461–463	Biochemistry	12
CH 467	Biochemistry Laboratory	4
Advanced electives (see Advanced Electives table below)		20
Total Credits		**81**

Related Science Requirements

Code	**Title**	**Credits**
MATH 251–253	Calculus I-III	12
PHYS 201–203	General Physics	12
or PHYS 251–253	Foundations of Physics I	
BI 281H–282H	Honors Biology I-II	10
BI 320	Molecular Genetics	4
Total Credits		**38**

Physical Laboratory Requirement

Code	**Title**	**Credits**
Select one of the following:		3-8
PHYS 204–206	Introductory Physics Laboratory	
PHYS 290	Foundations of Physics Laboratory (three terms)	
CH 417 & CH 418	Physical Chemistry Laboratory and Physical Chemistry Laboratory	
Total Credits		**3-8**

Advanced Laboratory Requirements

Code	**Title**	**Credits**
Select one of the following:		4-6
CH 417	Physical Chemistry Laboratory	
CH 418	Physical Chemistry Laboratory	
CH 419	Physical Chemistry Laboratory	

CH 429	Instrumental Analysis	
CH 401	Research: [Topic] (three terms) [1]	
Total Credits		**4-6**

Advanced Biochemistry Electives

Code	Title	Credits
Select two of the following:		8
CH 464	RNA Biochemistry	
CH 465	Physical Biochemistry	
CH 466	Structural Biochemistry	
CH 468	Cellular Biochemistry	
Total Credits		**8**

Other Advanced Electives

Code	Title	Credits
Three approved 400-level courses in chemistry and biology. Students may use one approved 300-level biology course (BI 322, BI 328, or BI 360) as one of the five advanced electives. [2]		12
CH 413	Physical Chemistry	
CH 417	Physical Chemistry Laboratory	
CH 418	Physical Chemistry Laboratory	
CH 419	Physical Chemistry Laboratory	
CH 420	Physical Organic Chemistry I	
CH 421	Physical Organic Chemistry II	
CH 429	Instrumental Analysis	
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 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	
BI 322	Cell Biology	
BI 328	Developmental Biology	
BI 360	Neurobiology	
BI 422	Protein Toxins in Cell Biology	
BI 423	Human Molecular Genetics	
BI 424	Advanced Molecular Genetics	
BI 425	Advanced Molecular Biology Research Laboratory	
BI 426	Genetics of Cancer	
BI 428	Developmental Genetics	
BI 433	Bacterial-Host Interactions	
BI 461	Systems Neuroscience	
BI 466	Developmental Neurobiology	
BI 484	Molecular Evolution	
Total Credits		**12**

[1] Minimum of 6 credits of CH 401 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.

Sample Program for Biochemistry Majors

First Year		Credits
CH 224H–226H or 221-223	Honors General Chemistry	12
CH 227–229 or 237-239	General Chemistry Laboratory	6
WR 121 & WR 123	College Composition I	8
MATH 251–253	Calculus I-III	12
Electives (general-education, group-satisfying courses)		8-12
Second Year		
BI 281H–282H	Honors Biology I-II	10
BI 320	Molecular Genetics	4
CH 341–343	Majors Track Organic Chemistry I-III	12
CH 337	Organic Chemistry Laboratory	3
CH 348	Organic Chemistry Laboratory for Majors	4
Electives (general-education, group-satisfying courses)		8-12
Third Year		
CH 461–463	Biochemistry	12
CH 467	Biochemistry Laboratory	4
PHYS 201–203	General Physics	12
PHYS 204–206	Introductory Physics Laboratory	6
Electives (general-education and advanced chemistry-biology courses)		8-12
Fourth Year		
CH 411–412	Physical Chemistry	8
CH 401	Research: [Topic] (or advanced laboratory)	4-6
Electives (general-education and advanced chemistry-biology courses)		21-28
	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 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

Code	Title	Credits
Lower Division		
General chemistry sequence		12
General chemistry laboratories		6
Upper Division		
CH 331 & CH 335	Organic Chemistry I and Organic Chemistry II	8
CH 461 & CH 462	Biochemistry and Biochemistry	8
CH 463 or CH 467	Biochemistry Biochemistry Laboratory	4
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

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 112 or MATH 251	Elementary Functions or Calculus I	4	
WR 121	College Composition I	4	
CH 221 or CH 224H	General Chemistry I or Advanced General Chemistry I	4	
CH 227 or CH 237	General Chemistry Laboratory or Advanced General Chemistry Laboratory	2	
	Credits	**14**	
Winter			
WR 123 or WR 122	College Composition III or College Composition II	4	
CH 222 or CH 225H	General Chemistry II or Advanced General Chemistry II	4	
CH 228 or CH 226H	General Chemistry Laboratory or Advanced General Chemistry III	2	
MATH 251 or MATH 252	Calculus I or Calculus II	4	
	Credits	**14**	
Spring			
CH 223 or CH 226H	General Chemistry III or Advanced General Chemistry III	4	

CH 229 or CH 239	General Chemistry Laboratory or Advanced General Chemistry Laboratory	2
MATH 252 or MATH 253	Calculus II or Calculus III	4
General-education course in arts and letters		4
Meet with an advisor if interested in undergraduate research.		
All majors take the American Chemical Society Exam at the end of the academic year.		
	Credits	**14**
	Total Credits	**42**

Course	Title	Credits	Milestones
Second Year			
Fall			
PHYS 201 or PHYS 251	General Physics or Foundations of Physics I	4	
PHYS 204 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2	
CH 337	Organic Chemistry Laboratory	3	
CH 341	Majors Track Organic Chemistry I	4	
Students should meet with an advisor to create an individual development plan			
	Credits	**13**	
Winter			
PHYS 202 or PHYS 252	General Physics or Foundations of Physics I	4	
PHYS 205 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2	
CH 342	Majors Track Organic Chemistry II	4	
CH 348	Organic Chemistry Laboratory for Majors	4	
	Credits	**14**	
Spring			
PHYS 203 or PHYS 253	General Physics or Foundations of Physics I	4	
PHYS 206 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2	
CH 343	Majors Track Organic Chemistry III	4	
CH 349	Organic Chemistry Lab for Majors	4	
General-education course in social science		4	
Majors take the American Chemical Society Exam at the end of the academic year.			
Students interested in undergraduate research should make arrangements to start.			
	Credits	**18**	
	Total Credits	**45**	

Course	Title	Credits	Milestones
Third Year			
Fall			
CH 411	Physical Chemistry	4	
CH 417	Physical Chemistry Laboratory	4	
MATH 256 or MATH 281	Introduction to Differential Equations or Several-Variable Calculus I	4	
First term of first-year second-language sequence (BA only)		5	
Students should meet with an advisor to review their four-year plan and individual development plan			
	Credits	**17**	
Winter			
CH 412	Physical Chemistry	4	
CH 418	Physical Chemistry Laboratory	4	
Second term of first-year second-language sequence (BA only)		5	
General-education course that also satisfies multicultural requirement		4	
	Credits	**17**	
Spring			
CH 413	Physical Chemistry	4	
CH 419	Physical Chemistry Laboratory	4	
Third term of first-year second-language sequence (BA only)		5	
General-education course in social science		4	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
CH 401	Research: [Topic]	2	
400-level course in chemistry, earth sciences, or physics		4	
First term of second-year second-language sequence (BA only)		5	
General-education course in arts and letters		4	
General-education course in social science that also satisfies multicultural requirement		4	
	Credits	**19**	
Winter			
CH 401	Research: [Topic]	2	
400-level course in chemistry, earth sciences, or physics		4	
Second term of second-year second-language sequence (BA only)		5	
General-education course in arts and letters		4	
General-education course in social science that also satisfies multicultural requirement		4	
	Credits	**19**	
Spring			
CH 401	Research: [Topic]	2	

CH 429	Instrumental Analysis	5
400-level course in chemistry, earth sciences, or physics		4
Third term of second-year second-language sequence (BA only)		5
General-education course in arts and letters		4
	Credits	**20**
	Total Credits	**58**

Bachelor of Science in Chemistry

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 112 or MATH 251	Elementary Functions or Calculus I	4	
WR 121	College Composition I	4	
CH 221 or CH 224H	General Chemistry I or Advanced General Chemistry I	4	
CH 227 or CH 237	General Chemistry Laboratory or Advanced General Chemistry Laboratory	2	
	Credits	**14**	
Winter			
WR 123 or WR 122	College Composition III or College Composition II	4	
CH 222 or CH 225H	General Chemistry II or Advanced General Chemistry II	4	
CH 228 or CH 226H	General Chemistry Laboratory or Advanced General Chemistry III	2	
MATH 251 or MATH 252	Calculus I or Calculus II	4	
Meet with an advisor to prepare a four-year plan			
	Credits	**14**	
Spring			
CH 223 or CH 226H	General Chemistry III or Advanced General Chemistry III	4	
CH 229 or CH 239	General Chemistry Laboratory or Advanced General Chemistry Laboratory	2	
MATH 252 or MATH 253	Calculus II or Calculus III	4	
General-education course in arts and letters		4	
Meet with an advisor if interested in undergraduate research.			
All majors take the American Chemical Society Exam at the end of the academic year.			
	Credits	**14**	
	Total Credits	**42**	

Course	Title	Credits	Milestones
Second Year			
Fall			
PHYS 201 or PHYS 251	General Physics or Foundations of Physics I	4	
PHYS 204 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2	
CH 337	Organic Chemistry Laboratory	3	
CH 341	Majors Track Organic Chemistry I	4	
Students should meet with an advisor to create an individual development plan			
	Credits	**13**	
Winter			
PHYS 202 or PHYS 252	General Physics or Foundations of Physics I	4	
PHYS 205 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2	
CH 342	Majors Track Organic Chemistry II	4	
CH 348	Organic Chemistry Laboratory for Majors	4	
	Credits	**14**	
Spring			
PHYS 203 or PHYS 253	General Physics or Foundations of Physics I	4	
PHYS 206 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2	
CH 343	Majors Track Organic Chemistry III	4	
CH 349	Organic Chemistry Lab for Majors	4	
General-education course in social science		4	
Majors take the American Chemical Society Exam at the end of the academic year.			
Students interested in undergraduate research should make arrangements to start.			
	Credits	**18**	
	Total Credits	**45**	

Course	Title	Credits	Milestones
Third Year			
Fall			
CH 411	Physical Chemistry	4	
CH 417	Physical Chemistry Laboratory	4	
MATH 256 or MATH 281	Introduction to Differential Equations or Several-Variable Calculus I	4	
General-education course in arts and letters		4	
Students should meet with an advisor to review their four-year plan and individual development plan			
	Credits	**16**	

Winter		
MATH 281	Several-Variable Calculus I	4
CH 412	Physical Chemistry	4
CH 418	Physical Chemistry Laboratory	4
General-education course in social science		4
	Credits	**16**
Spring		
CH 413	Physical Chemistry	4
CH 419	Physical Chemistry Laboratory	4
CH 429	Instrumental Analysis	5
General-education course in social science		4
	Credits	**17**
	Total Credits	**49**

Course	Title	Credits Milestones
Fourth Year		
Fall		
CH 401	Research: [Topic]	2
400-level course in chemistry, earth sciences, or physics		4
General-education course in arts and letters		4
General-education course that also satisfies multicultural requirement		4
	Credits	**14**
Winter		
CH 401	Research: [Topic]	2
400-level course in chemistry, earth sciences, or physics		4
General-education course that also satisfies multicultural requirement		4
General-education course in social science		4
	Credits	**14**
Spring		
CH 401	Research: [Topic]	2
400-level course in chemistry, earth sciences, or physics		4
General-education course in arts and letters		4
	Credits	**10**
	Total Credits	**38**

Bachelor of Arts in Biochemistry

Course	Title	Credits Milestones
First Year		
Fall		
MATH 112 or MATH 251	Elementary Functions or Calculus I	4
WR 121	College Composition I	4
CH 221 or CH 224H	General Chemistry I or Advanced General Chemistry I	4
CH 227 or CH 237	General Chemistry Laboratory or Advanced General Chemistry Laboratory	2
	Credits	**14**
Winter		
WR 123 or WR 122	College Composition III or College Composition II	4
CH 222 or CH 225H	General Chemistry II or Advanced General Chemistry II	4
CH 228 or CH 238	General Chemistry Laboratory or Advanced General Chemistry Laboratory	2
MATH 251 or MATH 252	Calculus I or Calculus II	4
Meet with an advisor to prepare a four-year plan		
	Credits	**14**
Spring		
CH 223 or CH 226H	General Chemistry III or Advanced General Chemistry III	4
CH 229 or CH 239	General Chemistry Laboratory or Advanced General Chemistry Laboratory	2
MATH 252 or MATH 253	Calculus II or Calculus III	4
General-education course in social science that also satisfies multicultural requirement		4
Meet with an advisor if interested in undergraduate research.		
All majors take the American Chemical Society Exam at the end of the academic year.		
	Credits	**14**
	Total Credits	**42**

Course	Title	Credits Milestones
Second Year		
Fall		
MATH 253 or MATH 256 or MATH 281	Calculus III or Introduction to Differential Equations or Several-Variable Calculus I	4
BI 281H	Honors Biology I: Cells, Biochemistry and Physiology	5
CH 337	Organic Chemistry Laboratory	3
CH 341	Majors Track Organic Chemistry I	4
Students should meet with an advisor to create an individual development plan		
	Credits	**16**
Winter		
MATH 253	Calculus III	4
BI 282H	Honors Biology II: Genetics and Molecular Biology	5

CH 342	Majors Track Organic Chemistry II	4
CH 348	Organic Chemistry Laboratory for Majors	4
	Credits	**17**
Spring		
BI 320	Molecular Genetics	4
CH 343	Majors Track Organic Chemistry III	4
General-education course in arts and letters that also satisfies multicultural requirement		4
General-education course in social science		4
Majors take the American Chemical Society Exam at the end of the academic year.		
Students interested in undergraduate research should make arrangements to start.		
	Credits	**16**
	Total Credits	**49**

Course	Title	Credits	Milestones
Third Year			
Fall			
PHYS 201 or PHYS 251	General Physics or Foundations of Physics I	4	
PHYS 204 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2	
CH 461	Biochemistry	4	
CH 467	Biochemistry Laboratory	4	
First term of first-year second-language requirement (BA only)		5	
Students should meet with an advisor to review their four-year plan and individual development plan			
	Credits	**19**	
Winter			
PHYS 202 or PHYS 252	General Physics or Foundations of Physics I	4	
PHYS 205 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2	
CH 462	Biochemistry	4	
Second term of first-year second-language requirement (BA only)		5	
General-education course in social science		4	
	Credits	**19**	
Spring			
PHYS 203 or PHYS 253	General Physics or Foundations of Physics I	4	
PHYS 206 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2	
CH 463	Biochemistry	4	
400-level course in chemistry or biology		4	
Third term of first-year second-language requirement (BA only)		5	
	Credits	**19**	
	Total Credits	**57**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
CH 411	Physical Chemistry	4	
CH 417	Physical Chemistry Laboratory	4	
400-level course in chemistry or biology		4	
First term of second-year second-language requirement (BA only)		4	
General-education course in arts and letters		4	
	Credits	**20**	
Winter			
CH 412	Physical Chemistry	4	
400-level courses in chemistry or biology		8	
Second term of second-year second-language requirement (BA only)		4	
General-education course in arts and letters		4	
	Credits	**20**	
Spring			
400-level course in chemistry or biology		4	
Third term of second-year second-language requirement (BA only)		4	
General education course in social science		4	
General education course in arts and letters		4	
Apply for degree in DuckWeb by end of fourth week of spring term			
	Credits	**16**	
	Total Credits	**56**	

Bachelor of Science in Biochemistry

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 112 or MATH 251	Elementary Functions or Calculus I	4	
WR 121	College Composition I	4	
CH 221 or CH 224H	General Chemistry I or Advanced General Chemistry I	4	
CH 227 or CH 237	General Chemistry Laboratory or Advanced General Chemistry Laboratory	2	
	Credits	**14**	
Winter			
WR 123 or WR 122	College Composition III or College Composition II	4	
CH 222 or CH 225H	General Chemistry II or Advanced General Chemistry II	4	

CH 228 or CH 238	General Chemistry Laboratory or Advanced General Chemistry Laboratory	2
MATH 251 or MATH 252	Calculus I or Calculus II	4
Meet with an advisor to prepare a four-year plan		
	Credits	**14**
Spring		
CH 223 or CH 226H	General Chemistry III or Advanced General Chemistry III	4
CH 229 or CH 239	General Chemistry Laboratory or Advanced General Chemistry Laboratory	2
MATH 252 or MATH 253	Calculus II or Calculus III	4
General-education course in arts and letters		4
Meet with an advisor if interested in undergraduate research.		
All majors take the American Chemical Society Exam at the end of the academic year.		
	Credits	**14**
	Total Credits	**42**

Course	Title	Credits	Milestones
Second Year			
Fall			
MATH 253	Calculus III	4	
BI 281H	Honors Biology I: Cells, Biochemistry and Physiology	5	
CH 337	Organic Chemistry Laboratory	3	
CH 341	Majors Track Organic Chemistry I	4	
Students should meet with an advisor to create an individual development plan			
	Credits	**16**	
Winter			
MATH 253	Calculus III	4	
BI 282H	Honors Biology II: Genetics and Molecular Biology	5	
CH 342	Majors Track Organic Chemistry II	4	
CH 348	Organic Chemistry Laboratory for Majors	4	
	Credits	**17**	
Spring			
BI 320	Molecular Genetics	4	
CH 343	Majors Track Organic Chemistry III	4	
General-education course in arts and letters		4	
General-education course in social science		4	
Majors take the American Chemical Society Exam at the end of the academic year.			
Students interested in undergraduate research should make arrangements to start.			
	Credits	**16**	
	Total Credits	**49**	

Course	Title	Credits	Milestones
Third Year			
Fall			
PHYS 201 or PHYS 251	General Physics or Foundations of Physics I	4	
PHYS 204 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2	
CH 461	Biochemistry	4	
CH 467	Biochemistry Laboratory	4	
Students should meet with an advisor to review their four-year plan and individual development plan			
	Credits	**14**	
Winter			
PHYS 202 or PHYS 252	General Physics or Foundations of Physics I	4	
PHYS 205 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2	
CH 401	Research: [Topic]	2	
CH 462	Biochemistry	4	
General-education course in social science		4	
	Credits	**16**	
Spring			
PHYS 203 or PHYS 253	General Physics or Foundations of Physics I	4	
PHYS 206 or PHYS 290	Introductory Physics Laboratory or Foundations of Physics Laboratory	2	
CH 401	Research: [Topic]	2	
CH 463	Biochemistry	4	
General-education course in arts and letters		4	
Students should meet with an advisor to review their four-year plan and individual development plan			
	Credits	**16**	
	Total Credits	**46**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
CH 401	Research: [Topic]	1-21	
CH 411	Physical Chemistry	4	
400-level courses in chemistry or biology		8	
General-education course in arts and letters		4	
	Credits	**17-37**	
Winter			
CH 412	Physical Chemistry	4	

400-level courses in chemistry or biology	8
General-education course in social science	4
Credits	**16**
Spring	
400-level course in chemistry or biology	4
General education course in social science	4
Multicultural courses	8
Apply for degree in DuckWeb by end of fourth week of spring term	
Credits	**16**
Total Credits	**49-69**

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 employee (GE) opportunities. 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 GE opportunities.

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. 880) 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: Satisfactory placement test score for MATH 111; Coreq: MATH 111.

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 101 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. Sequence with CH 222, CH 223.
Prereq: CH 111 or satisfactory placement test score; MATH 111. Co-req: MATH 112; 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; MATH 112 with grades of C- or better. 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; MATH 112 with grades of C- or better. Concurrent CH 229 or CH 239 recommended.

CH 224H. Advanced General Chemistry I. 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. Sequence with CH 225H, CH 226H.
Prereq: satisfactory placement test score; MATH 112. Coreq: one from MATH 241, MATH 246, MATH 251, MATH 261; CH 237 recommended.

CH 225H. Advanced General Chemistry II. 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 CH 224H; one from MATH 241, MATH 246, MATH 251, MATH 261 with grades of C- or better. coreq: one from MATH 242, MATH 247, MATH 252, MATH 262. Concurrent CH 238 recommended.

CH 226H. Advanced General Chemistry III. 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 CH 225H; one from MATH 242, MATH 247, MATH 252, MATH 262 with grades of C- or better. coreq: one from MATH 243, MATH 247, MATH 253, MATH 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.
Prereq: C- or better in MATH 111. Co-req: MATH 112. Pre- or coreq: CH 221 or CH 224H.

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 CH 237; MATH 112 with grades of C- or better. coreq: CH 222 or 225H.

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 CH 238; MATH 112 with grades of C- or better. coreq: CH 223 or CH 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 with a grade of C- or better. coreq: CH 221 or CH 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 CH 237; one from MATH 241, MATH 246, MATH 251, MATH 261 with grades of C- or better. coreq: CH 222 or CH 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 CH 238; one from MATH 242, MATH 247, MATH 252, MATH 262 with grades of C- or better. coreq: CH 223 or CH 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.

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.
Organic chemistry laboratory projects. Two-dimensional nuclear magnetic resonance techniques. Sequence with CH 337, 348.
Prereq: CH 348; coreq: CH 343.

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 399L. Special Studies: [Topic]. 3 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.
Biochemistry seminar for undergraduates who have completed or are enrolled in CH 461, 462, 463. No graduate credit.Repeatable.

CH 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

CH 409. Special Laboratory Problems. 1-21 Credits.
Nonresearch-oriented laboratory instruction and off-campus research and laboratory experience. Repeatable.

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 computational chemistry. Sequence with CH 421/521.
Prereq: CH 336.

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 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.
Description and interpretation of the time evolution of chemical systems. Repeatable.
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.
Prereq: CH 336 or CH 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.

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 466. Structural Biochemistry. 4 Credits.
Protein and nucleic acid structures and energetics. Structure determination by x-ray crystallography and nuclear magnetic resonance. Computational methods for structural analysis. Offered alternate years.
Prereq: CH 461.

CH 467. Biochemistry Laboratory. 4 Credits.
Methods of modern molecular biology and protein purification.
Co-req: CH 461

CH 468. Cellular Biochemistry. 4 Credits.
This course surveys scientific discovery at the interface between cell biology and biochemistry. Emphasis will be placed on understanding how scientists visualize, quantify, and interpret how biochemical reactions are orchestrated in complex biological systems. Relationships between protein structure, function, and emergent properties will be defined.
Prereq: CH 461.

CH 503. Thesis. 1-16 Credits.
Repeatable.

CH 507. Seminar: [Topic]. 1-5 Credits.
Biochemistry seminar for undergraduates who have completed or are enrolled in CH 461, 462, 463. No graduate credit. Repeatable.

CH 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

CH 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CH 511. Physical Chemistry. 4 Credits.
Methods of physics applied to chemical problems, including inorganic, organic, and biochemistry. Introduction to chemical thermodynamics.

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 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.
Description and interpretation of the time evolution of chemical systems. Repeatable.
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.
Metabolism and metabolic control processes. Energy and sensory transduction mechanisms.
Prereq: CH 461/561.

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 566. Structural Biochemistry. 4 Credits.
Protein and nucleic acid structures and energetics. Structure determination by x-ray crystallography and nuclear magnetic resonance. Computational methods for structural analysis. Offered alternate years.
Prereq: CH 561.

CH 567. Biochemistry Laboratory. 4 Credits.
Methods of modern molecular biology and protein purification.

CH 568. Cellular Biochemistry. 4 Credits.
This course surveys scientific discovery at the interface between cell biology and biochemistry. Emphasis will be placed on understanding how scientists visualize, quantify, and interpret how biochemical reactions are orchestrated in complex biological systems. Relationships between protein structure, function, and emergent properties will be defined.

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.
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. Repeatable.

CH 623. Organic-Inorganic Chemistry Journal Club. 1 Credit.
Repeatable. Preparation and delivery of colloquium-style lectures in organic-inorganic chemistry based on papers from the literature. Repeatable for maximum of 12 credits.

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 667. Polymers: Synthesis, Characterization, Processing. 4 Credits.
Methods of polymer synthesis and characterization; kinetics and mechanisms of the principal polymerization reactions. Introduction to mechanical properties and fabrication techniques.

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 678M, 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.

CH 685. Advanced Transmission Electron Microscopy. 4 Credits.
Advanced theory and practices for using transmission electron microscopy, as applied to materials science.
Prereq: CH 681.

CH 686. Advanced Scanning Electron Microscopy. 4 Credits.
Advanced theory and practices for using focused ion beam and scanning electron microscopy in research and nanofabrication.
Prereq: CH 681.

CH 687. Advanced Surface Analysis. 4 Credits.
Advanced theory and practices for surface analysis spectroscopy, as applied to materials science.
Prereq: CH 683.

CH 690. Numerical Simulation in Electrochemistry. 2 Credits.
Modern finite-element simulation software is widely used in engineering to predict system performance/properties or in science to understand complex system behavior. Students will learn use industry standard software suites to simulate electrochemical cells and devices to predict performance and develop an understanding of underlying phenomena.
Prereq: CH 454 or CH 554 is prereq or co-req.

CH 691. Analytical Electrochemistry Laboratory. 2 Credits.
This course will focus on typical three-electrode electrochemical experiments and laboratory techniques that form the basis for analytical electrochemistry and for building the basic electrochemistry knowledge and intuition with respect to thermodynamics, kinetics and mass transport.
Prereq: CH 454 or CH 554 is prereq or co-req.

CH 692. Electrochemical Device Engineering. 4 Credits.
This course examines the operational principles of electrochemical energy storage devices (batteries and capacitors), energy conversion devices (fuel cells, electrolyzers), and bioelectrochemical interfaces. The emphasis is on materials and device design based on fundamental chemistry and physics concepts that govern the properties and performance.
Prereq: CH 454 or CH 554.

CH 693. Electrochemical Device Laboratory. 4 Credits.
Students will work in small teams to build battery devices, electrolyzers for the production of chemicals and/or fuels, fuel cells, and biological interfaces. They will test the performance and response of these devices compared to theory and modelling, applying experimental design and statistical analysis methods.
Prereq: CH 454 or CH 554; Pre- or Coreq: CH 692.

CH 694. Applied Electrochemistry Projects Laboratory. 4 Credits.
This course requires students to work in teams to solve open-ended research and development projects in electrochemistry. The applied research and development projects for the course come from industry partners, national laboratories, and academic research laboratories.
Prereq: CH 454 or CH 554.

CH 695. External Graduate Internship. 1-10 Credits.
Student will complete internships in industry, a national laboratory, or other research setting to provide opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional environment.

Cinema Studies

Priscilla Peña Ovalle, Department Head
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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, critical analysis, aesthetics, and production of cinema. As a result, majors approach cinema—including film, television, and new media—from a variety of disciplinary perspectives.

The bachelor of arts and science 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 department'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 seek internships in their chosen areas of potential career interest and expertise.

Faculty

Peter Alilunas, associate professor (cinema studies). BA, 2006, Oregon; MA, 2008, Texas, Austin; PhD, 2013, Michigan. (2014)

Michael G. Aronson, associate professor (cinema studies). BA, 1994, Pennsylvania; MA, 1997, PhD, 2002, Pittsburgh. (2003)

Michael Bray, instructor (digital arts, cinema). BA, 1997, Illinois, Urbana-Champaign; MFA, 2008, Oregon. (2008)

Sangita Gopal, associate professor (cinema studies). BA, 1990, Calcutta; MA, 1995, PhD, 2000, Rochester. (2004)

Erin Hanna, assistant professor (cinema studies). BA, 2004, MA 2007 York (Toronto); PhD, 2014, Michigan. (2014)

Masami Kawai, assistant professor (cinema studies). BA, 2003, Hampshire College; MFA, 2013, California, Los Angeles. (2014)

Dong Hoon Kim, associate professor (cinema studies). BA, 1998, Yonsei; MA, 2002, PhD, 2008, Southern California. (2011)

Kevin May, instructor (cinema studies); multimedia assistant. BA, 2006, MEd, 2010, Oregon (2016)

HyeRyoung Ok, instructor (cinema studies). BA, 1996, MA, 2000, Seoul National; MA, 2002, New York; PhD, 2008, Southern California. (2011)

Priscilla Peña Ovalle, associate professor (cinema studies, ethnic studies). BS, 1998, Emerson College; MA, 2001, California, Los Angeles; PhD, 2006, Southern California. (2006)

Ari Purnama, assistant professor (cinema studies). BA, 2007, Padjajaran; MA, 2011, Groningen; PhD, 2019, Groningen. (2020)

Sergio Rigoletto, associate professor (cinema studies, Italian). Laurea, 2002, Catania; MA, 2004, Birkbeck, London; PhD, 2010, Reading. (2012)

Jerell Rosales, instructor in production (fiction) (cinema studies). BA, 2012, California, Los Angeles; MFA, 2017, California, Los Angeles. (2020)

Andre Sirois, instructor (cinema studies); multimedia supervisor. BA, 2002, Central Connecticut State; MA, 2005, Maine; PhD, 2011, Oregon. (2012)

Daniel Gómez Steinhart, associate professor (cinema studies). BA, 2000, Wesleyan; MA, 2006, PhD, 2013, California, Los Angeles. (2014)

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

Appointed Faculty

Michael Allan, comparative literature

Gabriela Martinez, journalism and communication

Janet Wasko, journalism and communication

Affiliated Faculty

Kenneth S. Calhoon, comparative literature

Daniel L. Miller, journalism and communication

Kate Mondloch, history of art and architecture

Elizabeth M. Peterson, library

Stephen Rust, English

Biswarup "Bish" Sen, journalism and communication

Rick Silva, art

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- Bachelor of Science in Cinema Studies **(**p. 129**)**
- Certificate in Film Studies **(**p. 130**)**

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.

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.

Honors

The department provides qualified undergraduate majors with options for participating in the honors program. Students arriving in the 2018–19 academic year or earlier may receive program honors at graduation if they have a final cumulative grade point average (GPA) of at least 3.75 in cinema studies course work. Beginning in 2019–20, incoming students must meet this GPA and, in addition, complete a scholarly or screenwriting project that originates from a cinema studies course and is then expanded in a faculty-led project development seminar. An honors college thesis also fulfills program honors requirements.

For more information, contact 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

Course	Title		Credits	Milestones
First Year				
Fall				
First term of first-year second-language sequence			4	
WR 121	College Composition I		4	
Core Education Course in Science			4	Start of Science Area of Inquiry Courses
CINE 265	History of the Motion Picture I		4	
	Credits		**16**	
Winter				
Second term of first-year second-language sequence			4	
WR 122 or WR 123	College Composition II or College Composition III		4	
Core Education Science Area of Inquiry satisfying course			4	
CINE 266	History of the Motion Picture II		4	
	Credits		**16**	
Spring				
Third term of first-year second-language sequence			4	
Core Education Social Science Area of Inquiry satisfying course			4	Start of Social Science Area of Inquiry courses
CINE 260M	Media Aesthetics		4	
J 201	Media and Society		4	
	Credits		**16**	
	Total Credits		**48**	

Course	Title		Credits	Milestones
Second Year				
Fall				
First term of second-year second-language sequence			4	
Cultural Literacy Course in US: Difference, Inequality, and Agency or Global Perspectives			4	Start of Cultural Literacy requiremer
Core Education Science Area of Inquiry satisfying course			4	
CINE Production A course			4	CINE Production A complete
	Credits		**16**	
Winter				
Second term of second-year second-language sequence			4	
Core Education Social Science Area of Inquiry satisfying course			4	
Cultural Literacy Course in Global Perspectives or US: Difference, Inequality, and Agency			4	Cultural Literacy requiremer complete
CINE Production B course			4	Production requirements completed
	Credits		**16**	
Spring				
Third term of second-year second-language sequence			4	Second language requirement complete
Core Education Social Science Area of Inquiry satisfying course			4	Social science requiremer complete
Core Education Science Area of Inquiry satisfying course			4	Science requirement complete
CINE Core course			4	
	Credits		**16**	
	Total Credits		**48**	

Course	Title		Credits	Milestones
Third Year				
Fall				
Upper-division elective course			4	
Core Education Arts and Letters Area of Inquiry satisfying courses			8	
CINE Core course			4	
	Credits		**16**	
Winter				
Upper-division elective courses			8	
CINE Core courses			8	
Begin minor(s) or continue double major				
	Credits		**16**	
Spring				
Upper-division elective courses			8	
CINE Production or CINE elective course			4	
CINE Core course			4	
CINE internship encouraged this term (or in summer)				
	Credits		**16**	
	Total Credits		**48**	

Course	Title		Credits	Milestones
Fourth Year				
Fall				
Upper-division courses			8	
CINE Production or CINE elective			4	CINE elective requiremer complete
CINE Core course			4	
	Credits		**16**	

Winter	
Upper-division courses	16
Credits	**16**
Spring	
Upper-division courses	16
Complete minor(s) or double major. CINE internship encouraged this term	
Credits	**16**
Total Credits	**48**

Courses

CINE 110M. Introduction to Film and Media. 4 Credits.
Introduction to film and media studies and various methods of critical analysis. Multilisted with ENG 110M.

CINE 111. How to Watch TV. 4 Credits.
Introduction to the critical analysis of television narrative, aesthetics, and reception.

CINE 151M. Introduction to Korean Cinema. 4 Credits.
Surveys Korean national cinema, from the earliest days of the medium to the present. Multilisted with KRN 151M.

CINE 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.
J 201; One from CINE 260M, ENG 260M, ENG 260; and two from CINE 265, 266, 267 or ENG 265, 266, 267

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

CINE 230. Remix Cultures. 4 Credits.
Study of issues surrounding media production and consumption in relation to intellectual property laws in modern society. Open to all majors.

CINE 260M. Media Aesthetics. 4 Credits.
Introduction to the analysis of form and style in cinema and related media, focusing on narrative, mise-en-scène, cinematography, editing, and sound. Multilisted with ENG 260M.

CINE 265. History of the Motion Picture I. 4 Credits.
Studies the technological, artistic, and cultural histories of motion pictures in various national contexts, from precinema through the silent era.

CINE 266. History of the Motion Picture II. 4 Credits.
Studies the technological, artistic, and cultural histories of motion pictures in various national contexts, from the transition to sound through the early 1960s.

CINE 267. History of the Motion Picture III. 4 Credits.
Studies the technological, artistic, and cultural histories of motion pictures in various national contexts, from the 1960s through the present.

CINE 268. United States Television History. 4 Credits.
Analyzes the history of US television, from its roots in radio broadcasting to the latest developments in digital television.

CINE 270. Introduction to Narrative Cinema Production. 4 Credits.
Focuses on basic theory and practice of digital video for narrative production.
Prereq: J 201; CINE 260M or ENG 260M; two from CINE 265, 266, 267.

CINE 320. Beginning Screenwriting. 4 Credits.
Introduction to the basics of writing for the screen. Provides students with an organized strategy for writing a feature film.
Prereq: J 201; CINE 260M or ENG 260M; One from ARTD 256, CINE 270, J 208; and two from CINE 265, 266, 267.

CINE 330. Film Festivals. 4 Credits.
Surveys histories of film festivals in relation to their forms, functions, operations, marketing, curatorial missions, and social impacts.
Prereq: one from J 201, ENG 260, ENG 265, ENG 266, ENG 267.

CINE 335. Exhibition and Audiences. 4 Credits.
Explores the exhibition and reception of film and other media by audiences in various contexts.

CINE 340. Production Studies. 4 Credits.
Introduction to the development of production practices and the lived realities of film and television production workers.

CINE 345. Stars. 4 Credits.
An examination of how and why stars and celebrities are produced and marketed by entertainment industries.

CINE 350. Queer European Cinema. 4 Credits.
Examines questions of gender and sexuality within the transnational and national contexts of Europe, including its diverse cinematic landscapes, traditions, and star imagery.

CINE 360. Film Theory. 4 Credits.
Introduction to theoretical debates about film as a medium of artistic expression in a transhistorical and global framework.

CINE 362M. 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. Multilisted with KRN 362M.

CINE 365. Digital Cinema. 4 Credits.
Examines the impact of digital media technologies on diverse dimensions of cinematic experience encompassing the production, delivery, and reception.

CINE 370. Narrative Production II. 4 Credits.
Focuses on the creative choices and intermediate skills of narrative production.
Prereq: J 201; CINE 260M or ENG 260M; two from ENG 265, ENG 266, ENG 267; one from ARTD 256, CINE 270, J 208.

CINE 381M. Film, Media, and Culture. 4 Credits.
Study of film and media as aesthetic objects shaped by a broad range of identity categories, reflecting communities identified by class, gender, race, ethnicity, and sexuality. Multilisted with ENG 381M.

CINE 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable when the topic changes.

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

CINE 404. Internship: [Topic]. 1-12 Credits.
Repeatable for a maximum of 12 credits; only 4 credits may count toward the cinema studies major.

CINE 405. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable for a maximum of 12 credits; only 4 credits may count toward the cinema studies major.

CINE 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CINE 408. Workshop: [Topic]. 1-12 Credits.
Repeatable when topic changes.
Prereq: J 201; CINE 260M or ENG 260M; One from ARTD 256, CINE 270, J 208; and two from CINE 265, 266, 267.

CINE 410. Experimental Course. 1-5 Credits.
Repeatable.

CINE 411M. US Film Industry. 4 Credits.
Traces the past and present of the U.S. film industry. Multilisted with J 411M.
Prereq: J 201 with a grade of mid-C or better.

CINE 415. Cinema Careers. 2 Credits.
Explores the values and strengths of cinema-oriented jobs in the humanities, industry, and otherwise. Resume, cover letter, portfolio, and interview assignments hone oral and written communication skills.

CINE 420. Advanced Screenwriting. 4 Credits.
Provides advanced screenwriting students with an organized strategy for writing a feature film screenplay. Sequence with CINE 320.
Prereq: CINE 320 with grade of B– or better.

CINE 425. Cinema Production: [Topic]. 4 Credits.
Exploration of intermediate to advanced techniques used in cinema production—from music videos to digital sound recording to 16-millimeter film. Topics include Directing, Digital Single-Lens Reflex Camera Production, Music Video Production. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: CINE/ENG 260M, J 201; two from CINE 265, CINE 266, CINE 267; one from ARTD 256, CINE 270, J 208.

CINE 426. Art of Directing: [Topic]. 4 Credits.
Explores different approaches to directing by investigating a filmmaker's use of narrative and aesthetic tools. Students will learn to work with actors, visualize stories, and build narratives through exercises based on particular directing techniques. Repeatable twice for a maximum of 12 credits.
Prereq: J 201; CINE 260M or ENG 260M; One from ARTD 256, CINE 270, J 208; and two from CINE 265, CINE 266, CINE 267.

CINE 440. National and Regional Cinema: [Topic]. 4 Credits.
Explores cinematic traditions, artistic styles and industrial practices in specific national and regional contexts as well as cinema's global development. Also examines issues of transnationalism, globalization, and diaspora.

CINE 486M. New Media and Digital Culture: [Topic]. 4 Credits.
Study of emerging media forms and techniques, such as digital cinema, video games, viral videos, and interactive media. Repeatable twice for a maximum of 12 credits. Multilisted with ENG 486M.

CINE 490. Directors and Genres: [Topic]. 4 Credits.
Aesthetic, historical, and theoretical analysis of films, video, and television. Repeatable twice for a maximum of 12 credits when the topic changes.

CINE 508. Workshop: [Topic]. 1-12 Credits.
Repeatable.

CINE 510. Experimental Course. 1-5 Credits.
Repeatable.

CINE 511M. US Film Industry. 4 Credits.
Traces the past and present of the U.S. film industry. Multilisted with J 511M.

CINE 540. National and Regional Cinema: [Topic]. 4 Credits.
Explores cinematic traditions, artistic styles and industrial practices in specific national and regional contexts as well as cinema's global development. Also examines issues of transnationalism, globalization, and diaspora.

CINE 586M. New Media and Digital Culture: [Topic]. 4 Credits.
Study of emerging media forms and techniques, such as digital cinema, video games, viral videos, and interactive media. Repeatable twice for a maximum of 12 credits. Multilisted with ENG 586M.

CINE 590. Directors and Genres: [Topic]. 4 Credits.
Aesthetic, historical, and theoretical analysis of films, video, and television. Repeatable twice for a maximum of 12 credits when the topic changes.

CINE 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

Bachelor of Arts in Cinema Studies

The department offers bachelor of arts (BA) and bachelor of science (BS) degree programs, consisting of 56 credits divided among four categories: fundamentals, production, core courses, and electives. The major includes the option of graduating with honors.

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.

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.

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

Code	Title	Credits
Fundamentals Courses [1]		
J 201	Media and Society	4
CINE 260M	Media Aesthetics	4
Select two of the following:		8
CINE 265	History of the Motion Picture I	
CINE 266	History of the Motion Picture II	
CINE 267	History of the Motion Picture III	
Production Courses		
Select one of the following Production A courses: [2]		4
J 208	Introduction to Documentary Production	
ARTD 256	Introduction to Production	
CINE 270	Introduction to Narrative Cinema Production	
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.		4
Core Courses [3]		

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.	24
Electives [4]	
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 fundamentals, production, and/or core courses.	8
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 (CINE 260M), and two of the three courses in the history sequence, History of the Motion Picture I (CINE 265), History of the Motion Picture II (CINE 266), and History of the Motion Picture III (CINE 267)], which may be taken in any order. Completion of all fundamentals courses is required before taking any production courses.

2 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/).

3 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 (cinema industries); Core B (theory and criticism); and Core C (national, regional, and transnational cinema).

4 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 and public culture, 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

The department provides qualified undergraduate majors with options for participating in the honors program. Students arriving in the 2018–19 academic year or earlier may receive program honors at graduation if they have a final cumulative grade point average (GPA) of at least 3.75 in cinema studies course work. Beginning in 2019–20, incoming students must meet this GPA and, in addition, complete a scholarly or screenwriting project that originates from a cinema studies course and is then expanded in a faculty-led project development seminar. An honors college thesis also fulfills program honors requirements.

For more information, contact cineadvising@uoregon.edu.

Bachelor of Science in Cinema Studies

The department offers bachelor of arts (BA) and bachelor of science (BS) degree programs, consisting of 56 credits divided among four categories: fundamentals, production, core courses, and electives. The major includes the option of graduating with honors.

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.

Undergraduate Studies

The department offers bachelor of arts (BA) and bachelor of science (BS) degree programs, consisting of 56 credits divided among four categories: fundamentals, production, core courses, and electives. The major includes the option of graduating with honors.

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 Science Degree Requirements

Code	Title	Credits
Fundamentals Courses [1]		
J 201	Media and Society	4
CINE 260M	Media Aesthetics	4
Select two of the following:		8
CINE 265	History of the Motion Picture I	
CINE 266	History of the Motion Picture II	
CINE 267	History of the Motion Picture III	
Production Courses		
Select one of the following Production A courses: [2]		4
J 208	Introduction to Documentary Production	
ARTD 256	Introduction to Production	
CINE 270	Introduction to Narrative Cinema Production	
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.		4
Core Courses [3]		
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.		24
Electives [4]		
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 fundamentals, production, and/or core courses.		8
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 (CINE 260M), and two of the three courses in the history sequence, History of the Motion Picture I (CINE 265), History of the Motion Picture II (CINE 266), and History of the Motion Picture III (CINE 267)], which may be taken in any order. Completion of all fundamentals courses is required before taking any production courses.

[2] 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/) (http://cinema.uoregon.edu/term-course-lists) for offerings].

[3] 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 (cinema industries); 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.

[4] 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 and public culture, 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. Elective credit for the major may also be derived from internship and/or independent study.

Honors

The department provides qualified undergraduate majors with options for participating in the honors program. Students arriving in the 2018–19 academic year or earlier may receive program honors at graduation if they have a final cumulative grade point average (GPA) of at least 3.75 in cinema studies course work. Beginning in 2019–20, incoming students must meet this GPA and, in addition, complete a scholarly or screenwriting project that originates from a cinema studies course and is then expanded in a faculty-led project development seminar. An honors college thesis also fulfills program honors requirements.

For more information, contact cineadvising@uoregon.edu or maeflightpath@uoregon.edu.

Certificate in Film Studies

The Film Studies Certificate is an interdisciplinary graduation certificate that can be completed by students in any major. It involves coursework from Cinema Studies and a variety of other departments on campus and offers a progression of film study that is structured, but less comprehensive than the major. Like a minor, completed certificates are included on a student's permanent transcript. Students who wish to study cinema while pursuing a different major can choose to 1) double major or 2) earn a Certificate in Film Studies.

Certificate in Film Studies

The certificate in film studies requires 36 credits in courses chosen from three groups:

1. Fundamental requirements
2. CINE Core requirements
3. General electives or additional CINE core courses

Code	Title	Credits
Fundamental Requirements		
CINE 260M	Media Aesthetics	4
Select two of the following:		8
CINE 265	History of the Motion Picture I	
CINE 266	History of the Motion Picture II	
CINE 267	History of the Motion Picture III	
CINE Core Requirements [1]		
Four core courses that strengthen students' understanding of cinema as a dynamic, multicultural, and transnational phenomenon.		16
General Electives or Additional CINE Core Courses		
Two electives courses that broaden students' exposure to cinema and media studies. These courses do not focus exclusively on cinema but study it in relation to other subjects 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.		8
Total Credits		**36**

[1] At least one of the four courses must have the CINE subject code.

Students must earn a grade of mid-C or better in required courses to count toward the certificate. Cinema studies majors are not eligible for the certificate.

Please visit the department's online term lists for the most effective options (http://cinema.uoregon.edu/term-course-lists/).

Classics

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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.

One of the undergraduate's primary aims 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.

Students may also study the archaeology of the ancient Mediterranean world. Through the study of classical archaeology, students acquire a broad understanding of Greek and Roman sites and material culture. Although grounded in the study of Greek and Roman buildings, tools, and objects, the courses stress the cross-cultural influences and interactions that informed how people produced, used, and valued these materials as well.

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

P. Lowell Bowditch, professor (Latin literature, comparative literature, literary theory). BA, 1984, California, Berkeley; MA, 1989, PhD, 1992, Brown. (1993)

Cristina Calhoon, senior instructor (Latin literature, women in antiquity, Romans and barbarians). Laurea, 1978, Torino; MA, 1983, PhD, 1994, California, Irvine. (1988)

David Chamberlain, instructor (Greek literature, Latin literature). BA, 1989, Oxford; MA, 1991, PhD, 1997, California, Berkeley. (1997)

Kevin D. Dicus, assistant professor (classical archaeology, Latin literature) BA, 1992, MA, 2002, Arizona; PhD, 2012, Michigan, Ann Arbor. (2015)

Christopher Eckerman, associate professor (Greek literature, lyric poetry, social history). BA, 2000, California, Davis; MA, 2002, PhD, 2007, California, Los Angeles. (2008)

Mary K. Jaeger, professor (Latin literature, historiography, food in antiquity). BA, 1982, Gustavus Adolphus; MA, 1984, PhD, 1990, California, Berkeley. (1990)

Steven Shankman, professor. See **English**

Malcolm Wilson, professor (ancient philosophy, history of science). BA, 1985, Western Ontario; MA, 1986, Toronto; PhD, 1993, California, Berkeley. (1990)

Emeritus

Jeffrey M. Hurwit, professor emeritus. See **History of Art and Architecture**

John Nicols, professor emeritus. See **History.**

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

Participating

Martha J. Bayless, English

Kristen Seaman, history of art and architecture

- Bachelor of Arts: Greek Concentration **(**p. 131**)**
- Bachelor of Arts: Latin Concentration **(**p. 132**)**
- **Bachelor of Arts: Greek and Latin Concentration**
- **Bachelor of Arts: Classical Civilization Concentration**
- **Bachelor of Arts: Classical Archaeology Concentration**
- **Minor in Greek**
- **Minor in Latin**
- **Minor in Classical Civilization**

Undergraduate Studies

Major Requirements

The department offers a bachelor of arts (BA) degree. Students may choose to focus on Latin language and literature (Latin concentration), Greek language and literature (Greek concentration), or a combination of Greek and Latin. Students may also study the literature and culture of the ancient civilizations through courses that use secondary sources and translated texts (classical civilization concentration), or they may focus on classical archaeology and material culture.

Courses used to satisfy major requirements must be taken for letter grades and passed with grades of mid-C or better.

At least four upper-division courses (normally 16 credits) must be taken at the University of Oregon.

Bachelor of Arts in Classics: Greek Concentration

Code	Title	Credits
GRK 101–103	Basic Greek [1]	15
Select one of the following archaeology courses:		4
CLAS 188	Introduction to Classical Archaeology	

CLAS 330	Greek and Roman Archaeology: [Topic]	
CLAS 407	Seminar: [Topic]	
Select six of the following:		24
GRK 301	Authors: [Topic] [2]	
GRK 302	Authors: [Topic] [2]	
GRK 303	Authors: [Topic] [2]	
300-level Greek courses where repeatable		
400-level Greek courses		
HIST 412	Ancient Greece: [Topic] [4]	4
HIST 414	Ancient Rome: [Topic] [4]	4
Three upper-division Greek or Latin courses beyond the first year, courses in translation, or courses from related departments [3]		12
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.
4. Please consult your undergraduate advisor for appropriate alternatives if HIST 412 and HIST 414 are unavailable.

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

Code	Title	Credits
LAT 101–103	Basic Latin [1]	15
Select one of the following archaeology courses:		4
CLAS 188	Introduction to Classical Archaeology	
CLAS 330	Greek and Roman Archaeology: [Topic]	
CLAS 407	Seminar: [Topic]	
Select six of the following:		24
LAT 301	Authors: [Topic] [2]	
LAT 302	Authors: [Topic] [2]	
LAT 303	Authors: [Topic] [2]	
300-level Latin courses where repeatable		
400-level Latin courses		
HIST 412	Ancient Greece: [Topic] [4]	4
HIST 414	Ancient Rome: [Topic] [4]	4
Three upper-division Latin or Greek courses beyond the first year, courses in translation, or courses from related departments [3]		12
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.
4. Please consult your undergraduate advisor for appropriate alternatives if HIST 412 and HIST 414 are unavailable.

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

Code	Title	Credits
GRK 101–103	Basic Greek [1]	15
LAT 101–103	Basic Latin [1]	15
Select one of the following archaeology courses:		4
CLAS 188	Introduction to Classical Archaeology	
CLAS 330	Greek and Roman Archaeology: [Topic]	
CLAS 407	Seminar: [Topic]	
Select seven of the following courses: [2]		28
LAT 301–303	Authors: [Topic]	
or GRK 301-303	Authors: [Topic]	
300-level Greek or Latin courses where repeatable		
400-level Greek or Latin courses		
HIST 412	Ancient Greece: [Topic] [4]	4
HIST 414	Ancient Rome: [Topic] [4]	4
Two upper-division Greek or Latin courses beyond the first year, courses in translation, or courses from related departments [3]		8
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.
4. Please consult your undergraduate advisor for appropriate alternatives if HIST 412 and HIST 414 are unavailable.

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

Code	Title	Credits
Select one of the following archaeology courses:		4
CLAS 188	Introduction to Classical Archaeology	
CLAS 330	Greek and Roman Archaeology: [Topic]	
CLAS 407	Seminar: [Topic]	
Select one of the following language sequences: [1]		12
GRK 301–303	Authors: [Topic]	
or LAT 301–303	Authors: [Topic]	
HIST 412	Ancient Greece: [Topic] [4]	4
HIST 414	Ancient Rome: [Topic] [4]	4
Select two of the following:		8
CLAS 201	Greek Life and Culture	
CLAS 202	Roman Life and Culture	
CLAS 301	Greek and Roman Epic	

CLAS 302	Greek and Roman Tragedy	
CLAS 303	Classical Greek Philosophers	
HUM 101	Introduction to the Humanities I [2]	
Select two of the following:		8
ARH 322	Ancient Greek Art & Architecture	
ARH 323	Roman Art & Architecture	
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]		8
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.

4 Please consult your undergraduate advisor for appropriate alternatives if HIST 412 and HIST 414 are unavailable.

Bachelor of Arts in Classics: Classical Archaeology Concentration

Code	Title	Credits
GRK 101–103 or LAT 101–103	Basic Greek [1] Basic Latin	15
Three upper-division courses in Greek or Latin: [2]		12
GRK 301–303	Authors: [Topic]	
LAT 301–303	Authors: [Topic]	
Three courses in classical archaeology:		12
CLAS 188	Introduction to Classical Archaeology	
CLAS 330	Greek and Roman Archaeology: [Topic]	
One other approved course		
HIST 412	Ancient Greece: [Topic] [3]	4
HIST 414	Ancient Rome: [Topic] [3]	4
Select two of the following art history courses:		8
ARH 322	Ancient Greek Art & Architecture	
ARH 323	Roman Art & Architecture	
Select two of the following anthropology courses:		8
ANTH 145	Principles of Archaeology	
ANTH 150	World Archaeology	
ANTH 310	Exploring Other Cultures: [Topic]	
ANTH 340	Fundamentals of Archaeology	
ANTH 342	Archaeology of Egypt and Near East	
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.

3 Please consult your undergraduate advisor for appropriate alternatives if HIST 412 and HIST 414 are unavailable.

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

Code	Title	Credits
Upper-division Greek (GRK) courses [1]		16
Upper-division Greek (GRK) or related courses in classics (CLAS), history (HIST), Latin (LAT), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL)		8
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

Code	Title	Credits
Upper-division Latin (LAT) courses [1]		16
Upper-division Latin (LAT) or related courses in classics (CLAS), history (HIST), Greek (GRK), art history (ARH), English (ENG), philosophy (PHIL), religious studies (REL)		8
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

Code	Title	Credits
Lower- or upper-division courses from approved list		8
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. 134**)**
- **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 or WR 123	College Composition II or College Composition III	4	
General-education course in arts and letters		4	
General-education course in science		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	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Second Year			
Fall			
GRK 301	Authors: [Topic]	4	
CLAS 188 or CLAS 330 or CLAS 407	Introduction to Classical Archaeology or Greek and Roman Archaeology: [Topic] or Seminar: [Topic]	4	
General-education course in social science		4	
General-education course that also satisfies a multicultural requirement		4	
	Credits	**16**	
Winter			
GRK 302	Authors: [Topic]	4	
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course that also satisfies a multicultural requirement		4	
	Credits	**16**	
Spring			
GRK 303	Authors: [Topic]	4	
General-education courses in science		8	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
GRK 411	Authors: [Topic]	4	
HIST 412	Ancient Greece: [Topic]	4	
General-education course in arts and letters		4	
Elective course		4	
	Credits	**16**	
Winter			
GRK 411	Authors: [Topic]	4	
HIST 414	Ancient Rome: [Topic]	4	
Upper-division elective course		4	
Elective course		4	
	Credits	**16**	
Spring			
GRK 411	Authors: [Topic]	4	
Upper-division course with CLAS subject code		4	
Elective courses		8	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
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**	
Spring			
Upper-division elective course		4	
Elective courses		8	
	Credits	**12**	
	Total Credits	**36**	

Bachelor of Arts in Classics: Latin Concentration

Course	Title	Credits	Milestones
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	
	Credits	**17**	
Winter			
LAT 102	First-Year Latin	5	
WR 122 or WR 123	College Composition II or College Composition III	4	
General-education course in arts and letters		4	
General-education course in science		4	
	Credits	**17**	
Spring			
LAT 103	First-Year Latin	5	
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course in science		4	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Second Year			
Fall			
LAT 301	Authors: [Topic]	4	
CLAS 188 or CLAS 330 or CLAS 407	Introduction to Classical Archaeology or Greek and Roman Archaeology: [Topic] or Seminar: [Topic]	4	
General-education course in social science		4	
General-education course that also satisfies a multicultural requirement		4	
	Credits	**16**	
Winter			
LAT 302	Authors: [Topic]	4	
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course that also satisfies a multicultural requirement		4	
	Credits	**16**	
Spring			
LAT 303	Authors: [Topic]	4	
General-education course in arts and letters		4	
General-education course in science		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
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**	
Spring			
LAT 411	Authors: [Topic]	4	
Upper-division course with CLAS subject code		4	
General-education course in arts and letters		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
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**	
Spring			
Upper-division elective course		4	
Elective courses		8	
	Credits	**12**	
	Total Credits	**36**	

Bachelor of Arts in Classics: Greek and Latin Concentration

Course	Title	Credits	Milestones
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	
Elective course		4	
	Credits	**17**	

Winter		
LAT 102 or GRK 102	First-Year Latin or First-Year Greek	5
WR 122 or WR 123	College Composition II or College Composition III	4
General-education course in arts and letters		4
General-education course in science		4
	Credits	**17**
Spring		
LAT 103 or GRK 103	First-Year Latin or 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
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits Milestones
Second Year		
Fall		
LAT 301 or GRK 301	Authors: [Topic] or Authors: [Topic]	4
GRK 101 or LAT 101	First-Year Greek or First-Year Latin	5
CLAS 188 or CLAS 330 or CLAS 407	Introduction to Classical Archaeology or Greek and Roman Archaeology: [Topic] or Seminar: [Topic]	4
General-education course in social science		4
	Credits	**17**
Winter		
LAT 302 or GRK 302	Authors: [Topic] or Authors: [Topic]	4
GRK 102 or LAT 102	First-Year Greek or First-Year Latin	5
General-education course in arts and letters		4
General-education course in social science		4
	Credits	**17**
Spring		
LAT 303 or GRK 303	Authors: [Topic] or Authors: [Topic]	4
GRK 103 or LAT 103	First-Year Greek or First-Year Latin	5
General-education course in arts and letters		4
General-education course in science		4
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits Milestones
Third Year		
Fall		
LAT 411 or GRK 411	Authors: [Topic] or Authors: [Topic]	4
GRK 301 or LAT 301	Authors: [Topic] or Authors: [Topic]	4
HIST 412	Ancient Greece: [Topic]	4
General-education course in science		4
	Credits	**16**
Winter		
LAT 411 or GRK 411	Authors: [Topic] or Authors: [Topic]	4
GRK 302 or LAT 302	Authors: [Topic] or Authors: [Topic]	4
HIST 414	Ancient Rome: [Topic]	4
Upper-division elective course		4
	Credits	**16**
Spring		
GRK 303 or LAT 303	Authors: [Topic] or Authors: [Topic]	4
Upper-division course with CLAS subject code		4
General-education courses that also satisfy a multicultural requirement		8
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
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**
Spring		
Upper-division elective course		4
Elective courses		8
	Credits	**12**
	Total Credits	**36**

Bachelor of Arts in Classics: Classical Civilization Concentration

Course	Title	Credits	Milestones
First Year			
Fall			
LAT 101 or GRK 101	First-Year Latin or First-Year Greek	5	
WR 121	College Composition I	4	
Elective course		4	
General-education course in social science		4	
	Credits	**17**	
Winter			
LAT 102 or GRK 102	First-Year Latin or First-Year Greek	5	
WR 122 or WR 123	College Composition II or College Composition III	4	
General-education course in arts and letters		4	
General-education course in science		4	
	Credits	**17**	
Spring			
LAT 103 or GRK 103	First-Year Latin or First-Year Greek	5	
General-education course in social science		4	
General-education course in science		4	
Elective course		4	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Second Year			
Fall			
LAT 301 or GRK 301	Authors: [Topic] or Authors: [Topic]	4	
CLAS 188 or CLAS 330 or CLAS 407	Introduction to Classical Archaeology or Greek and Roman Archaeology: [Topic] or Seminar: [Topic]	4	
ARH 322 or ARH 323	Ancient Greek Art Architecture or Roman Art Architecture	4	
General-education course that also satisfies a multicultural requirement		4	
	Credits	**16**	
Winter			
LAT 302 or GRK 302	Authors: [Topic] or Authors: [Topic]	4	
ARH 323 or ARH 322	Roman Art Architecture or Ancient Greek Art Architecture	4	
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]	4	
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
Third Year			
Fall			
HIST 412	Ancient Greece: [Topic]	4	
CLAS 201 or CLAS 202 or CLAS 301 or CLAS 303 or HUM 102	Greek Life and Culture or Roman Life and Culture or Greek and Roman Epic or Classical Greek Philosophers or Introduction to the Humanities II	4	
General-education course in science		4	
General-education course in social science		4	
	Credits	**16**	
Winter			
HIST 414	Ancient Rome: [Topic]	4	
CLAS 202 or CLAS 201 or CLAS 301 or CLAS 303 or HUM 102	Roman Life and Culture or Greek Life and Culture or Greek and Roman Epic or Classical Greek Philosophers or Introduction to the Humanities II	4	
Upper-division elective course		4	
Elective course		4	
	Credits	**16**	
Spring			
Upper Division CLAS course		4	
Upper Division elective		4	
General-education course in arts and letters		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
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	
Elective courses		8	
	Credits	**12**	
Spring			
Upper-division elective course		4	
Elective course		8	
	Credits	**12**	
	Total Credits	**36**	

Bachelor of Arts in Classics: Classical Archaeology Concentration

Course	Title	Credits	Milestones
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	
Elective course		4	
	Credits	**17**	
Winter			
LAT 102 or GRK 102	First-Year Latin or First-Year Greek	5	
WR 122 or WR 123	College Composition II or College Composition III	4	
General-education course in arts and letters		4	
General-education course in science		4	
	Credits	**17**	
Spring			
LAT 103 or GRK 103	First-Year Latin or First-Year Greek	5	
General-education course in science		4	
General-education course in social science		4	
Elective course		4	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Second Year			
Fall			
LAT 301 or GRK 301	Authors: [Topic] or Authors: [Topic]	4	
CLAS 188 or CLAS 330 or CLAS 407	Introduction to Classical Archaeology or Greek and Roman Archaeology: [Topic] or Seminar: [Topic]	4	
ARH 322 or ARH 323	Ancient Greek Art Architecture or Roman Art Architecture	4	
General-education course that also satisfies a multicultural requirement		4	
	Credits	**16**	
Winter			
LAT 302 or GRK 302	Authors: [Topic] or Authors: [Topic]	4	
ARH 323 or ARH 322	Roman Art Architecture or Ancient Greek Art Architecture	4	
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]	4	
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
Third Year			
Fall			
HIST 412	Ancient Greece: [Topic]	4	
ANTH 150 or ANTH 310 or ANTH 340 or ANTH 471	World Archaeology or Exploring Other Cultures: [Topic] or Fundamentals of Archaeology or Zooarchaeology: [Topic]	4	
General-education course in science		4	
General-education course in social science		4	
	Credits	**16**	
Winter			
HIST 414	Ancient Rome: [Topic]	4	

ANTH 310 or ANTH 145 or ANTH 150 or ANTH 340 or ANTH 342 or ANTH 471	Exploring Other Cultures: [Topic] or Principles of Archaeology or World Archaeology or Fundamentals of Archaeology or Archaeology of Egypt and Near East or Zooarchaeology: [Topic]	4
Upper-division elective course		4
Elective course		4
	Credits	**16**
Spring		
Upper-division elective		4
General-education course in arts and letters		4
Elective courses		8
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Upper-division elective courses		8	
Elective course		4	
	Credits	**12**	
Winter			
Upper-division elective courses		8	
Elective course		4	
	Credits	**12**	
Spring			
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**

Graduate Studies

The Department of Classics currently offers the master of arts (MA) in classics with a focus on ancient languages and literatures. Students may focus their course work on Greek, Latin, or Greek and Latin. In addition, the department offers a master of arts degree with a focus on classical archaeology and material culture.

Programs of study are arranged in consultation with two advisors, at least one of whom is a member of the Department of Classics, and comprise graduate courses selected from art history (subject code ARH), classics (CLAS), English (ENG), Latin (LAT), Greek (GRK), history (HIST), philosophy (PHIL), and religious studies (REL).

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

Code	Title	Credits
Graduate Courses		
CLAS 507	Seminar: [Topic] (or seminar in art history, history, Greek, or Latin)	4
CLAS 507	Seminar: [Topic] (topics in archaeology and material culture)	4
CLAS 611	Introduction to Philological Methods	4
600-level courses in residence		9
Additional graduate courses		30
Option 1		
Select one of the following: [2]		9
GRK 503	Thesis	
LAT 503	Thesis	
CLAS 503	Thesis	
Option 2		
Two-part comprehensive examination: translation and essay [3]		
Total Credits		**51**

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.

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

Code	Title	Credits
Graduate Courses		
CLAS 507	Seminar: [Topic] (Topics in archaeology and material culture)	8
CLAS 611	Introduction to Philological Methods	4
600-level courses in residence [1]		9
500-level art history course [2]		4
500-level anthropology course [3]		4
Additional graduate courses		22
Select one of the following: [4]		9
GRK 503	Thesis	
LAT 503	Thesis	
CLAS 503	Thesis	
Total Credits		**51**

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).

3 Practical Archaeobotany (ANTH 546).

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

Classics 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 a thousand years of Roman life and culture from the founding of the city Rome in the 8th century BCE to the founding of the "New Rome, Constantinople, in the fourth century CE.

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.

Greek 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.

Latin 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 Course: [Topic]. 1-5 Credits.
Repeatable.

Comparative Literature

Alejandro Vallega, Department Head
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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, comparative literature offers a minor program.

Inherently interdisciplinary, comparative literature begins with the insistence that any artifact of culture—be it a canvas, a poem, a film, a novel, or a work of media—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 critical theory and with literary and cinema studies as well as with 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. In addition, comparative literature is the home of the Nomad Mentorship Program and *Nomad,* the journal of undergraduate criticism. 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

Michael Allan, associate professor (Arabic and Francophone literature, postcolonial studies, cinema). BA, 2000, Brown; PhD, 2008, California, Berkeley. (2008)

Corinne Bayerl, senior instructor (16th- to early 18th-century French and German literature, philosophy, and religion; gender studies; early modern translation practices). MA, 1996, Ludwig-Maximilians-Universität München, PhD, 2014, Chicago. (2012)

Steven T. Brown, professor (Japanese film, comparative film, popular culture). BA, 1987, Illinois, Urbana-Champaign; MA, 1988, PhD, 1993, Stanford. (1993)

Katherine "Katy" Brundan, senior instructor (18th- and 19th-century English and European literature, novel, media and popular culture). BA 1992, MA, 1996, Cambridge; PhD, 2006, Oregon (2013)

Kenneth S. Calhoon, professor (18th- and 19th-century German and European literature and thought, psychoanalysis, cinema). BA, 1979, Louisville; MA, 1981, PhD, 1984, California, Irvine. (1987)

Roy Chan, associate professor. See **East Asian Languages and Literatures**.

Katya E. Hokanson, associate professor (Russian literature, travel literature, cultural studies). BA, 1984, Williams; MA, 1988, PhD, 1994, Stanford. (1995)

Dawn Marlan, senior lecturer (history of the novel, gender studies, cinema). BA, 1989, Bennington; MA, 1992, PhD, 2000, Chicago. (2004)

Leah Middlebrook, associate professor (16th-century Spanish and French lyric, court culture, theories of the subject). BA, 1989, Columbia; MA, 1991, PhD, 1998, California, Berkeley. (2002)

Jenifer Presto, associate professor (Russian literature, poetry, modernism). AB, 1985, Smith; MA, 1988, Middlebury; MA, 1989, PhD, 1996, Wisconsin, Madison. (2003)

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

Stacy Alaimo, English

Susan C. Anderson, German and Scandinavian

Monique Balbuena, honors college

Mayra Bottaro, Romance languages

P. Lowell Bowditch, classics

Cory Browning, Romance languages

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

Sangita Gopal, English

D. Gantt Gurley, German and Scandinavian

Michael Hames-García, ethnic studies

Lamia Karim, anthropology

Martin Klebes, German and Scandinavian

Colin Koopman, Philosophy

Jeffrey S. Librett, German and Scandinavian

Massimo Lollini, Romance languages

Lanie Millar, Romance languages

Fabienne Moore, Romance languages

Dorothee Ostmeier, German and Scandinavian

Paul W. Peppis, English

F. Regina Psaki, Romance languages

Forest Pyle, English

Judith Raiskin, women’s and gender studies

Sergio Rigoletto, Romance languages

Daniel Rosenberg, honors college

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

Yugen Wang, East Asian languages and literatures

Elizabeth A. Wheeler, English

Daniel N. Wojcik, English

- **Bachelor of Arts** and Bachelor of Science
- **Minor**

Undergraduate Studies

The undergraduate program offers a unique major that cuts across disciplines, teaches critical skills, and provides an intellectually challenging curriculum that trains students to analyze, critique and contribute to culture while preparing them for possible careers in the public humanities, media and multi-media, law, government, non-profit work, political activism and organization, public relations, advertising, 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 in a variety of historical and theoretical perspectives.

The program combines flexibility with a rigorous grounding in the basics of literary theory, cultural studies, and critical writing. Based on their interests, majors choose one of two tracks: language and culture or disciplines in dialogue. In the first, students develop proficiency in two linguistic traditions. In the second, students explore links between a single linguistic tradition and a nonliterary field. Both tracks are ideally

suited to students considering either a double-major or a major and a minor, as students 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). This small seminar, capped at fifteen, offers both personalized attention and the sorts of pedagogical experiences that a small course enables, from workshop style formats to lengthier, individualized final projects. In addition, the Capstone allows students to work closely and collaboratively with other advanced students in their cohort.

Tracks 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 track, language and culture, features comparative study across different linguistic traditions. This track is recommended for students who want to study abroad, attend graduate school in comparative literature, or want to gain an in-depth understanding of linguistic cultures in addition to their own. A second track, disciplines in dialogue, requires less formal language study and allows students to combine the critical study of literature with work in another field. This emphasis offers a manageable path for students considering a double major in literature and another discipline. It is also well-suited to students who want to combine literary and cinema studies with creative writing, performance, the visual arts, philosophy, history, and journalism.

Language and Culture Track

Students in this track designate two linguistic traditions, a primary linguistic tradition and a second linguistic tradition (see below list of requirements). Examples include Spanish and German; English and Japanese; French and Russian. In addition, the language chosen to fulfill the language requirement should coincide with one of these national-linguistic traditions.

Disciplines in Dialogue Track

Students in this track designate one linguistic tradition and one additional disciplinary field (e.g., creative writing, philosophy, cinema studies, psychology, art history). Courses taken in this disciplinary field may be spread out across several subject codes, with the approval of the director of undergraduate studies.

Students are strongly advised to complete their language requirement in a language relevant either to their linguistic tradition or to their disciplinary field.

Languages

The study of comparative literature entails advanced interdisciplinary work. Students who pursue the languages and culture track work across and between languages, and develop proficiencies beyond the two years required for the UO Bachelor's of Arts Degree. This proficiency can be demonstrated in a number of ways (see below). Students who pursue the disciplines in dialogue track develop the language proficiency required for the UO Bachelors's of Arts Degree. This requirement applies to students who pursue both the Bachelor of Arts and the Bachelor of Science.

Bachelor of Arts and Bachelor of Science Degree Requirements

The comparative literature major offers two tracks, language and culture and disciplines in dialogue. In order to complete a bachelor's degree in comparative literature in the language and culture track, it is necessary to complete the language and culture language requirement. Students may demonstrate language proficiency in any one of the following ways: 1) The student is a native speaker of a language other than English. 2) One of the upper division courses used to complete the Primary Linguistic Tradition was taught in the target language; that is, the course must be a full-fledged literature or cinema course, not a course whose primary focus is language acquisition. 3) Three, 300-level (or higher) language courses in the same language (not English).

In order to complete a bachelor's degree in comparative literature in the disciplines in dialogue track, it is necessary to complete at least the third term of the second year of a second-language course taught in the language (i.e., the language requirement for the Bachelor of Arts degree). Note that this requirement applies to students who seek both the Bachelor of Arts and the Bachelor of Science degree.

All course work required for the comparative literature major and minor must be taken for a letter grade and passed with grades of mid-C or better. Online courses do not count toward the comparative literature major.

Code	Title	Credits
Language Requirement [1]		
Core Courses		
Two COLT electives		8
COLT 301	Approaches to Comparative Literature	4
or COLT 305	Cultural Studies	
Select one of the following:		4
COLT 302	Theories of Poetry	
COLT 303	Theories of the Novel	
400-level COLT elective		4
COLT 415	Capstone Seminar	4
Focus Fields Courses		
Three upper-division courses in primary linguistic tradition [1,2]		12
Three upper-division courses in a secondary linguistic tradition (language and culture track) or a nonliterary discipline (disciplines in dialogue track)		12
Total Credits		**48**

1 With the approval of the director of undergraduate studies, courses taken abroad may be used to fulfill this requirement.

2 One of these courses may be on a non-literary topic relevant to the field such as history or philosophy.

Honors in Comparative Literature

Comparative literature students may apply 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, instructor, or a participating faculty member; a writing sample; and the student's transcript. Materials should be submitted by week 2 of spring term of the junior year. Completion of the honors track requires the successful completion of a bachelor of arts honors thesis. Students invited to participate in the Honors Track will develop and present

a thesis prospectus in the fall term of their senior year. 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 the director of undergraduate studies, then the student enrolls in Thesis (COLT 403) during winter of the senior year. The full draft of the thesis is due by the end of week 10 of winter term. 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 and defense, which will be held in spring term. The thesis advisor and the second reader should be chosen from the comparative literature faculty or participating faculty. With approval of the director of undergraduate studies, a second reader who is not a participating member may be chosen from another department.

Minor Requirements

The comparative literature minor offers an opportunity for students to pursue an interest in world literature and film without advanced language study.

Code	Title	Credits
COLT 301	Approaches to Comparative Literature	4
Four COLT courses (at least two upper-division courses)		16
Two upper-division literature or film courses in same subject area [1]		8
Total Credits		**28**

[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

Course	Title	Credits Milestones
First Year		
Fall		
COLT 101	Introduction to Comparative Literature	4
WR 121	College Composition I	4
First term of first-year second-language sequence		4
Core education course		4
	Credits	**16**
Winter		
COLT 102	Introduction to Comparative Literature	4
Second term of first-year second-language sequence		4
WR 122 or WR 123	College Composition II or College Composition III	4
Core education course		4
	Credits	**16**
Spring		
COLT 103	Introduction to Comparative Literature	4
Third term of first-year second-language sequence		4
Core education courses		8
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Second Year		
Fall		
Lower-division COLT course		4
First term of second-year second-language sequence		4
Core education courses		8
	Credits	**16**
Winter		
Lower-division COLT course		4
Second term of second-year second-language sequence		4
Core education course		8
	Credits	**16**
Spring		
Lower-division COLT course		4
Third term of second-year second-language sequence		4
Core education courses		8
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Third Year		
Fall		
COLT 301	Approaches to Comparative Literature	4
Upper-division language course		4
Upper-division course in primary focus field		4
Upper-division course in secondary focus field		4
	Credits	**16**
Winter		
COLT 302 or COLT 303 or COLT 304		4
Upper-division language course		4
Upper-division course in secondary focus field		4
Core education course		4
	Credits	**16**
Spring		
COLT 305	Cultural Studies (COLT 301 Fall Term or COLT 305 Spring Term)	4
Upper-division language course	Complete third-year language proficiency	4
Upper-division course in primary focus field		4
Elective course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Fourth Year		
Fall		
COLT 415	Capstone Seminar	4
Upper-division course in primary focus field		4
Upper-division course in secondary focus field		4
Elective course		4
	Credits	**16**
Winter		
400-level COLT course		4
Elective courses		12
	Credits	**16**
Spring		
Elective courses		16
	Credits	**16**
	Total Credits	**48**

- **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

Code	Title	Credits
Foundation Courses		
Six foundation courses: the four listed below and two other graduate COLT courses.		
COLT 613	Graduate Studies in Translation	4-5
COLT 614–615	Graduate Studies in Comparative Literature	10

COLT 616	Transmedial Aesthetics	5
Primary Field Courses		
At least five graduate courses [1]		
Secondary Field Courses		
At least four graduate courses [2]		
Electives		
At least three graduate courses [3]		

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 full gamut of the student's reading list with questions designed to ascertain the student's mastery of his or her methods as applied to the primary and secondary fields.

The three examiners all grade and comment on the comparative essay and read the field exams. The two field exams are graded separately and commented upon by the responsible examiners, except in the case of a failing grade. In this circumstance, the student's essay is graded by the other two examiners, as well. If two out of three examiners fail an essay, the student may retake the exam in that area in the following term. The exam may be retaken no more than once. If more than one of the student's essays fails, or if the student fails a retake exam, he or she does not proceed to candidacy, but may be eligible for a terminal master's degree. Grades for these exams are high pass, pass, or no pass. Students learn their exam results in week nine of fall term—that is, two weeks after completion of the final essay.

Oral Examination

The oral examination is scheduled during week 10 or 11 of fall term; it is proctored by the exam committee chair and is usually two hours in length. The committee and the student revisit the written examinations, discussing areas of strength and weakness. In addition, the examiners 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 problem to be studied, along with a compelling sense of the larger issues at stake in the project, both for the immediate topic and for the field at large. In addition, the prospectus should provide a clear vision 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 significant works of world literature in their social and political contexts.

COLT 103. Introduction to Comparative Literature. 4 Credits.
Study of visual culture from around the world.

COLT 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

COLT 199. 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 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 390. Comparing Identities, Agencies and Differences. 4 Credits.
A critical reflection on contemporary US power imbalances and systems of race, ethnic, gender and religious privilege, as viewed through the lens of poetry. Students analyze U.S. poetry in comparative contexts (Europe, Asia, Africa). Depending on instructor, comparison may be across historical periods.

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. Repeatable three times for a maximum of 16 credits.

COLT 440. Studies in Genre: [Topic]. 4 Credits.
Analysis of specific literary genres, modes, or both (e.g., lyric poetry, comedy, allegory). Offered every two to three years. Repeatable twice for a maximum of 12 credits when topic changes.

COLT 450. Comparative Studies in Cinema: [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 460. Major Theorists: [Topic]. 4 Credits.
Concentrates on the work of a single literary or cultural theorist (e.g., Walter Benjamin, Jacques Derrida, Gayatri Spivak). Repeatable twice for a maximum of 12 credits when topic changes. Offered every two to three years.

COLT 462. 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 12 credits.

COLT 470. Studies in Identity: [Topic]. 4 Credits.
Advanced study of gender, ethnicity, and other identity formations in literature. Offered every two to three years. Repeatable twice for a maximum of 12 credits when topic changes.

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). Offered every two to three years. Repeatable twice for a maximum of 12 credits when topic changes.

COLT 550. Comparative Studies in Cinema: [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 560. Major Theorists: [Topic]. 4 Credits.
Concentrates on the work of a single literary or cultural theorist (e.g., Walter Benjamin, Jacques Derrida, Gayatri Spivak). Repeatable twice for a maximum of 12 credits when topic changes. Offered every two to three years.

COLT 562. 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.

COLT 570. Studies in Identity: [Topic]. 4 Credits.
Advanced study of gender, ethnicity, and other identity formations in literature. Offered every two to three years. Repeatable twice for a maximum of 12 credits when topic changes.

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.

COLT 618. Histories, Theories, and Cultures of New Media. 5 Credits.
Our class considers different traditions in media theory spanning generations, regions, languages, and methodological approaches to a range of media.

Computer and Information Science

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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 and networking.

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:

- Artificial Intelligence
- Assistive Technology
- Computational Science
- Computer Vision
- Cyber Security and Privacy
- High-Performance Computing
- Human-Computer Interaction
- Machine Learning
- Natural Language Processing
- Networking and Systems
- Parallel and Distributed Computing
- Performance Analysis
- Programming Languages and Compilers
- Scientific Visualization
- Software Engineering
- Theoretical Computer Science

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 disabilities.

Research in high-performance computing and computational science is supported by resources in the Oregon Advanced Computing Institute for Science and Society (OACISS) and the University of Oregon's Research Advanced Computing Services. The Talapas cluster provides a large-scale computational and storage resource to support research computing across the university.

The Advanced Integration and Mining Laboratory fosters research on discovering 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.

Oregon Networking Research Group (ONRG) conducts cutting-edge research in several areas of computer networking and networked systems including Internet measurements, multi-cloud computing, network telemetry systems, machine learning for networking, network security, social computing, and programmable optics. Research at ONRG is currently funded by federal agencies (e.g., NSF, NIH, etc.), industry (e.g., Ripple, Broadcom, Cisco, etc.), and foundations (e.g., Internet Society Foundation).

The Network & 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 hijacking, Internet worms, botnets, social bots, phishing), and network defense solutions (such as firewalls, anti-phishing solutions, distributed denial-of-service defense, IP spoofing prevention, Internet routing security, Internet privacy protection, and Internet of things security and privacy).

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 optimizing compilers, performance modeling and optimization, parallel algorithms, and software engineering. Example projects include static and dynamic analysis of software for building application performance models, ensuring software quality, or detecting security vulnerabilities; using machine learning and other approaches to model run-time characteristics of software; developing data mining techniques to study and improve HPC software engineering processes; applying natural language processing methods to study and improve HPC software developer productivity; designing new algorithms or

improving existing ones in several application areas, including large-scale dynamic graphs, computational physics, and computational biology.

In addition, the university is a member of Internet2, a high-speed network connecting major research institutions.

Honors Program

The Computer and Information Science department offers an honors program to their undergraduate majors. After obtaining advance approval, students in the degree program are eligible to attain honors in computer science by meeting the honors requirements of the department, including writing a thesis.

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

Zena M. Ariola, professor (programming languages, lambda calculus, logic). BS, 1980, Pisa; PhD, 1992, Harvard. (1992)

Hank Childs, professor (scientific visualization, high-performance computing, computer graphics). BS, 1999, PhD, 2006, California, Davis. (2013)

Jee W. Choi, assistant professor (high-performance computing, scientific computation, data analytics). BS, 2000, PhD, 2015, Georgia Institute of Technology. (2019)

Phil Colbert, instructor (education, healthcare, environmental sciences, IoT, full stack development, CIT Minor). BS, 1990 CSU Chico; MS, 2008, CSU Chico. (2014)

Dejing Dou, professor (artificial intelligence, data mining, natural language processing). BE, 1996, Tsinghua; MS, 2000, PhD, 2004, Yale. (2004)

Brittany Erickson, assistant professor (scientific computing, computational seismology, high performance computing). BS, 2004, MS, 2006, PhD, 2010, California, Santa Barbara. (2018)

Ramakrishnan Durairajan, assistant professor (computer networking, multi-cloud computing, Internet data science, programmable optics, cybersecurity). BS, 2010, College of Engineering, Guindy; MS, 2014, PhD, 2017, Wisconsin, Madison. (2017)

Stephen F. Fickas, professor (software engineering, formal modeling of distributes systems, digital humanities). BS, 1971, Oregon State; MS, 1973, Massachusetts; PhD, 1983, California, Irvine. (1983)

Kathleen Freeman Hennessy, senior instructor; director of undergraduate studies. BS, 1982, Bucknell; PhD, 1993, Oregon. (2011)

Anthony J. Hornof, professor (human-computer interaction, assistive technology, cognitive modeling). BA, 1988, Columbia; MS, 1996, PhD, 1999, Michigan. (1999)

Lei Jiao, assistant professor (networking and distributed computing, performance modeling and evaluation, algorithm design and application). BS, 2007, MS, 2010, Northwestern Polytechnical; PhD, 2014, Göttingen. (2016)

Jun Li, professor (computer and network security, network architectures and protocols, distributed systems). BS, 1992, Peking; ME, 1995, Chinese Academy of Sciences; MS, 1998, PhD, 2002, California, Los Angeles. (2002)

Yingjiu (Joe) Li, professor (cyber security and privacy). BS, 1990, Dalian University of Technology; PhD, 2003, George Mason University. (2019)

Daniel Lowd, associate professor (machine learning, data mining, artificial intelligence). BS, 2003, Harvey Mudd College; MS, 2005, PhD, 2010, Washington (Seattle). (2009)

Allen D. Malony, professor (parallel processing, performance evaluation, neuroinformatics). BS, 1980, MS, 1982, California, Los Angeles; PhD, 1990, Illinois, Urbana-Champaign. (1991)

Thanh H. Nguyen, assistant professor (artificial intelligence, multi-agent systems, machine learning). BS, 2010, Hanoi University of Science and Technology; PhD, 2016, University of Southern California. (2018)

Thien Huu Nguyen, assistant professor (natural language processing, data mining, machine learning, artificial intelligence). BE, 2011, HUST, Hanoi; MS, 2014, PhD, 2018, NYU, New York. (2018)

Boyana Norris, associate professor (high-performance computing, compilers, performance analysis and optimization, software engineering, data science). BS, 1995, Wake Forest; PhD, 2000, Illinois, Urbana-Champaign. (2013)

Reza Rejaie, professor (computer networks, networked systems, Internet measurement). BS, 1991, Sharif University of Technology; MS, 1996, PhD 1999, Southern California. (2002)

Humphrey Shi, assistant professor (Computer Vision, Machine Learning, AI Systems & Applications). BS, 2005, Tsinghua University; PhD, 2017, University of Illinois at Urbana-Champaign. (2019)

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)

Eric D. Wills, senior instructor. BS, 2000, MS, 2002, PhD, 2008, Oregon. (2010)

Christopher B. Wilson, associate professor (computational complexity, models of computation). BS, 1978, Oregon; MS, 1980, PhD, 1984, Toronto. (1984)

Michal Young, associate professor (software engineering, software test and analysis). BA, 1983, Oregon; MS, 1985, PhD, 1989, California, Irvine. (1997)

Emeriti

Sarah A. Douglas, professor emerita. AB, 1966, California, Berkeley; MS, 1979, PhD, 1983, Stanford. (1983)

Arthur M. Farley, professor emeritus. BS, 1968, Rensselaer Polytechnic Institute; PhD, 1974, Carnegie-Mellon. (1974)

Michael Hennessy, senior instructor. BS, 1982, MS, 1984, Oregon. (1984)

Virginia M. Lo, associate professor emerita. BA, 1969, Michigan; MS, 1977, Pennsylvania State; PhD, 1983, Illinois, Urbana-Champaign. (1984)

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 University of Technology; 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.

Affiliated Faculty

Sameer Shende, research associate professor and director, Performance Research Laboratory (performance evaluation tools, programming models, software stack for HPC and AI/ML). BTech, 1991, IIT Bombay; MS, 1996, PhD 2001, University of Oregon. (2001)

Participating

Heidi Kaufman, English

Amy K. Lobben, geography

Marc Schlossberg, planning, public policy and management

McKay M. Sohlberg, special education and clinical sciences

Sanjay Srivastava, psychology

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. Current computer science tracks include foundations, software development, computer networks, database and informatics, multimedia, 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 an 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 an 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 and also demonstrate 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 grades 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.

Code	Title	Credits
Core Courses: Lower Division		
CIS 210–212	Computer Science I-III	12
MATH 231–232	Elements of Discrete Mathematics I-II	8
Core Courses: Upper Division		
CIS 313	Intermediate Data Structures	4
CIS 314	Computer Organization	4
CIS 315	Intermediate Algorithms	4
CIS 330	C/C++ and Unix	4
CIS 415	Operating Systems	4
CIS 422	Software Methodology I	4
CIS 425	Principles of Programming Languages	4
Core Courses: Mathematics		
Select one of the following:		8
MATH 251–252	Calculus I-II	
MATH 261–262	Calculus with Theory I-II	
MATH 246–247	Calculus for the Biological Sciences I-II	
Select two of the following:		8
MATH 347	Fundamentals of Number Theory I	
or MATH 351	Elementary Numerical Analysis II	
or MATH 391	Fundamentals of Abstract Algebra I	
MATH 253	Calculus III	
or MATH 263	Calculus with Theory III	
MATH 341	Elementary Linear Algebra	
MATH 343	Statistical Models and Methods	
or MATH 425	Statistical Methods I	
or MATH 345	Probability and Statistics for Data Science	
Core Courses: Science		
Select 12 credits from the following: [1]		12
Biology [2]		
CH 111	Introduction to Chemical Principles	
or CH 113	The Chemistry of Sustainability	
or CH 221	General Chemistry I	
or CH 224H	Advanced General Chemistry I	
BI 211,213	General Biology I,III	
or BI 211–212	General Biology I-II	
Chemistry [2]		
CH 221–223	General Chemistry	
or CH 224H-226H	Honors General Chemistry	
Earth Sciences		
ERTH 201	Dynamic Planet Earth	
ERTH 202	Earth's Surface and Environment	
ERTH 203	History of Life	
Geography		
GEOG 141	The Natural Environment	
Select two of the following:		
GEOG 321	Climatology	
GEOG 322	Geomorphology	
GEOG 323	Biogeography	
Physics [2,3]		
PHYS 201–203	General Physics	
or PHYS 251-253	Foundations of Physics I	
Psychology		
PSY 201	Mind and Brain	
Select two of the following:		
PSY 301	Scientific Thinking in Psychology	
PSY 304	Biopsychology	
PSY 305	Cognition	
PSY 348	Music and the Brain	
Core Course: Writing		
WR 320	Scientific and Technical Writing	4
or WR 321	Business Communications	
Electives: Upper Division		
Upper-division CIS courses in student's chosen track (track information below)		12
Upper-division CIS courses in student's chosen track, honors thesis, capstone project, or other upper-division courses [4,5]		8
Upper-division mathematics or theoretical computer science course [6]		4
Total Credits		**104**

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.

5 A maximum of 8 credits in upper-division courses numbered less than 410, or DSCI 311. CIS courses numbered 400–499 may be taken for a maximum of 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. CIS 399 and CIS 410 courses must have a prerequisite of CIS 313 and have regular weekly class meetings and homework assignments.

6 The mathematics elective is selected from upper-division 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 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.

Code	Title	Credits
Core Courses: Lower Division		
CIS 210–212	Computer Science I-III	12
MATH 231–232	Elements of Discrete Mathematics I-II	8
Core Courses: Upper Division		
CIS 313	Intermediate Data Structures	4
CIS 314	Computer Organization	4
CIS 315	Intermediate Algorithms	4
CIS 330	C/C++ and Unix	4
CIS 415	Operating Systems	4
CIS 422	Software Methodology I	4
CIS 425	Principles of Programming Languages	4
Core Courses: Mathematics		
Select one of the following:		8
MATH 251–252	Calculus I-II	
MATH 261–262	Calculus with Theory I-II	
MATH 246–247	Calculus for the Biological Sciences I-II	
Select two of the following:		8
MATH 347	Fundamentals of Number Theory I	
or MATH 351	Elementary Numerical Analysis II	
or MATH 391	Fundamentals of Abstract Algebra I	
MATH 253	Calculus III	
or MATH 263	Calculus with Theory III	
MATH 341	Elementary Linear Algebra	
MATH 343	Statistical Models and Methods	
or MATH 425	Statistical Methods I	
or MATH 345	Probability and Statistics for Data Science	
Core Courses: Science		
Select 12 credits from the following: [1]		12
Biology [2]		
CH 111	Introduction to Chemical Principles	
or CH 113	The Chemistry of Sustainability	
or CH 221	General Chemistry I	
or CH 224H	Advanced General Chemistry I	
BI 211,213	General Biology I,III	
or BI 211–212	General Biology I-II	
Chemistry [2]		
CH 221–223	General Chemistry	
or CH 224H-226H	Honors General Chemistry	
Earth Sciences		
ERTH 201	Dynamic Planet Earth	
ERTH 202	Earth's Surface and Environment	
ERTH 203	History of Life	
Geography		
GEOG 141	The Natural Environment	
Select two of the following:		
GEOG 321	Climatology	
GEOG 322	Geomorphology	
GEOG 323	Biogeography	
Physics [2,3]		
PHYS 201–203	General Physics	
or PHYS 251-253	Foundations of Physics I	
Psychology		
PSY 201	Mind and Brain	
Select two of the following:		
PSY 301	Scientific Thinking in Psychology	
PSY 304	Biopsychology	
PSY 305	Cognition	
PSY 348	Music and the Brain	
Core Course: Writing		
WR 320	Scientific and Technical Writing	4
or WR 321	Business Communications	
Electives: Upper Division		
Upper-division CIS courses in student's chosen track (track information below)		12
Upper-division CIS courses in student's chosen track, honors thesis, capstone project, or other upper-division courses [4,5]		8
Upper-division mathematics or theoretical computer science course [6]		4
Total Credits		**104**

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.
5. A maximum of 8 credits in upper-division courses numbered less than 410, or DSCI 311. CIS courses numbered 400–499 may be taken for a maximum of 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. CIS 399 and CIS 410 courses must have a prerequisite of CIS 313 and have regular weekly class meetings and homework assignments.

[6] The mathematics elective is selected from upper-division 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 other upper-division electives.

A maximum of 8 credits in upper-division CIS courses with numbers less than 410 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 only 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 at 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.

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 scientific data. Course work in this track combines depth in applied and formal aspects of computer science.

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. Students who do not have the required mathematical background are strongly encouraged to take one or more introduction to programming courses such as Introduction to Programming and Problem Solving (CIS 122) along with their math preparation courses. Students who are unsure about their level of preparation for CIS 210 should meet with an advisor.

Sequence of Courses for Students Prepared for CIS 210

First Year		Credits
MATH 231–232	Elements of Discrete Mathematics I-II	8
CIS 210–212	Computer Science I-III	12
	Total Credits:	**20**

Sequence of Courses for Students Preparing for CIS 210

First Year		
Fall		**Credits**
MATH 112	Elementary Functions	4
Select one of the following: [1]		4
CIS 122	Introduction to Programming and Problem Solving	4
CIS 111	Introduction to Web Programming	4

Winter		
MATH 231	Elements of Discrete Mathematics I	4
CIS 210	Computer Science I	4
Spring		
MATH 232	Elements of Discrete Mathematics II	4
CIS 211	Computer Science II	4
	Total Credits:	**24**

1 Taken either in first term or first year. Students are encouraged to take more then 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, or a GPA of 3.75 or higher in computer and information science and a cumulative GPA of 3.25 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 University 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 Geoffery Eric Wright Outstanding Junior Award, in honor of CIS student Geoffery 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 in the fields of computer-human interaction, computer graphics, or multimedia.

The Phillip Seeley 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.

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 grades of B- or better before students can take the upper-division core courses.

Code	Title	Credits
Lower-Division Courses		
CIS 210–212	Computer Science I-III	12
MATH 231–232	Elements of Discrete Mathematics I-II	8
Upper-Division Courses		
CIS 313	Intermediate Data Structures	4
Electives [1]		8
Total Credits		**32**

[1] Course numbers less than 410 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.

Code	Title	Credits
Lower-Division Courses		
Option 1:		12
CIS 110	Fluency with Information Technology	
CIS 111	Introduction to Web Programming	
CIT 281	Web Applications Development I	
Upper-Division Courses		
CIT 381	Database Systems	4
CIT 382	Web Applications Development II	4
CIT 383	Networking Fundamentals	4
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. Additional information may be found at the department website *(*https://cs.uoregon.edu*).*

Bachelor of Arts in Computer and Information Science

Course	Title	Credits	Milestones
First Year			
Fall			
CIS 122	Introduction to Programming and Problem Solving	4	
MATH 112	Elementary Functions	4	
First term of second-language sequence		5	
General-education course in social science		4	
	Credits	**17**	
Winter			
CIS 210	Computer Science I	4	
MATH 231	Elements of Discrete Mathematics I	4	
WR 121	College Composition I	4	
Second term of second-language sequence		5	
	Credits	**17**	
Spring			
CIS 211	Computer Science II	4	
MATH 232	Elements of Discrete Mathematics II	4	
WR 122 or WR 123	College Composition II or College Composition III	4	
Third term of second-language sequence		5	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Second Year			
Fall			
CIS 212	Computer Science III	4	
MATH 251 or MATH 246 or MATH 261	Calculus I or Calculus for the Biological Sciences I or Calculus with Theory I	4	
General-education course in arts and letters		4	
General-education course in social science		4	
	Credits	**16**	
Winter			
CIS 313	Intermediate Data Structures	4	
CIS 314	Computer Organization	4	
MATH 252 or MATH 247 or MATH 262	Calculus II or Calculus for the Biological Sciences II or Calculus with Theory II	4	
General-education course in arts and letters		4	
	Credits	**16**	
Spring			
CIS 315	Intermediate Algorithms	4	
CIS 330	C/C++ and Unix	4	

MATH 253 or MATH 263 or MATH 341 or MATH 343 or MATH 425	Calculus III or Calculus with Theory III or Elementary Linear Algebra or Statistical Models and Methods or Statistical Methods I	4
General-education course in social science		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
CIS 415	Operating Systems	4	
Upper-division elective course with CIS subject code		4	
First course of additional science sequence		4	
General-education course in arts and letters		4	
	Credits	**16**	
Winter			
CIS 422	Software Methodology I	4	
Upper-division elective course with CIS subject code		4	
Second course of additional science sequence		4	
General-education course in social science that also meets multicultural requirement		4	
	Credits	**16**	
Spring			
CIS 425	Principles of Programming Languages	4	
Upper-division elective course with CIS subject code		4	
Third course of additional science sequence		4	
General-education course in arts and letters that also meets multicultural requirement		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
MATH 253 or MATH 263 or MATH 341 or MATH 343 or MATH 425	Calculus III or Calculus with Theory III or Elementary Linear Algebra or Statistical Models and Methods or Statistical Methods I	4	
Upper-division elective course with CIS subject code		4	
Elective course		4	
	Credits	**12**	
Winter			
Upper-division elective course with CIS subject code		4	
Upper-division mathematics elective		4	
Elective course		4	
	Credits	**12**	
Spring			
WR 320 or WR 321	Scientific and Technical Writing or Business Communications	4	
Elective courses		8	
	Credits	**12**	
	Total Credits	**36**	

Bachelor of Science in Computer and Information Science

Course	Title	Credits	Milestones
First Year			
Fall			
CIS 122	Introduction to Programming and Problem Solving	4	
MATH 112	Elementary Functions	4	
General-education course in arts and letters		4	
General-education course in social science		4	
	Credits	**16**	
Winter			
CIS 210	Computer Science I	4	
MATH 231	Elements of Discrete Mathematics I	4	
WR 121	College Composition I	4	
General-education course in arts and letters		4	
	Credits	**16**	
Spring			
CIS 211	Computer Science II	4	
MATH 232	Elements of Discrete Mathematics II	4	
WR 122 or WR 123	College Composition II or College Composition III	4	
General-education course in social science		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
CIS 212	Computer Science III	4	
MATH 251 or MATH 246 or MATH 261	Calculus I or Calculus for the Biological Sciences I or Calculus with Theory I	4	
General-education course in arts and letters		4	
General-education course in social science		4	
	Credits	**16**	
Winter			
CIS 313	Intermediate Data Structures	4	
CIS 314	Computer Organization	4	

MATH 252 or MATH 247 or MATH 262	Calculus II or Calculus for the Biological Sciences II or Calculus with Theory II	4
General-education course in arts and letters that also satisfies multicultural requirement		4
	Credits	**16**
Spring		
CIS 315	Intermediate Algorithms	4
CIS 330	C/C++ and Unix	4
MATH 253 or MATH 263 or MATH 341 or MATH 343 or MATH 425	Calculus III or Calculus with Theory III or Elementary Linear Algebra or Statistical Models and Methods or Statistical Methods I	4
General-education course in social science that also satisfies a multicultural requirement		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
CIS 415	Operating Systems	4	
Upper-division elective course with CIS subject code		4	
First course of additional science sequence		4	
Elective course		4	
	Credits	**16**	
Winter			
CIS 422	Software Methodology I	4	
Upper-division elective course with CIS subject code		4	
Second course of additional science sequence		4	
Elective course		4	
	Credits	**16**	
Spring			
CIS 425	Principles of Programming Languages	4	
Upper-division elective course with CIS subject code		4	
Third course of additional science sequence		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Upper-division elective course with CIS subject code		4	
Upper-division mathematics elective		4	
Elective course		4	
	Credits	**12**	
Winter			
Upper-division elective course with CIS subject code		4	
Upper-division mathematics elective		4	
Elective course		4	
	Credits	**12**	
Spring			
WR 320 or WR 321	Scientific and Technical Writing or Business Communications	4	
Elective courses		8	
	Credits	**12**	
	Total Credits	**36**	

- **Master of Science**
- **Doctor of Philosophy**

Graduate Studies

The department offers programs leading to the 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 on 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 February 1 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 Science Degree Requirements

Code	Title	Credits
Breadth Requirement: 12 credits total [1]		**12**
CIS 621	Algorithms and Complexity	
CIS 670	Data Science	
And one of the following:		
CIS 630	Distributed Systems [2]	
CIS 631	Parallel Processing [3]	
Depth Requirement: Choose one, 12 credits total [1]		**12**
Each Depth requires three courses, at least one at 600-level		
Foundations Depth		
CIS 513	Advanced Data Structures	
CIS 520	Automata Theory	
CIS 527	Introduction to Logic	
CIS 543	User Interfaces	
CIS 545	Modeling and Simulation	
CIS 561	Introduction to Compilers	
CIS 624	Structure of Programming Languages	
Data Science Depth		
CIS 543	User Interfaces	
CIS 551	Database Processing	
CIS 553	Data Mining	
CIS 571	Introduction to Artificial Intelligence	
CIS 572	Machine Learning	
CIS 573	Probabilistic Methods for Artificial Intelligence	
CIS 600 level course		
Systems Depth		
CIS 531	Introduction to Parallel Computing	
CIS 532	Introduction to Networks	
CIS 533	Computer and Network Security	
CIS 541	Introduction to Computer Graphics	
CIS 561	Introduction to Compilers	
CIS 630	Distributed Systems [2]	
CIS 631	Parallel Processing [2]	
CIS 632	Computer Networks	
CIS 633	Advanced Network Security	
CIS 650	Software Engineering	
Writing Requirement		**2**
CIS 640	Writing in Computer Research	
Elective Options: 28 credits total [4]		**28**
Up to twelve credits in courses outside department in area closely related to professional goals may be used [5]		
Thesis Option [6]		
CIS 503	Thesis (9-12 credits P/NP)	
CIS 5XX and CIS 6XX: Minimum of 8 graded credits, maximum of 11 P/NP credits		
Non-Thesis Option		
CIS 609	Final Project (Optional) [7]	
CIS 5XX and CIS 6XX: Minimum of 18 graded credits, maximum of 10 P/NP credits		
DRP Option [8]		
CIS 601	Research: [Topic] (9-16 credits)	
CIS 5XX and CIS 6XX: Minimum of 8 graded credits		
Completion of the directed research project (DRP) milestone in the CIS PhD program and approval from the DRP committee that the project meets the standards of an MS thesis.		
Total Credits		**54**

1. A grade of B- or better is required
2. Cannot duplicate Depth course used
3. Cannot duplicate Breadth course used
4. A grade of C or better is required in graded elective credits
5. Courses must be approved by petition to the CIS GEC; options include courses in linguistics, mathematics, physics, and psychology.
6. Cannot include CIS 609 Final Project
7. CIS 609 Final Project requirements: 8-12 credits; graded or P/NP
8. No credit of CIS 503 (Thesis) or CIS 609 (Final Project) may count toward the elective credit requirements

Grade Requirements

The 24 credits in the breadth courses and the depth courses must be passed with grades of B– or better. 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. 160) section, are also applicable. Applications are available in the department office.

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 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 Course Requirements

Code	Title	Credits
Breadth Requirement: 12 credits total [1]		**12**
CIS 621	Algorithms and Complexity	
CIS 670	Data Science	
And one of the following:		
CIS 630	Distributed Systems [2]	
CIS 631	Parallel Processing [3]	
Depth Requirement: Choose one, 12 credits total [1]		**12**
Each Depth requires three courses, at least one at 600-level		
Foundations Depth		
CIS 513	Advanced Data Structures	
CIS 520	Automata Theory	
CIS 527	Introduction to Logic	
CIS 543	User Interfaces	
CIS 545	Modeling and Simulation	
CIS 561	Introduction to Compilers	
CIS 624	Structure of Programming Languages	
Data Science Depth		
CIS 543	User Interfaces	
CIS 553	Data Mining	
CIS 571	Introduction to Artificial Intelligence	
CIS 572	Machine Learning	
CIS 573	Probabilistic Methods for Artificial Intelligence	
CIS 6XX TBA		
Systems Depth		
CIS 531	Introduction to Parallel Computing	
CIS 532	Introduction to Networks	
CIS 533	Computer and Network Security	
CIS 541	Introduction to Computer Graphics	
CIS 561	Introduction to Compilers	
CIS 630	Distributed Systems [2]	
CIS 631	Parallel Processing [2]	
CIS 632	Computer Networks	
CIS 633	Advanced Network Security	
Writing Requirement		**2**
CIS 640	Writing in Computer Research	
Elective Options: 24 credits total		**24**
Total Credits		**50**

1. A grade of B- or better is required
2. Cannot duplicate Depth course used
3. Cannot duplicate Breadth course used
4. A grade of C or better is required in graded elective credits

PhD Degree Requirements

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 breadth and depth 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 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 area 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 question 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.

Computer and Information Science Courses

CIS 102. Fundamentals of Computer and Information Security. 4 Credits.
This course introduces fundamental concepts, terminologies, principles, methods, and scenarios of computer and information security.

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.
Prereq: MATH 101 or equivalent.

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.
Prereq: MATH 101 or equivalent.

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 199L. 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 with CIS 211, CIS 212.
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 with CIS 210, CIS 212.
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 with CIS 210, CIS 211.
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 333. Applied Cryptography. 4 Credits.
This course provides a systematic study of cryptography and its application. It covers cryptographic algorithms, including symmetric-key cryptography, public-key cryptography, cryptanalysis, cryptographic hash functions, and their usage toward message authentication codes, digital signatures, key management and distribution, and user authentication protocols.
Prereq: CIS 212.

CIS 372M. Machine Learning for Data Science. 4 Credits.
Introduction to Machine Learning, with an emphasis on topics relevant for data science. Multilisted with DSCI 372M.
Prereq: CIS 212, DSCI 345M, MATH 342.

CIS 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable when the topic changes.

CIS 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

CIS 401. Research: [Topic]. 1-21 Credits.
Repeatable.
Prereq: CIS 313.

CIS 403. Thesis. 1-12 Credits.
Repeatable.
Prereq: CIS 313.

CIS 404. Internship; [Topic]. 1-4 Credits.
Repeatable.
Prereq: CIS 313.

CIS 405. Reading and Conference: [Topic]. 1-12 Credits.
Repeatable up to five times.
Prereq: CIS 313.

CIS 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.
Prereq: CIS 313.

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.
Prereq: CIS 313.

CIS 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.
Prereq: CIS 313.

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.
Prereq: CIS 313.

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 315.

CIS 415. Operating Systems. 4 Credits.
Principles of operating system design. Process and memory management, concurrency, scheduling, input-output and file systems, security.
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. Nondeterminism 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.
Syntax and semantics. Scope rules, environments, stores, denoted and expressed values, procedures, and parameters. Definitional interpreters. Types, overloading, parametric polymorphism, and inheritance. Varieties of abstraction.
Prereq: CIS 315.

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.
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.
Security for various aspects of computers and networks. Elementary cryptography, program security, trusted operating systems, network security, privacy, and legal and ethical issues.
Prereq: CIS 415.

CIS 434. Computer and Network Security II. 4 Credits.
This course covers security threats and solutions for distributed systems and networks, particularly the Internet, the Internet of Things, and distributed systems based on them.
Prereq: CIS 432, CIS 433.

CIS 436. Secure Software Development. 4 Credits.
This course establishes a foundation for applying security principles to the lifecycle of software development in order to minimize software vulnerabilities and counter cyber threats.
Prereq: CIS 330.

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 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 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 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

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.
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.

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.
Security for various aspects of computers and networks. Elementary cryptography,program security, trusted operating systems, network security, privacy, and legal and ethical issues.

CIS 534. Computer and Network Security II. 4 Credits.
This course covers security threats and solutions for distributed systems and networks, particularly the Internet, the Internet of Things, and distributed systems based on them.

CIS 536. Secure Software Development. 4 Credits.
This course establishes a foundation for applying security principles to the lifecycle of software development in order to minimize software vulnerabilities and counter cyber threats.

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 553. 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 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 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 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 670. Data Science. 4 Credits.
Data science is the development of methods to study large and complex data sets. Methods that scale to very large data sets are of particular interest. This course introduces state-of-art data science methods focused on processing very large data sets of real-world data.
Prereq: CIS 551.

Computer Information Technology 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: B- or better in CIT 281, and CIS 110 or 115.

CIT 382. Web Applications Development II. 4 Credits.
Server- 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.
Fundamentals of data communication and networks. Network management and security.
Prereq: CIT 382.

CIT 405. Reading and Conference: [Topic]. 1-4 Credits.
Repeatable.

Creative Writing

P. Lowell Bowditch, Program Director
541-346-0552
108 Alder Building
5243 University of Oregon
Eugene, Oregon 97403-5243

Faculty

Daniel Anderson, professor (poetry). BA, 1987, Cincinnati; MA, 1989, Johns Hopkins. (2010)

Jason Brown, associate professor (fiction). BA, 1991, Bowdoin; MFA, 1995, Cornell. (2011)

Marjorie Celona, assistant professor (fiction). BA, 2006, Victoria; MFA, 2009, Iowa. (2015)

Geri Doran, associate professor (poetry). BA, 1986, Vassar; MFA, 1995, Florida. (2007)

Garrett K. Hongo, College of Arts and Sciences Distinguished Professor (poetry). BA, 1973, Pomona; MFA, 1980, California, Irvine. (1989)

Mat Johnson, professor, BA, 1993, Earlham College; MFA, 1999, Columbia (2018)

Karen Thompson Walker, assistant professor (fiction). BA, 2002, California, Los Angeles; MFA, 2006, Columbia. (2017)

Emeritus

Richard M. Lyons, professor emeritus. BA, 1957, Brooklyn; MFA, 1962, Iowa. (1969)

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.

Code	Title	Credits
Select two from one of the following groups:		8
Group 1		
CRWR 225	Kidd Workshop I [1]	
CRWR 235	Kidd Workshop II Poetry [1]	
or CRWR 24	Kidd Workshop 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 [2]	
CRWR 335	Kidd Workshop III: Poetry [1]	
or CRWR 34	Kidd Workshop III: Fiction	
CRWR 336	Intermediate Creative Writing: Literary Nonfiction [2]	
CRWR 340	Intermediate Fiction Writing [2]	
Select two of the following:		8
CRWR 407	Seminar: [Topic]	

CRWR 413	Literature for Poets [2]	
CRWR 414	Literature for Fiction Writers [2]	
CRWR 435	Advanced Poetry Writing [2]	
CRWR 445	Advanced Fiction Writing [2]	
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 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 employee—a poet or fiction writer—with as many as 10 students and is overseen by the director of the Kidd Tutorial Program. Participants earn 12 credits in Kidd Workshop I (CRWR 225), Kidd Workshop II Poetry (CRWR 235), Kidd Workshop III: Poetry (CRWR 335) or Kidd Workshop I (CRWR 225), Kidd Workshop II: Fiction (CRWR 245). Kidd Workshop 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 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 the Registar.

Application materials must be submitted online by the deadline for admission to the program the following fall term. Admission is made for fall term only. Find information, deadlines, 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.

Code	Title	Credits
CRWR 605	Writing and Conference: [Topic]	9
CRWR 607	Seminar: [Topic] (MFA Seminar)	18
CRWR 609	Terminal Creative Project: [Topic]	9
CRWR 635	MFA Poetry Workshop	36
or CRWR 645	MFA Fiction Workshop	
Total Credits		**72**

Courses

CRWR 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable up to six times.

CRWR 225. Kidd Workshop 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 Workshop II Poetry. 4 Credits.
Second in a yearlong sequence devoted to the studying and practicing poetry and fiction, with an emphasis on poetry. Projects include beginning to develop an individual line of inquiry as well as workshopping original poetry.
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 244. Introduction to Literary Nonfiction. 4 Credits.
Introduction to techniques of writing creative nonfiction (the literary essay). Development of a critical appreciation of the art of writing.

CRWR 245. Kidd Workshop II: Fiction. 4 Credits.
Second class in a yearlong sequence devoted to studying and practicing poetry and fiction, with an emphasis on fiction. Projects include beginning to develop an individual line of inquiry as well as workshopping original fiction.
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: one from CRWR 230, CRWR 235 with a grade of B– or better.

CRWR 335. Kidd Workshop III: Poetry. 4 Credits.
Third class in a yearlong sequence devoted to studying and practicing poetry and fiction, with a special emphasis on poetry. Projects include completing the individual line of inquiry, an original portfolio, and the Kidd Workshops student anthology.
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: one from CRWR 240, CRWR 244, CRWR 245 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: one from CRWR 240, CRWR 244, CRWR 245 with a grade of B– or better.

CRWR 345. Kidd Workshop III: Fiction. 4 Credits.
Third class in a yearlong sequence devoted to studying and practicing poetry and fiction, with a special emphasis on fiction. Projects include completing the individual line of inquiry, an original portfolio, and the Kidd Workshops student anthology.
Prereq: CRWR 245 with a Grade of B- or better.

CRWR 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable up to six times

CRWR 405. Writing and Conference: [Topic]. 1-21 Credits.
Repeatable.

CRWR 407. Seminar: [Topic]. 1-5 Credits.
Repeatable up to six times

CRWR 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable up to six times

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: one from CRWR 330, CRWR 335 with a grade of B– or better. Students majoring in English, journalism, or comparative literature may also enroll with instructor 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: One from CRWR 336, CRWR 340, CRWR 345 with a grade of B– or better. Students majoring in English, journalism, or comparative literature may also enroll with instructor approval.

CRWR 435. Advanced Poetry Writing. 4 Credits.
Advanced workshop in the writing of poetry. Repeatable twice for a maximum of 12 credits.
Prereq: One from CRWR 330, CRWR 335 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: One from CRWR 336, CRWR 340, CRWR 345 with a grade of B– or better.

CRWR 503. Thesis. 1-16 Credits.
Repeatable.

CRWR 507. Seminar: [Topic]. 1-5 Credits.
Repeatable up to six times

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

Joshua J. Roering, Department Head
541-346-5574
541-346-4692 fax
100 Cascade Hall
1272 University of Oregon
Eugene, Oregon 97403-1272

Faculty

Ilya N. Bindeman, professor (stable isotope geochemistry, volcanology). BS, 1988, Moscow; PhD, 1998, Chicago. (2004)

Edward B. Davis, associate professor (vertebrate paleontology). BS, 1999, Tennessee, Knoxville; PhD, 2005, California, Berkeley. (2013)

Rebecca J. Dorsey, professor (sedimentology, basin analysis). BS, 1983, Vermont; MA, 1986, PhD, 1989, Princeton. (1997)

Josef Dufek, professor (volcanology). BS, 2000, Chicago; MS, 2004, PhD, 2006, Washington (Seattle). (2017)

Brittany Erickson, assistant professor (computational science). PhD, 2010, Santa Barbara (2018)

Thomas Giachetti, assistant professor (volcanology). MS, 2006, PhD, 2010, Université Blaise Pascal, Clermont-Ferrand. (2015)

Emilie Hooft Toomey, associate professor (marine geophysics). BSc, 1990, Trinity College, Toronto; PhD, 1997, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (1999)

Samantha Hopkins, associate professor (paleontology). See **Robert Donald Clark Honors College**.

Eugene D. Humphreys, professor (seismology, regional tectonics). BS, 1974, MS, 1978, California, Riverside; PhD, 1985, California Institute of Technology. (1985)

Qusheng Jin, associate professor (biogeoscience). BS, 1994, Nanjing; MS, 1997, Chinese Academy of Sciences; PhD, 2003, Illinois, Urbana-Champaign. (2005)

Leif A. Karlstrom, assistant professor (volcanology, geomorphology, fluid mechanics). BS, 2006, Oregon; PhD, 2011, California, Berkeley. (2011)

Diego Melgar, assistant professor (earthquake seismology, tsunamis, geodetic imaging). BEng., 2009, Universidad Nacional Autonoma de Mexico; MS, 2010, PhD, 2014, Scripps College. (2017)

Marli B. Miller, senior instructor (structural geology). BA, 1982, Colorado College; MS, 1987, PhD, 1992, Washington (Seattle). (1997)

Matthew Polizzotto, associate professor (soil and environmental hydrogeochemistry). BS, BA, 2001, Rochester; PhD, 2007, Stanford. (2016)

Mark H. Reed, professor (mineral deposits, aqueous geochemistry). BA, 1971, Carleton; MS, 1974, PhD, 1977, California, Berkeley. (1979)

Alan W. Rempel, professor (geomechanics and applied mathematics). BASc, 1991, MSc, 1995, British Columbia; PhD, 2001, Cambridge. (2004)

Gregory J. Retallack, professor (paleobotany, paleosols). BA, 1973, Macquarie; PhD, 1978, New England University, Australia. (1981)

Joshua J. Roering, professor (surface processes, geomorphology). BS, 1994, MS, 1995, Stanford; PhD, 2000, California, Berkeley. (2000)

Valerie Sahakian, assistant professor (tectonics, ground seismology, marine geophysics). BS, 2009, Rhode Island; MS, 2010, PhD, 2015, Scripps College. (2018)

David A. Sutherland, associate professor (physical oceanography). BA, 2001, North Carolina, Wilmington; PhD, 2008, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (2011)

Amanda M. Thomas, associate professor (earthquake seismology and fault mechanics). BS, 2007, Georgia Institute of Technology; PhD, 2012, California, Berkeley. (2015)

Douglas R. Toomey, professor (seismology, tectonics, midocean ridges). BS, 1981, Pennsylvania State; PhD, 1987, Massachusetts Institute of Technology and Woods Hole Oceanographic Institution. (1990)

Meredith Townsend, assistant professor (volcanology). BS, 2011, Washington and Lee, PhD, 2017, Stanford (2019)

Paul J. Wallace, professor (igneous petrology, volcanology, geochemistry). BS, 1986, George Washington University; PhD, 1991, California, Berkeley. (2001)

James M. Watkins, associate professor (experimental petrology, geochemistry, volcanology). BS, 2005, Wisconsin, Eau Claire; PhD, 2010, Cailfornia, Berkeley. (2012)

Ray J. Weldon, professor (neotectonics, structural and quaternary geology). BA, 1977, Pomona; PhD, 1986, California Institute of Technology. (1987)

Research Staff

Andrew Hadlock, research assistant. BS, 2018, Florida (2019)

Sara Meyer, field technician. BS, 2010, California, Santa Cruz; IT specialist certification, 2015, Alaska, Fairbanks. (2017)

Leland O'Driscoll, seismic field technician. PhD, 2012, Oregon (2015)

James Palandri, research associate. PhD, 2000, Oregon. (2001)

Silas Thoms, research assistant. BS, 2019, Oregon State (2019)

Lucy Walsh, research assistant. MS, 2012, Oregon. (2017)

Emeriti

A. Dana Johnston, professor (experimental petrology, geochemistry). BS, 1976, Bates; MS, 1978, PhD, 1983, Minnesota. (1986)

M. Allan Kays, professor emeritus. BA, 1956, Southern Illinois; MA, 1958, PhD, 1960, Washington (St. Louis). (1961)

William N. Orr, professor emeritus. BS, 1961, Oklahoma; MA, 1963, California, Riverside and Los Angeles; PhD, 1967, Michigan State. (1967)

Jack M. Rice, professor emeritus. AB, 1970, Dartmouth College; MS, 1972, PhD, 1975, Washington (Seattle). (1977)

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 in Earth Sciences**
- **Bachelor of Science in Earth Sciences**
- **Minor in Earth Sciences**

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.

Earth 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:

Code	Title	Credits
ERTH 401	Research: [Topic]	1-21
ERTH 406	Field Studies: [Topic]	1-6
ERTH 408	Laboratory Projects: [Topic]	1-6

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.

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] (ERTH 401) the term before they intend to graduate, and 3 credits of Thesis (ERTH 403) the term of graduation. These credits may be applied toward electives.

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. 674) 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. 171**)**
- Geophysics Track **(**p. 173**)**
- Environmental Geoscience Track **(**p. 174**)**
- Paleontology Track **(**p. 175**)**

Bachelor of Science in Earth Sciences: Geology Track

Course	Title	Credits Milestones
First Year		
Fall		
MATH 111	College Algebra	4
WR 121	College Composition I	4
CH 221 or CH 224H	General Chemistry I or Advanced General Chemistry I	4
ERTH 101 or ERTH 201	Exploring Planet Earth or Dynamic Planet Earth	4
	Credits	**16**
Winter		
ERTH 102 or ERTH 202	Exploring Earth's Environment or Earth's Surface and Environment	4
MATH 112	Elementary Functions	4
CH 222 or CH 225H	General Chemistry II or Advanced General Chemistry II	4
General-education, multicultural, or other group-satisfying course		4
	Credits	**16**
Spring		
ERTH 103 or ERTH 203	Exploring Earth History or History of Life	4

WR 122 or WR 123	College Composition II or College Composition III	4
MATH 246 or MATH 251	Calculus for the Biological Sciences I or Calculus I	4
General-education, multicultural, or other group-satisfying course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Second Year		
Fall		
PHYS 201 or PHYS 251	General Physics or Foundations of Physics I	4
MATH 247 or MATH 252	Calculus for the Biological Sciences II or Calculus II	4
ERTH 331	Mineralogy	5
General-education, multicultural, or other group-satisfying course		4
	Credits	**17**
Winter		
PHYS 202 or PHYS 252	General Physics or Foundations of Physics I	4
ERTH 315	Earth Physics	4
ERTH 332	Introduction to Petrology	5
General-education, multicultural, or other group-satisfying course		4
	Credits	**17**
Spring		
PHYS 203 or PHYS 253 or CH 223 or CH 226H	General Physics or Foundations of Physics I or General Chemistry III or Advanced General Chemistry III	4
ERTH 318	Introduction to Field Methods	3
ERTH 316	Introduction to Hydrogeology	4
General-education, multicultural, or other group-satisfying course		4
	Credits	**15**
	Total Credits	**49**

Course	Title	Credits Milestones
Third Year		
Fall		
ERTH 418 or MATH 253 or MATH 343 or MATH 425 or PHYS 481	Earth and Environmental Data Analysis or Calculus III or Statistical Models and Methods or Statistical Methods I or Design of Experiments	4
General-education, multicultural, or other group-satisfying courses		8
Geology elective		4
	Credits	**16**
Winter		
General-education, multicultural, or other group-satisfying courses		8
Geology elective		4
	Credits	**12**
Spring		
ERTH 334	Sedimentology and Stratigraphy	4
ERTH 350	Structural Geology	3
ERTH 351	Structural Geology Problems	1
ERTH 352	Structural Geology Laboratory and Field	1
General-education, multicultural, or other group-satisfying course		4
	Credits	**13**
Summer		
ERTH 406	Field Studies: [Topic] (12 Credits)	1-6
	Credits	**1-6**
	Total Credits	**42-47**

Course	Title	Credits Milestones
Fourth Year		
Fall		
General-education, multicultural, or other group-satisfying courses		8
Geology or other science elective		4
	Credits	**12**
Winter		
General-education, multicultural, or other group-satisfying courses		8
Geology or other science elective		4
	Credits	**12**
Spring		
General-education, multicultural, or other group-satisfying courses		8
Geology or other science elective		4
	Credits	**12**
	Total Credits	**36**

Bachelor of Science in Earth Sciences: Geophysics Track

Course	Title	Credits	Milestones
First Year			
Fall			
ERTH 101 or ERTH 102	Exploring Planet Earth or Exploring Earth's Environment	4	
MATH 111	College Algebra	4	
WR 121	College Composition I	4	
CH 221 or CH 224H	General Chemistry I or Advanced General Chemistry I	4	
	Credits	**16**	
Winter			
ERTH 102 or ERTH 202	Exploring Earth's Environment or Earth's Surface and Environment	4	
MATH 112	Elementary Functions	4	
CH 222 or CH 225H	General Chemistry II or Advanced General Chemistry II	4	
General-education, multicultural, or other group-satisfying course		4	
	Credits	**16**	
Spring			
WR 122 or WR 123	College Composition II or College Composition III	4	
MATH 246 or MATH 251	Calculus for the Biological Sciences I or Calculus I	4	
General-education, multicultural, or other group-satisfying course		4	
	Credits	**12**	
	Total Credits	**44**	

Course	Title	Credits	Milestones
Second Year			
Fall			
PHYS 251	Foundations of Physics I	4	
MATH 252	Calculus II	4	
ERTH 318	Introduction to Field Methods	3	
General-education, multicultural, or other group-satisfying course		4	
	Credits	**15**	
Winter			
PHYS 252	Foundations of Physics I	4	
MATH 253	Calculus III	4	
ERTH 315	Earth Physics	4	
General-education, multicultural, or other group-satisfying course		4	
	Credits	**16**	
Spring			
PHYS 253	Foundations of Physics I	4	
ERTH 311	Earth Materials	5	
ERTH 316	Introduction to Hydrogeology	4	
General-education, multicultural, or other group-satisfying course		4	
	Credits	**17**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
MATH 256	Introduction to Differential Equations	4	
PHYS 351	Foundations of Physics II	4	
General-education, multicultural, or other group-satisfying course		4	
	Credits	**12**	
Winter			
MATH 281	Several-Variable Calculus I	4	
PHYS 352	Foundations of Physics II	4	
ERTH 455	Mechanical Earth	4	
	Credits	**12**	
Spring			
MATH 282	Several-Variable Calculus II	4	
PHYS 353	Foundations of Physics II	4	
Geology or other science elective		4	
	Credits	**12**	
	Total Credits	**36**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
General-education, multicultural, or other group-satisfying courses		4	
Geology or other science elective		8	
	Credits	**12**	
Winter			
General-education, multicultural, or other group-satisfying courses		8	
Geology or other science elective		4	
	Credits	**12**	
Spring			
General-education, multicultural, or other group-satisfying courses		8	
Geology or other science elective		4	
	Credits	**12**	
	Total Credits	**36**	

Bachelor of Science in Earth Sciences: Environmental Geoscience Track

Course	Title	Credits	Milestones
First Year			
Fall			
ERTH 101 or ERTH 102	Exploring Planet Earth or Exploring Earth's Environment	4	
MATH 111	College Algebra	4	
WR 121	College Composition I	4	
CH 221 or CH 224H	General Chemistry I or Advanced General Chemistry I	4	
	Credits	**16**	
Winter			
ERTH 102 or ERTH 202	Exploring Earth's Environment or Earth's Surface and Environment	4	
MATH 112	Elementary Functions	4	
CH 222 or CH 225H	General Chemistry II or Advanced General Chemistry II	4	
General-education, multicultural, or other group-satisfying course		4	
	Credits	**16**	
Spring			
ERTH 103 or ERTH 203	Exploring Earth History or History of Life	4	
WR 122 or WR 123	College Composition II or College Composition III	4	
MATH 246 or MATH 251	Calculus for the Biological Sciences I or Calculus I	4	
General-education, multicultural, or other group-satisfying course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
PHYS 201 or PHYS 251	General Physics or Foundations of Physics I	4	
MATH 247 or MATH 252	Calculus for the Biological Sciences II or Calculus II	4	
ERTH 311	Earth Materials	5	
Geology elective		4	
	Credits	**17**	
Winter			
PHYS 202 or BI 211	General Physics or General Biology I: Cells	4	
ERTH 315	Earth Physics	4	
ERTH 332	Introduction to Petrology	5	
General-education, multicultural, or other group-satisfying course		4	
	Credits	**17**	
Spring			
PHYS 203 or PHYS 253 or BI 212 or BI 213 or CH 223 or CH 226H	General Physics or Foundations of Physics I or General Biology II: Organisms or General Biology III: Populations or General Chemistry III or Advanced General Chemistry III	4	
ERTH 311	Earth Materials	5	
ERTH 316	Introduction to Hydrogeology	4	
General-education, multicultural, or other group-satisfying course		4	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Third Year			
Fall			
ERTH 310	Earth Resources and the Environment	4	
ERTH 318	Introduction to Field Methods	3	
General-education, multicultural, or other group-satisfying courses		8	
	Credits	**15**	
Winter			
ERTH 353	Geologic Hazards	4	
ERTH 451	Hydrogeology	4	
ERTH 418	Earth and Environmental Data Analysis	4	
General-education, multicultural, or other group-satisfying course		4	
	Credits	**16**	
Spring			
ERTH 334	Sedimentology and Stratigraphy	4	
GEOG 323	Biogeography	4	
General-education, multicultural, or other group-satisfying course		4	
Geology elective		4	
	Credits	**16**	
	Total Credits	**47**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
General-education, multicultural, or other group-satisfying courses		8	
Geology or other science elective		8	
	Credits	**16**	
Winter			
General-education, multicultural, or other group-satisfying courses		8	

Geology or other science elective		8
	Credits	**16**
Spring		
General-education, multicultural, or other group-satisfying courses		12
Geology or other science elective		4
	Credits	**16**
	Total Credits	**48**

Bachelor of Science in Earth Sciences: Paleontology Track

Course	Title	Credits	Milestones
First Year			
Fall			
ERTH 101 or ERTH 201	Exploring Planet Earth or Dynamic Planet Earth	4	
MATH 111	College Algebra	4	
WR 121	College Composition I	4	
CH 221 or CH 224H	General Chemistry I or Advanced General Chemistry I	4	
	Credits	**16**	
Winter			
ERTH 102 or ERTH 202	Exploring Earth's Environment or Earth's Surface and Environment	4	
MATH 112	Elementary Functions	4	
CH 222 or CH 225H	General Chemistry II or Advanced General Chemistry II	4	
General-education, multicultural, or other group-satisfying course		4	
	Credits	**16**	
Spring			
ERTH 103 or ERTH 203	Exploring Earth History or History of Life	4	
WR 122 or WR 123	College Composition II or College Composition III	4	
CH 223 or CH 226H	General Chemistry III or Advanced General Chemistry III	4	
MATH 251	Calculus I	4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
PHYS 201 or PHYS 251	General Physics or Foundations of Physics I	4	
BI 211	General Biology I: Cells	4	
MATH 252	Calculus II	4	
ERTH 331	Mineralogy	5	
	Credits	**17**	
Winter			
PHYS 202	General Physics	4	
ERTH 315	Earth Physics	4	
ERTH 332	Introduction to Petrology	5	
General-education, multicultural, or other group-satisfying course		4	
	Credits	**17**	
Spring			
PHYS 203	General Physics	4	
ERTH 318	Introduction to Field Methods	3	
General-education, multicultural, or other group-satisfying course		8	
	Credits	**15**	
	Total Credits	**49**	

Course	Title	Credits	Milestones
Third Year			
Fall			
Choose one from the following:		4	
ERTH 433	Paleobotany	4	
ERTH 434	Vertebrate Paleontology	4	
ERTH 435	Paleopedology	4	
General-education, multicultural, or other group-satisfying courses		4	
Geology or other science elective		4	
These courses are typically offered in alternate years, so enrollment is necessary in the third or fourth year according to availability.			
Contact advisor or department office for scheduling of these courses.			
	Credits	**24**	
Winter			
Choose one from the following:		4	
ERTH 433	Paleobotany	4	
ERTH 434	Vertebrate Paleontology	4	
ERTH 435	Paleopedology	4	
General-education, multicultural, or other group-satisfying courses		4	
Geology or other science course		4	
These courses are typically offered in alternate years, so enrollment is necessary in the third or fourth year according to availability.			
Contact advisor or department office for scheduling of these courses.			
	Credits	**24**	
Spring			
ERTH 334	Sedimentology and Stratigraphy	4	
ERTH 350	Structural Geology	3	
ERTH 351	Structural Geology Problems	1	
ERTH 352	Structural Geology Laboratory and Field	1	

General-education, multicultural, or other group-satisfying course		4
	Credits	**13**
Summer		
ERTH 406	Field Studies: [Topic] (12 credits)	1-6
	Credits	**1-6**
	Total Credits	**62-67**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
General-education, multicultural, or other group-satisfying courses		8	
Geology or other science elective		8	
	Credits	**16**	
Winter			
General-education, multicultural, or other group-satisfying courses		8	
Geology or other science elective		8	
	Credits	**16**	
Spring			
General-education, multicultural, or other group-satisfying courses		12	
Geology or other science elective		4	
	Credits	**16**	
	Total Credits	**48**	

Master's Degrees in Earth Sciences **(**p. 191**)**

Ph.D. in Earth Sciences **(**p. 191**)**

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. 868) 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-radiography unit, photomicroscopes, a Leitz Aristophot unit, a fully maintained catalog of foraminifera, an acid room, and a conodont-processing laboratory.

Financial Aid for Graduate Students

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

ERTH 101. Exploring Planet Earth. 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.

ERTH 102. Exploring Earth's Environment. 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.

ERTH 103. Exploring Earth History. 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.

ERTH 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.

ERTH 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.

ERTH 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.

ERTH 198. Laboratory Projects: [Topic]. 1-5 Credits.
Repeatable.

ERTH 199. Special Studies: [Topic]. 1-6 Credits.
Repeatable. Studies of geologic topics combine background lectures with guided field trips to areas of geologic interest.

ERTH 201. Dynamic Planet Earth. 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.

ERTH 202. Earth's Surface and Environment. 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.

ERTH 203. History of Life. 4 Credits.
Origin, history, and physical evolution of the Earth; geologic time scales, development of the global stratigraphic section. Weekly lectures, two-hour laboratory.

ERTH 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.

ERTH 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.

ERTH 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.

ERTH 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.

ERTH 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.

ERTH 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.

ERTH 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.

ERTH 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: ERTH 101, 102 or 201, 202; coreq CH 221 or 224.

ERTH 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.

ERTH 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.

ERTH 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: ERTH 101–103 or ERTH 201–203.

ERTH 319. Cascade Volcanoes - Field Studies. 4 Credits.
Two-week summer course. Physical processes that cause volcanic activity, and an introduction to geological science. Examines recent volcanic activity in the Cascades, impacts of volcanism on people, infrastructure, and natural resources, and volcano monitoring and hazard assessment.

ERTH 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: ERTH 201, 202 or ERTH 101, 102; coreq: CH 221 or 224.

ERTH 332. Introduction to Petrology. 5 Credits.
Origin and classification of igneous, metamorphic, and sedimentary rocks. Microscopic study of rocks in thin section.
Prereq: ERTH 331.

ERTH 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: ERTH 101–103 or ERTH 201–203; pre- or coreq: ERTH 311 or 332.

ERTH 337. Introduction to Physical Oceanography. 4 Credits.
Introduction to the physical processes that occur in the ocean. These processes control the movement of sediment, pollution, nutrients, and biota, as well as heat and freshwater. Topics might include waves, global ocean circulation, sediment transport, estuarine circulation, and biological oceanography.
Prereq: ERTH 101 and ERTH 102 or ERTH 201 and ERTH 202; PHYS 101 and PHYS 102 or PHYS 201 and PHYS 202 or PHYS 251 and PHYS 252.

ERTH 350. Structural Geology. 3 Credits.
Description, analysis, and origin of geologic structures including faults, folds, and tectonites. Focus on kinematic and dynamic analysis of deformation of earth materials.
Prereq: ERTH 318; ERTH 311 or ERTH 332.

ERTH 351. Structural Geology Problems. 1 Credit.
Exercises in solving structural geology problems using orthographic and stereographic projection techniques. Problems emphasize calculating stress and strain from structural markers.
Coreq: ERTH 350.

ERTH 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: ERTH 350.

ERTH 353. Geologic Hazards. 4 Credits.
Examines geologic hazards, including both the physical processes that cause them and society's attempt to mitigate them.
Prereq: ERTH 101 or 201.

ERTH 363. Computational Tools for Earth Sciences. 4 Credits.
Introduction to computational tools vital to the work of Earth scientists, including data management and analysis, algorithms, basic programming, computational environments, and visualization.
Prereq: MATH 251.

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

ERTH 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

ERTH 401. Research: [Topic]. 1-21 Credits.
Repeatable.

ERTH 403. Thesis. 1-6 Credits.
Repeatable thrice for maximum of 6 credits.
Prereq: earth sciences honors or senior thesis students only.

ERTH 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

ERTH 406. Field Studies: [Topic]. 1-6 Credits.
Repeatable.

ERTH 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ERTH 408. Laboratory Projects: [Topic]. 1-6 Credits.
Repeatable.

ERTH 409. Practicum: [Topic]. 1-6 Credits.
Repeatable once.

ERTH 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

ERTH 410L. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

ERTH 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: ERTH 332; CH 223 or 226H.

ERTH 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.

ERTH 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.

ERTH 420. Geocommunication. 3 Credits.
Scientific writing and presentations for the geological sciences. Focus on writing scientific papers and proposals, preparing oral and visual presentations.

ERTH 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; ERTH 332.

ERTH 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: ERTH 103 or 203.

ERTH 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: ERTH 103 or 203.

ERTH 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: ERTH 311 or 332.

ERTH 438. Geobiology. 4 Credits.
Studies how microorganisms interact with geological environments at scales from enzymes to global element cycles.

ERTH 440. Sedimentary Basin Analysis. 4 Credits.
Evolution of sedimentary basins, emphasizing tectonic controls on basin formation and filling. Interpretation of subsidence mechanisms and sedimentary processes through analysis of the stratigraphic record.
Prereq: ERTH 334, ERTH 350.

ERTH 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.

ERTH 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; ERTH 316.

ERTH 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: ERTH 334, ERTH 350.

ERTH 453. 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.
Prereq: ERTH 350 and calculus.

ERTH 454. Fluid Dynamics. 4 Credits.
Introduction to the continuum theory of fluid dynamics, focusing on the Navier-Stokes equations of motion including common simplified limits and extensions. Applications are drawn from Earth and Planetary Science, Biology, and Physics.
Prereq: PHYS 252, MATH 252.

ERTH 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: ERTH 315, PHYS 202, or equivalent; MATH 256.

ERTH 462. Environmental Geomechanics. 4 Credits.
Application of fluid and solid mechanics to understanding processes in the earth and environmental sciences. Offered alternate years.
Prereq: ERTH 455.

ERTH 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; ERTH 363 or equivalent.

ERTH 466. Geodynamics. 4 Credits.
Introduction to the process of the earth's physical workings. Includes rheology, bending of lithosphere, viscous flow, and heat transport.
Prereq: MATH 256 or equivalent; ERTH 455.

ERTH 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: ERTH 315, MATH 253.

ERTH 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, ERTH 455.

ERTH 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: ERTH 311 or 332, CH 223, MATH 253.

ERTH 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.

ERTH 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.

ERTH 500M. Temp Multilist Course. 1-5 Credits.
Repeatable.

ERTH 503. Thesis. 1-16 Credits.
Repeatable.

ERTH 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ERTH 508. Laboratory Projects: [Topic]. 1-6 Credits.
Repeatable.

ERTH 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

ERTH 510L. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

ERTH 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.

ERTH 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.

ERTH 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.

ERTH 520. Geocommunication. 3 Credits.
Scientific writing and presentations for the geological sciences. Focus on writing scientific papers and proposals, preparing oral and visual presentations.

ERTH 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.

ERTH 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.

ERTH 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.

ERTH 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.

ERTH 538. Geobiology. 4 Credits.
Studies how microorganisms interact with geological environments at scales from enzymes to global element cycles.

ERTH 540. Sedimentary Basin Analysis. 4 Credits.
Evolution of sedimentary basins, emphasizing tectonic controls on basin formation and filling. Interpretation of subsidence mechanisms and sedimentary processes through analysis of the stratigraphic record.

ERTH 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.

ERTH 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.

ERTH 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.

ERTH 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.

ERTH 554. Fluid Dynamics. 4 Credits.
Introduction to the continuum theory of fluid dynamics, focusing on the Navier-Stokes equations of motion including common simplified limits and extensions. Applications are drawn from Earth and Planetary Science, Biology, and Physics.

ERTH 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.

ERTH 562. Environmental Geomechanics. 4 Credits.
Application of fluid and solid mechanics to understanding processes in the earth and environmental sciences. Offered alternate years.

ERTH 563. Computational Earth Science. 4 Credits.
Practical techniques for scientific computing. Topics include root finding, curve fitting, interpolation, integration and differentiation, optimization, differential equations.

ERTH 566. Geodynamics. 4 Credits.
Introduction to the process of the earth's physical workings. Includes rheology, bending of lithosphere, viscous flow, and heat transport.

ERTH 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.

ERTH 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.

ERTH 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.

ERTH 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.

ERTH 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.

ERTH 601. Research: [Topic]. 1-16 Credits.
Repeatable.

ERTH 602. Supervised College Teaching. 1-16 Credits.
Repeatable.

ERTH 603. Dissertation. 1-16 Credits.
Repeatable.

ERTH 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

ERTH 606. Field Studies: [Topic]. 1-6 Credits.
Repeatable. Geologic fieldwork principally in connection with graduate thesis or dissertation. Emphasis on individual problems.

ERTH 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ERTH 608. Laboratory Projects: [Topic]. 1-3 Credits.
Repeatable.

ERTH 609. Practicum: [Topic]. 1-3 Credits.
Repeatable.

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

ERTH 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: ERTH 414/514, 471/571 or equivalent.

ERTH 692. Volcanology. 3 Credits.
Products and processes of volcanism, origin of magmas, eruptive mechanisms, and relation of volcanism to orogeny and tectonic processes.

Bachelor of Arts & Bachelor of Science in Earth Sciences

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.

- Bachelor of Arts: Geology Track (p. 181)
- Bachelor of Science: Geology Track (p. 182)

Bachelor of Arts: Geology Track

Code	Title	Credits
Core Courses		
ERTH 101 & ERTH 102 & ERTH 103	Exploring Planet Earth and Exploring Earth's Environment and Exploring Earth History	12
or ERTH 201 & ERTH 202 & ERTH 203	Dynamic Planet Earth and Earth's Surface and Environment and History of Life	
PHYS 201–202	General Physics	8
or PHYS 251 & PHYS 252	Foundations of Physics I and Foundations of Physics I	
CH 221–222	General Chemistry	8
or CH 224H–225H	Honors General Chemistry	
MATH 251–252	Calculus I-II	8
ERTH 315	Earth Physics	4
ERTH 316	Introduction to Hydrogeology	4
ERTH 318	Introduction to Field Methods	3
ERTH 418	Earth and Environmental Data Analysis	4
or MATH 253	Calculus III	
or MATH 343	Statistical Models and Methods	
or MATH 425	Statistical Methods I	
ERTH 363	Computational Tools for Earth Sciences	4
or CIS 122	Introduction to Programming and Problem Solving	
Additional Requirements		
ERTH 331	Mineralogy	5
ERTH 332	Introduction to Petrology	5
ERTH 334	Sedimentology and Stratigraphy	4

ERTH 350 & ERTH 351 & ERTH 352	Structural Geology and Structural Geology Problems and Structural Geology Laboratory and Field	5
Field Studies:		**12**
ERTH 406	Field Studies: [Topic]	
Electives		
See Electives table for choices		20
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

Code	Title	Credits
Biology		
Courses numbered 306 or higher		
Chemistry		
CH 223	General Chemistry III	4
CH 226H	Advanced General Chemistry III	4
CH 227–229	General Chemistry Laboratory	6
or CH 237–239	Advanced General Chemistry Laboratory	
CH 331	Organic Chemistry I	4
CH 335	Organic Chemistry II	4
CH 336	Organic Chemistry III	4
CH 411–413	Physical Chemistry	12
CH 431–433	Inorganic Chemistry	12
CH 445	Statistical Mechanics	4
Computer and Information Science		
CIS 210–212	Computer Science I-III	12
CIS 315	Intermediate Algorithms	4
Geography		
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 495	Geographic Data Analysis	4
Earth Sciences		
Select from GEOL 304–310		4
ERTH 353	Geologic Hazards	4
ERTH 363	Computational Tools for Earth Sciences	4
ERTH 401	Research: [Topic]	1-21
ERTH 403	Thesis	1-6
ERTH 410	Experimental Course: [Topic]	1-5
ERTH 407	Seminar: [Topic]	1-5
Courses higher than 410		
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 421–422	Partial Differential Equations: Fourier Analysis I-II	8
MATH 425–426	Statistical Methods I-II	8
Physics		
PHYS 203	General Physics	4
or PHYS 253	Foundations of Physics I	
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

Bachelor of Science: Geology Track

Code	Title	Credits
Core Courses		
ERTH 101 & ERTH 102 & ERTH 103	Exploring Planet Earth and Exploring Earth's Environment and Exploring Earth History	12
or ERTH 201 & ERTH 202 & ERTH 203	Dynamic Planet Earth and Earth's Surface and Environment and History of Life	
PHYS 201–202	General Physics	8
or PHYS 251 & PHYS 252	Foundations of Physics I and Foundations of Physics I	
CH 221–222	General Chemistry	8
or CH 224H–225H	Honors General Chemistry	
MATH 251–252	Calculus I-II	8
ERTH 315	Earth Physics	4
ERTH 316	Introduction to Hydrogeology	4
ERTH 318	Introduction to Field Methods	3
ERTH 418	Earth and Environmental Data Analysis	4
or MATH 253	Calculus III	
or MATH 343	Statistical Models and Methods	
or MATH 425	Statistical Methods I	
ERTH 363	Computational Tools for Earth Sciences	4
or CIS 122	Introduction to Programming and Problem Solving	
Additional Requirements		
ERTH 331	Mineralogy	5
ERTH 332	Introduction to Petrology	5
ERTH 334	Sedimentology and Stratigraphy	4

ERTH 350 & ERTH 351 & ERTH 352	Structural Geology and Structural Geology Problems and Structural Geology Laboratory and Field	5
Field Studies:		**12**
ERTH 406	Field Studies: [Topic]	
Electives		
See Electives table for choices		20
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

Code	Title	Credits
Biology		
Courses numbered 306 or higher		
Chemistry		
CH 223	General Chemistry III	4
CH 226H	Advanced General Chemistry III	4
CH 227–229	General Chemistry Laboratory	6
or CH 237–239	Advanced General Chemistry Laboratory	
CH 331	Organic Chemistry I	4
CH 335	Organic Chemistry II	4
CH 336	Organic Chemistry III	4
CH 411–413	Physical Chemistry	12
CH 431–433	Inorganic Chemistry	12
CH 445	Statistical Mechanics	4
Computer and Information Science		
CIS 210–212	Computer Science I-III	12
CIS 315	Intermediate Algorithms	4
Geography		
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 495	Geographic Data Analysis	4
Earth Sciences		
Select from GEOL 304–310		4
ERTH 353	Geologic Hazards	4
ERTH 363	Computational Tools for Earth Sciences	4
ERTH 401	Research: [Topic]	1-21
ERTH 403	Thesis	1-6
ERTH 410	Experimental Course: [Topic]	1-5
ERTH 407	Seminar: [Topic]	1-5
Courses higher than 410		
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 421–422	Partial Differential Equations: Fourier Analysis I-II	8
MATH 425–426	Statistical Methods I-II	8
Physics		
PHYS 203	General Physics	4
or PHYS 253	Foundations of Physics I	
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

- Bachelor of Arts: Geophysics Track (p. 183)
- Bachelor of Science: Geophysics Track (p. 184)

Bachelor of Arts: Geophysics Track

Code	Title	Credits
ERTH 315	Earth Physics	4
ERTH 363	Computational Tools for Earth Sciences	4
or CIS 122	Introduction to Programming and Problem Solving	
PHYS 251–253	Foundations of Physics I	12
MATH 251–253	Calculus I-III	12
CH 221–222	General Chemistry	8
or CH 224H–225H	Honors General Chemistry	
ERTH 455	Mechanical Earth	4
Additional Requirements		
Select two of the following:		7-8
ERTH 441	Hillslope Geomorphology	
ERTH 451	Hydrogeology	
ERTH 452	Neotectonics and Quaternary Geology	
ERTH 453	Tectonics	
ERTH 454	Fluid Dynamics	
ERTH 462	Environmental Geomechanics	
ERTH 463	Computational Earth Science	
ERTH 466	Geodynamics	
ERTH 467	Fault Mechanics	
ERTH 468	Introduction to Seismology	
MATH 256	Introduction to Differential Equations	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		28
Total Credits:		**104**

[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
Chemistry		
CH 223	General Chemistry III	4
CH 226H	Advanced General Chemistry III	4
CH 411	Physical Chemistry	4
Earth Sciences		
Select from GEOL 101–310		8
ERTH 311	Earth Materials	5
ERTH 316	Introduction to Hydrogeology	4
ERTH 318	Introduction to Field Methods	3
ERTH 334	Sedimentology and Stratigraphy	4
ERTH 350	Structural Geology	3
ERTH 351	Structural Geology Problems	1
ERTH 352	Structural Geology Laboratory and Field	1
ERTH 353	Geologic Hazards	4
ERTH 363	Computational Tools for Earth Sciences	4
ERTH 401	Research: [Topic]	1-21
ERTH 403	Thesis	1-6
ERTH 407	Seminar: [Topic]	1-5
Courses numbered 408 or higher		
Mathematics		
MATH 341–342	Elementary Linear Algebra	8
or MATH 421–422	Partial Differential Equations: Fourier Analysis I-II	

[1] Pass/no pass

Bachelor of Science: Geophysics Track

Code	Title	Credits
ERTH 315	Earth Physics	4
ERTH 363	Computational Tools for Earth Sciences	4
or CIS 122	Introduction to Programming and Problem Solving	
PHYS 251–253	Foundations of Physics I	12
MATH 251–253	Calculus I-III	12
CH 221–222	General Chemistry	8
or CH 224H–225H	Honors General Chemistry	
ERTH 455	Mechanical Earth	4
Additional Requirements		
Select two of the following:		7-8
ERTH 441	Hillslope Geomorphology	
ERTH 451	Hydrogeology	
ERTH 452	Neotectonics and Quaternary Geology	
ERTH 453	Tectonics	
ERTH 454	Fluid Dynamics	
ERTH 462	Environmental Geomechanics	
ERTH 463	Computational Earth Science	
ERTH 466	Geodynamics	
ERTH 467	Fault Mechanics	
ERTH 468	Introduction to Seismology	
MATH 256	Introduction to Differential Equations	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		28
Total Credits:		**104**

[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
Chemistry		
CH 223	General Chemistry III	4
CH 226H	Advanced General Chemistry III	4
CH 411	Physical Chemistry	4
Earth Sciences		
Select from GEOL 101–310		8
ERTH 311	Earth Materials	5
ERTH 316	Introduction to Hydrogeology	4
ERTH 318	Introduction to Field Methods	3
ERTH 334	Sedimentology and Stratigraphy	4
ERTH 350	Structural Geology	3
ERTH 351	Structural Geology Problems	1
ERTH 352	Structural Geology Laboratory and Field	1
ERTH 353	Geologic Hazards	4
ERTH 363	Computational Tools for Earth Sciences	4
ERTH 401	Research: [Topic]	1-21
ERTH 403	Thesis	1-6
ERTH 407	Seminar: [Topic]	1-5
Courses numbered 408 or higher		
Mathematics		
MATH 341–342	Elementary Linear Algebra	8
or MATH 421–422	Partial Differential Equations: Fourier Analysis I-II	

[1] Pass/no pass

- Bachelor of Arts: Environmental Geoscience Track (p. 185)
- Bachelor of Science: Environmental Geoscience Track (p. 186)

Bachelor of Arts: Environmental Geoscience Track

Code	Title	Credits
Core Requirements (60 or 65 credits)		
ERTH 101 & ERTH 102 & ERTH 103	Exploring Planet Earth and Exploring Earth's Environment and Exploring Earth History	12
or ERTH 201 & ERTH 202 & ERTH 203	Dynamic Planet Earth and Earth's Surface and Environment and History of Life	
ERTH 311	Earth Materials	5
or ERTH 331 & ERTH 332	Mineralogy and Introduction to Petrology	
ERTH 315	Earth Physics	4
ERTH 316	Introduction to Hydrogeology	4
ERTH 318	Introduction to Field Methods	3
ERTH 363	Computational Tools for Earth Sciences	4
or CIS 122	Introduction to Programming and Problem Solving	
PHYS 201 & PHYS 202	General Physics and General Physics	8
or PHYS 251 & PHYS 252	Foundations of Physics I and Foundations of Physics I	
CH 221–222	General Chemistry	8
or CH 224H & CH 225H	Advanced General Chemistry I and Advanced General Chemistry II	
MATH 251–252	Calculus I-II	8
or MATH 246 & MATH 247	Calculus for the Biological Sciences I and Calculus for the Biological Sciences II	
ERTH 418	Earth and Environmental Data Analysis	4
or MATH 253	Calculus III	
or MATH 343	Statistical Models and Methods	
or MATH 425	Statistical Methods I	
Electives		
See Electives table for choices		44
Total Credits		**104**

[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
Group A		**24**
ERTH 310	Earth Resources and the Environment	4
ERTH 334	Sedimentology and Stratigraphy	4
ERTH 353	Geologic Hazards	4
ERTH 410	Experimental Course: [Topic] (Physical Oceanography)	1-5
ERTH 410	Experimental Course: [Topic] (Soil and Environmental Chemistry)	1-5
ERTH 438	Geobiology	4
ERTH 441	Hillslope Geomorphology	4
ERTH 451	Hydrogeology	4
ERTH 455	Mechanical Earth	4
ERTH 462	Environmental Geomechanics	4
ENVS 477	Soil Science	4
Group B		**20**
Group A elective courses beyond 24 credits		
Earth Sciences		
ERTH 301 to ERTH 309 (up to 4 credits)		4
ERTH 350	Structural Geology	3
ERTH 351	Structural Geology Problems	1
ERTH 352	Structural Geology Laboratory and Field	1
ERTH 401	Research: [Topic]	1-21
ERTH 403	Thesis	1-6
ERTH 406	Field Studies: [Topic]	1-6
ERTH 407	Seminar: [Topic]	1-5
ERTH 410 and above if not taken as a Group A elective		4
Biology		
BI 212	General Biology II: Organisms	4
BI 213	General Biology III: Populations	4
BI 214	General Biology IV: Mechanisms	4
Chemistry		
CH 223	General Chemistry III	4
CH 227	General Chemistry Laboratory	2
CH 228	General Chemistry Laboratory	2
CH 229	General Chemistry Laboratory	2
CH 237	Advanced General Chemistry Laboratory	2
CH 238	Advanced General Chemistry Laboratory	2
CH 239	Advanced General Chemistry Laboratory	2
CH 331	Organic Chemistry I	4
Any Chemistry course from 331 to 499		
Computer and Information Science		
CIS 210	Computer Science I	4
CIS 211	Computer Science II	4
CIS 212	Computer Science III	4
Environmental Science		
ENVS 350	Ecological Footprint of Energy Generation	4
ENVS 465	Wetland Ecology and Management	4
Geography		
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 433	Fire and Natural Disturbances	4
GEOG 481	GIScience I	4
GEOG 482	GIScience II	4
GEOG 485	Remote Sensing I	4
GEOG 486	Remote Sensing II	4

GEOG 490	GIScience: [Topic]	4
GEOG 491	Advanced Geographic Information Systems	4
GEOG 494	Spatial Analysis	4
GEOG 495	Geographic Data Analysis	4
Mathematics		
MATH 256	Introduction to Differential Equations	4
MATH 282	Several-Variable Calculus II	4
MATH 341	Elementary Linear Algebra	4
MATH 342	Elementary Linear Algebra	4
MATH 411	Functions of a Complex Variable I	4
MATH 412	Functions of a Complex Variable II	4
MATH 422	Partial Differential Equations: Fourier Analysis II	4

Bachelor of Science: Environmental Geoscience Track

Code	Title	Credits
Core Requirements (60 or 65 credits)		
ERTH 101 & ERTH 102 & ERTH 103	Exploring Planet Earth and Exploring Earth's Environment and Exploring Earth History	12
or ERTH 201 & ERTH 202 & ERTH 203	Dynamic Planet Earth and Earth's Surface and Environment and History of Life	
ERTH 311	Earth Materials	5
or ERTH 331 & ERTH 332	Mineralogy and Introduction to Petrology	
ERTH 315	Earth Physics	4
ERTH 316	Introduction to Hydrogeology	4
ERTH 318	Introduction to Field Methods	3
ERTH 363	Computational Tools for Earth Sciences	4
or CIS 122	Introduction to Programming and Problem Solving	
PHYS 201 & PHYS 202	General Physics and General Physics	8
or PHYS 251 & PHYS 252	Foundations of Physics I and Foundations of Physics I	
CH 221–222	General Chemistry	8
or CH 224H & CH 225H	Advanced General Chemistry I and Advanced General Chemistry II	
MATH 251–252	Calculus I-II	8
or MATH 246 & MATH 247	Calculus for the Biological Sciences I and Calculus for the Biological Sciences II	
ERTH 418	Earth and Environmental Data Analysis	4
or MATH 253	Calculus III	
or MATH 343	Statistical Models and Methods	
or MATH 425	Statistical Methods I	
Electives		
See Electives table for choices		44
Total Credits		**104**

Electives

Code	Title	Credits
Group A		**24**
ERTH 310	Earth Resources and the Environment	4
ERTH 334	Sedimentology and Stratigraphy	4
ERTH 353	Geologic Hazards	4
ERTH 410	Experimental Course: [Topic] (Physical Oceanography)	1-5
ERTH 410	Experimental Course: [Topic] (Soil and Environmental Chemistry)	1-5
ERTH 438	Geobiology	4
ERTH 441	Hillslope Geomorphology	4
ERTH 451	Hydrogeology	4
ERTH 455	Mechanical Earth	4
ERTH 462	Environmental Geomechanics	4
ENVS 477	Soil Science	4
Group B		**20**
Group A elective courses beyond 24 credits		
Earth Sciences		
ERTH 301 to ERTH 309 (up to 4 credits)		4
ERTH 350	Structural Geology	3
ERTH 351	Structural Geology Problems	1
ERTH 352	Structural Geology Laboratory and Field	1
ERTH 401	Research: [Topic]	1-21
ERTH 403	Thesis	1-6
ERTH 406	Field Studies: [Topic]	1-6
ERTH 407	Seminar: [Topic]	1-5
ERTH 410 and above if not taken as a Group A elective		4
Biology		
BI 212	General Biology II: Organisms	4
BI 213	General Biology III: Populations	4
BI 214	General Biology IV: Mechanisms	4
Chemistry		
CH 223	General Chemistry III	4
CH 227	General Chemistry Laboratory	2
CH 228	General Chemistry Laboratory	2
CH 229	General Chemistry Laboratory	2
CH 237	Advanced General Chemistry Laboratory	2
CH 238	Advanced General Chemistry Laboratory	2
CH 239	Advanced General Chemistry Laboratory	2
CH 331	Organic Chemistry I	4
Any Chemistry course from 331 to 499		
Computer and Information Science		
CIS 210	Computer Science I	4
CIS 211	Computer Science II	4
CIS 212	Computer Science III	4
Environmental Science		
ENVS 350	Ecological Footprint of Energy Generation	4
ENVS 465	Wetland Ecology and Management	4
Geography		
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 433	Fire and Natural Disturbances	4
GEOG 481	GIScience I	4
GEOG 482	GIScience II	4
GEOG 485	Remote Sensing I	4
GEOG 486	Remote Sensing II	4
GEOG 490	GIScience: [Topic]	4
GEOG 491	Advanced Geographic Information Systems	4
GEOG 494	Spatial Analysis	4
GEOG 495	Geographic Data Analysis	4
Mathematics		
MATH 256	Introduction to Differential Equations	4
MATH 282	Several-Variable Calculus II	4
MATH 341	Elementary Linear Algebra	4
MATH 342	Elementary Linear Algebra	4
MATH 411	Functions of a Complex Variable I	4
MATH 412	Functions of a Complex Variable II	4
MATH 422	Partial Differential Equations: Fourier Analysis II	4

[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 (p. 187)
- Bachelor of Science: Paleontology Track (p. 188)

Bachelor of Arts: Paleontology Track

Code	Title	Credits
ERTH 101 & ERTH 102 & ERTH 103	Exploring Planet Earth and Exploring Earth's Environment and Exploring Earth History	12
or ERTH 201 & ERTH 202 & ERTH 203	Dynamic Planet Earth and Earth's Surface and Environment and History of Life	
ERTH 311	Earth Materials	5
or ERTH 331	Mineralogy	
or ERTH 332	Introduction to Petrology	
ERTH 315	Earth Physics	4
or ERTH 316	Introduction to Hydrogeology	
ERTH 318	Introduction to Field Methods	3
ERTH 363	Computational Tools for Earth Sciences	4
or CIS 122	Introduction to Programming and Problem Solving	
ERTH 418	Earth and Environmental Data Analysis	4
or MATH 253	Calculus III	
or MATH 343	Statistical Models and Methods	
or MATH 425	Statistical Methods I	
BI 211	General Biology I: Cells	4
BI 212	General Biology II: Organisms	4
or BI 213	General Biology III: Populations	
CH 221–222	General Chemistry	8
or CH 224H & CH 225H	Advanced General Chemistry I and Advanced General Chemistry II	
MATH 246–247	Calculus for the Biological Sciences I-II	8
or MATH 251–252	Calculus I-II	
PHYS 201	General Physics	4
or PHYS 251	Foundations of Physics I	
Additional Requirements		
ERTH 334	Sedimentology and Stratigraphy	4
ERTH 350 & ERTH 351 & ERTH 352	Structural Geology and Structural Geology Problems and Structural Geology Laboratory and Field	5
Field Studies:		**12**
ERTH 406	Field Studies: [Topic]	
Select two of the following:		8
ERTH 433	Paleobotany	
ERTH 434	Vertebrate Paleontology	
ERTH 435	Paleopedology	
Electives		
See Electives table for choices		16
Total Credits		**105**

[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 462	Primate Evolution	4
ANTH 466	Primate Feeding and Nutrition	4
ANTH 467	Paleoecology and Human Evolution	4
ANTH 471	Zooarchaeology: [Topic]	4
ANTH 479	Taphonomy: Bones, Bugs, and Burials	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	Organic Chemistry I	4
CH 335	Organic Chemistry II	4
CH 336	Organic Chemistry III	4
CH 411–413	Physical Chemistry	12
CH 431–433	Inorganic Chemistry	12

CH 445	Statistical Mechanics	4
Computer and Information Science		
CIS 210–212	Computer Science I-III	12
CIS 315	Intermediate Algorithms	4
Geography		
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		
ERTH 315	Earth Physics	4
ERTH 316	Introduction to Hydrogeology	4
ERTH 353	Geologic Hazards	4
ERTH 401	Research: [Topic]	1-21
ERTH 403	Thesis	1-6
ERTH 410	Experimental Course: [Topic]	1-5
ERTH 407	Seminar: [Topic]	1-5
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 425–426	Statistical Methods I-II	8
Physics		
PHYS 202	General Physics	4
PHYS 203	General Physics	4
PHYS 204	Introductory Physics Laboratory	2
PHYS 205	Introductory Physics Laboratory	2
PHYS 206	Introductory Physics Laboratory	2
PHYS 253	Foundations of Physics I	4
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
ERTH 101 & ERTH 102 & ERTH 103	Exploring Planet Earth and Exploring Earth's Environment and Exploring Earth History	12
or ERTH 201 & ERTH 202 & ERTH 203	Dynamic Planet Earth and Earth's Surface and Environment and History of Life	
ERTH 311	Earth Materials	5
or ERTH 331	Mineralogy	
or ERTH 332	Introduction to Petrology	
ERTH 315	Earth Physics	4
or ERTH 316	Introduction to Hydrogeology	
ERTH 318	Introduction to Field Methods	3
ERTH 363	Computational Tools for Earth Sciences	4
or CIS 122	Introduction to Programming and Problem Solving	
ERTH 418	Earth and Environmental Data Analysis	4
or MATH 253	Calculus III	
or MATH 343	Statistical Models and Methods	
or MATH 425	Statistical Methods I	
BI 211	General Biology I: Cells	4
BI 212	General Biology II: Organisms	4
or BI 213	General Biology III: Populations	
CH 221–222	General Chemistry	8
or CH 224H & CH 225H	Advanced General Chemistry I and Advanced General Chemistry II	
MATH 246–247	Calculus for the Biological Sciences I-II	8
or MATH 251–252	Calculus I-II	
PHYS 201	General Physics	4
or PHYS 251	Foundations of Physics I	
Additional Requirements		
ERTH 334	Sedimentology and Stratigraphy	4
ERTH 350 & ERTH 351 & ERTH 352	Structural Geology and Structural Geology Problems and Structural Geology Laboratory and Field	5
Field Studies:		**12**
ERTH 406	Field Studies: [Topic]	
Select two of the following:		8
ERTH 433	Paleobotany	
ERTH 434	Vertebrate Paleontology	
ERTH 435	Paleopedology	
Electives		
See Electives table for choices		16
Total Credits		**105**

[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 462	Primate Evolution	4
ANTH 466	Primate Feeding and Nutrition	4
ANTH 467	Paleoecology and Human Evolution	4

ANTH 471	Zooarchaeology: [Topic]	4
ANTH 479	Taphonomy: Bones, Bugs, and Burials	4
Biology		
Courses numbered 306 or higher		
Chemistry		
CH 227–229 or CH 237–239	General Chemistry Laboratory Advanced General Chemistry Laboratory	6
CH 223	General Chemistry III	4
CH 331	Organic Chemistry I	4
CH 335	Organic Chemistry II	4
CH 336	Organic Chemistry III	4
CH 411–413	Physical Chemistry	12
CH 431–433	Inorganic Chemistry	12
CH 445	Statistical Mechanics	4
Computer and Information Science		
CIS 210–212	Computer Science I-III	12
CIS 315	Intermediate Algorithms	4
Geography		
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		
ERTH 315	Earth Physics	4
ERTH 316	Introduction to Hydrogeology	4
ERTH 353	Geologic Hazards	4
ERTH 401	Research: [Topic]	1-21
ERTH 403	Thesis	1-6
ERTH 410	Experimental Course: [Topic]	1-5
ERTH 407	Seminar: [Topic]	1-5
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 425–426	Statistical Methods I-II	8
Physics		
PHYS 202	General Physics	4
PHYS 203	General Physics	4
PHYS 204	Introductory Physics Laboratory	2
PHYS 205	Introductory Physics Laboratory	2
PHYS 206	Introductory Physics Laboratory	2
PHYS 253	Foundations of Physics I	4
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.

Minor in Earth Sciences

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.

Minor Requirements

Code	Title	Credits
Choose one of the following three-course sequences:		**12**
ERTH 101 & ERTH 102 & ERTH 103	Exploring Planet Earth and Exploring Earth's Environment and Exploring Earth History	
ERTH 201 & ERTH 202 & ERTH 203	Dynamic Planet Earth and Earth's Surface and Environment and History of Life	
Choose from the following courses: [1]		**16**
ERTH 213	Geology of National Parks	
ERTH 300 - ERTH 499		
Total Credits		**28**

[1] 16 credits of earth sciences courses (exclusive of independent study courses) must be earned with course numbers greater than ERTH 299 (ERTH 213 is acceptable, however). No more than 8 credits may be applied to the minor from the following list: Geology of National Parks (ERTH 213), The Fossil Record (ERTH 304), Dinosaurs (ERTH 305), Volcanoes and Earthquakes (ERTH 306), Oceanography (ERTH 307), Geology of Oregon and the Pacific Northwest (ERTH 308), Earth Resources and the Environment (ERTH 310).

Undergraduate minors must take all required courses for letter grades and complete them with grades of C– or better.

Graduate Studies in Earth Sciences

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. 868) 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-radiography unit, photomicroscopes, a Leitz Aristophot unit, a fully maintained catalog of foraminifera, an acid room, and a conodont-processing laboratory.

Financial Aid for Graduate Students

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.

Master of Science and Master of Arts in Earth Sciences

Code	Title	Credits
500 or 600 level [1]		24
600-699 level [2]		9
Thesis [3]		9
Remaining Credits [4]		3
Total Credits		**45**

At least 30 credit hours in residence, in the major

1. *Only graded courses apply.* Up to 15 credits may be taken in courses offered outside the department (with advisor approval)
2. May be taken graded or pass/no pass, but only graded courses can apply toward the 24 credits above.
3. GEOL 503. At least 3 thesis credits must be taken in the final term.
4. Can include research, readings, and seminars. Students are expected to register for and attend the department seminar and graduate student seminar (607) each term.

Ph.D. in Earth Sciences

Code	Title	Credits
500 or 600 Level Courses [1]		15
Dissertation [2]		18
Additional Credits [3]		48
Total Credits		**81**

1. Must be taken for grade.
2. GEOL 603, with a minimum of 3 credits must be taken in the last term.
3. 3+ years of full-time study (at least 9 credits/term may include research or reading credits). Students are expected to register for and attend the department seminar and graduate student seminar (607) each term.

Ph.D. students are required to take 15 graded classroom credits at the graduate-level (500-600 level). These courses must be approved by the guidance/dissertation committee chair to ensure that they are geared toward achieving balance between the increasing the breadth of their academic experience and maintaining focus on areas of relevance to their research. They must also take 18 hours of dissertation credits (GEOL 603).

East Asian Languages and Literatures

Rachel DiNitto, Department Head
541-346-4012
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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 or minor 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

Roy Chan, associate professor (modern Chinese and Russian literature). BA, 2002, Washington (Seattle); PhD, 2009, California, Berkeley. (2013)

Weijun Chen, senior instructor (Chinese). BA, 1997, Anhui; MA, 2000, Nanjing. (2008)

Rachel DiNitto, professor (modern Japanese literature, cultural studies). BA, 1988, Pennsylvania; MA, 1996, PhD, 2000, Washington (Seattle). (2015)

Maram Epstein, professor (Ming-Qing vernacular fiction). BA, 1983, MA, 1987, PhD, 1992, Princeton. (1994)

Alisa D. Freedman, professor (modern Japanese literature and film). BA, 1991, Wesleyan; MA, 1995, PhD, 2002, Chicago. (2005)

Yukari Furikado-Koranda, senior instructor (Japanese). BA, 2002, Kobe College; MA, 2010, Oregon. (2010)

Miku Fukasaku, instructor (Japanese). BA, 2006, Tokyo Woman's Christian University; MA, 2016, Carthage College. (2016)

Denise Gigliotti, senior instructor (Chinese). BA, 1995, National Taiwan; MA, 1998, California, Los Angeles. (2002)

Alison Groppe, associate professor (Chinese culture). BA, 1989, Wellesley College; MA, 1995, PhD, 2006, Harvard. (2008)

Reiko Hashimoto, senior instructor (Japanese). BA, 1982, Chukyo; MA, 1992, Minnesota State, Mankato; PhD, 2000, Indiana, Bloomington. (2000)

Luke Habberstad, assistant professor (early Chinese literature). BA, 2003, Yale; MA, 2007, PhD, 2014, California, Berkeley. (2014)

Kaori Idemaru, associate professor (linguistics). BA, 1990, Osaka; MA, 1992, Northern Iowa; PhD, 2005, Oregon. (2008)

Rika Ikei, senior instructor (Japanese). BA, 1992, Kyoto University of Foreign Studies; MA, 1998, West Chester. (2003)

Zhuo Jing-Schmidt, professor (Chinese linguistics). BA, 1992, MA, 1995, Peking; MA, 1997, California, Los Angeles; PhD, 2005, Cologne. (2010)

Jina Kim, assistant professor (Korean literature). BA, 1993, University of Chicago; MA, 2002, University of Washington; MA, 2009, Cornell; PhD, 2006, University of Washington. (2018)

Woojoo Kim, instructor (Korean). BA, 2009, Emporia State University, MA, 2012, University of Washington (2017)

Nayoung Kwon, assistant professor (Korean linguistics). BA, 1997, Korea; MA, 1999, Korea; MA, 2003, California (San Diego); PhD, 2008, California (San Diego). (2020)

Eun Young Lee, instructor (Korean). BE, 1995, Kangnam; MA, 2013, Oregon. (2013)

Fengjun Mao, senior instructor (Chinese). BA, 2000, MA, 2003, East China Normal. (2008).

Naoko Nakadate, senior instructor (Japanese). BA, 1988, Tokyo University of Foreign Studies; MA, 1992, Oregon. (1993)

Yoko O'Brien, senior instructor (Japanese). BA, 1996, Washington State; MA, 2000, Oregon. (2007)

Thomas Glynne Walley, associate professor (early modern Japanese literature). BA, 1996, Brigham Young; MA, 2001, Washington (St. Louis); PhD, 2009, Harvard. (2012)

Yugen Wang, associate professor (classical Chinese poetry and poetics). BA, 1992, Anhui Normal; MA, 1995, Peking; PhD, 2005, Harvard. (2005)

Jean Yuanpeng Wu, senior instructor (Chinese). BA, 1982, China University of Geosciences; MA, 1990, West Virginia; PhD, 1998, Michigan State. (1996)

Emeriti

Stephen W. Durrant, professor emeritus. BA, 1968, Brigham Young; PhD, 1975, Washington (Seattle). (1990)

Michael B. Fishlen, associate professor emeritus. BA, 1965, Knox College; MA, 1968, PhD, 1973, Indiana; JD, 1987, Oregon. (1970)

Angela Jung-Palandri, professor emerita. BA, 1946, Catholic University, Peking; MA, 1949, MLS, 1954, PhD, 1955, Washington (Seattle). (1962)

Stephen W. Kohl, associate professor emeritus. BA, 1967, PhD, 1974, Washington (Seattle). (1972)

Wendy Larson, professor emerita. BA, 1974, Oregon; MA, 1978, PhD, 1984, California, Berkley. (1985)

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**
- **Bachelor of Arts in Japanese**
- U **(**p. 209**)ndergraduate Minors**

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.

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 (http://catalog.uoregon.edu/search/?P=CHN%20301)) or Third-Year Japanese (JPN 301 (http://catalog.uoregon.edu/search/?P=JPN%20301))) must draft an individualized program in conjunction with a department advisor.

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.

Code	Title	Credits
CHN 420/520	Intermediate Language Strategies	4
CHN 421/521	Intermediate Language Strategies	4
CHN 422/522	Intermediate Language Strategies	4
CHN 439/539	Chinese Academic Writing	4
CHN 445/545	Advanced Chinese: [Topic]	4
CHN 480/580	Chinese Linguistics	4

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 (http://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/).

Honors

Graduation with departmental honors is approved for students who

1. Earn a cumulative GPA of 3.50 or better in all UO work
2. Earn a cumulative GPA of 3.75 or better in major course work
3. Complete, under the supervision of a faculty member, a senior thesis to be evaluated by the thesis director and one other faculty member in the department

Students must enroll for at least 6 pass/no pass (P/N) credits in Thesis (CHN 403) or Thesis (JPN 403) in addition to meeting the standard major requirements. Transfer work and P/N credits are not included in determining the GPA.

Honors Thesis in Chinese

With the support of an advisor, students may write a thesis on a Chinese 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 Chinese degree, the thesis must be on a Chinese cultural topic with a suggested length of forty pages.

Thesis Written in Chinese. With an advisor's approval, language-track majors may opt to write a thesis in Chinese with a suggested length of 12,500 characters. Students in the Chinese Flagship Program who are culture majors may petition to have a Chinese-language thesis count toward honors in the department. The thesis must be on a topic that reflects an aspect of Chinese culture.

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 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.

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 overseas study programs in 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 Division of Global Engagement in the Student Services 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 Japan will count toward major requirements.

Kindergarten through Secondary Teaching Careers

Students who are interested in being licensed for K-12 teaching should consult a Tykeson advisor for MA opportunities at UO.

- **Master of Arts in East Asian Languages and Literatures**
- Doctor of Philosophy in East Asian Languages and Literatures **(**p. 213**)**

Graduate Studies

The Department of East Asian Languages and Literatures offers programs of study leading to the degrees of master of arts (MA) and doctor of philosophy (PhD) in East Asian languages and literatures. Students may choose to specialize in Chinese, Japanese, or Korean studies.

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, Japanese and Korean 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.

MA Students Seeking Entry to the PhD Program

If the student also decides to seek admission into the PhD program, the MA examination administered shall include the oral component.

An oral examination shall take place no later than the seventh week of the term in which a request for the degree has been made. It shall consist of a one- to two-hour interview with the faculty committee, which is required to be formed by the student and the advisor before the student takes the comprehensive exam, and shall include evaluation of the following:

- the student's skills in critical thinking, reading, listening, and writing
- the student's ability to formulate a pedagogical approach to topics appropriate to the student's career goals
- a discussion of career options and prospects

The committee shall determine whether the candidate has successfully fulfilled the requirements for the MA degree, and shall confer one of the following grades: *distinction, clear pass, marginal pass*, or *failure*. This determination is independent of the student's candidacy to the PhD program. As in the case of terminal MA students, should the committee determine that the candidate has not been successful, it may recommend that the student be given one additional opportunity to pass the exam during the next academic term.

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.

Chinese 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 listening comprehension, speaking, reading, and writing. Sequence with CHN 106.
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. Sequence with CHN 105.
Prereq: CHN 102 with a grade of A or higher or CHN 105 with a grade of A 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. Sequence with CHN 205, CHN 206.
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. Sequence with CHN 204, CHN 206.
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. Sequence with CHN 204, CHN 205.
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 350. 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 351. 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 380. 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 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable. Topic varies from term to term.

CHN 399L. Special Studies: [Topic]. 4 Credits.
Repeatable. Topic varies from term to term.

CHN 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

CHN 401. Research: [Topic]. 1-21 Credits.
Repeatable.

CHN 403. Thesis. 1-6 Credits.
Repeatable for maximum of 6 credits.

CHN 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

CHN 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.

CHN 407. 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.
Study of contemporary Chinese using written and spoken forms.
Prereq: CHN 303 or equivalent.

CHN 412. Fourth-Year Chinese. 4 Credits.
Study of contemporary Chinese using written and spoken forms.
Prereq: CHN 411.

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 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 439. Chinese Academic Writing. 4 Credits.
Expansion of skills in formal written Chinese to communicate with native speakers about thoughts and professional knowledge. Repeatable three times for a maximum of 16 credits.
Prereq: CHN 420.

CHN 445. Advanced Chinese: [Topic]. 4 Credits.
Focuses on group and individual language study on a specific topic, such as cultural geography of China, religious studies, or business. Repeatable twice for a maximum of 12 credits.
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 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

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 512. Fourth-Year Chinese. 4 Credits.
Repeatable. Study of contemporary Chinese using written and spoken forms.
Prereq: CHN 4/511.

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 Stategies. 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 536. 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 537. 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 539. 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 520.

CHN 545. Advanced Chinese: [Topic]. 4 Credits.
Focuses on group and individual language study on a specific topic, such as cultural geography of China, religious studies, or business. Repeatable twice for a maximum of 12 credits.

CHN 552. 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 580. 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 581. 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 582. 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 601. Research: [Topic]. 1-10 Credits.
Repeatable.

CHN 602. Supervised College Teaching. 1-16 Credits.
Repeatable.

CHN 603. Dissertation. 1-16 Credits.
Repeatable.

CHN 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable as student projects warrant.

CHN 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

CHN 607. 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 609. Practicum: [Topic]. 1-4 Credits.
Repeatable for maximum of 18 credits.

CHN 623. Early Chinese Literature. 5 Credits.
Explores scholarship on and questions raised about early Chinese literary forms; examines notions of ritual, manuscript culture, history, and narrative.

CHN 624. Medieval and Late Imperial Chinese Literature. 5 Credits.
Explores methodological and disciplinary debates central to the study of medieval Chinese literature.

CHN 625. Modern Chinese Literature. 5 Credits.
Introduces some of the major issues, topics and debates in the field of modern Chinese literary studies in the English-speaking academy by surveying a select group of texts by prominent scholars. Concerns include literary form, modernity, revolution, and gender and sexuality.

East Asian Languages and Literatures 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. Languages and Societies in East Asia. 4 Credits.
Introduction to languages and societies in East Asia. Topics include the structure of Chinese, Japanese, and Korean; politeness; intercultural communication; writing; minority and immigrant communities. Taught in English.

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 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 441. Japanese and Korean Syntax. 4 Credits.
Compares and contrasts syntactic characteristics of Japanese and Korean.
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 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 541. Japanese and Korean Syntax. 4 Credits.
Compares and contrasts syntactic characteristics of Japanese and Korean.

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 601. Research: [Topic]. 1-10 Credits.
Repeatable.

EALL 603. Dissertation. 1-16 Credits.
Repeatable.

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 609. Practicum: [Topic]. 1-4 Credits.
Repeatable for maximum of 18 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.

Japanese 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.

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 101 or equivalent.

JPN 103. 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 202 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 203 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.

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.

Korean 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 151M. Introduction to Korean Cinema. 4 Credits.
Surveys Korean national cinema, from the earliest days of the medium to the present. Multilisted with CINE 151M.

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.
Continued development of skills in speaking, reading, and writing Korean. Introduction of additional characters.
Prereq: KRN 202.

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 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 362M. 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. Multilisted with CINE 362M.

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 503. Thesis. 1-6 Credits.
Repeatable.

KRN 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

KRN 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

KRN 609. Practicum: [Topic]. 1-4 Credits.
Repeatable for maximum of 18 credits.

Bachelor of Arts in Chinese

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.

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.

The Bachelor of Arts in Chinese comes with three options: Culture-Intensive, Language-Intensive, and Linguistics-Intensive.

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.

Code	Title	Credits
CHN 301	Third-Year Chinese	5
CHN 302	Third-Year Chinese	5
CHN 303	Third-Year Chinese	5
CHN 495	Senior Capstone in Chinese Culture: [Topic] [2]	4
Select three of the following, with two in upper division. These three courses must be taken in residence on the UO campus from the Department of East Asian Languages and Literatures.		12
CHN 150	Introduction to Chinese Narrative	
CHN 151	Introduction to Chinese Film	
CHN 152	Introduction to Chinese Popular Culture	
CHN 305	History of Chinese Literature	
CHN 306	History of Chinese Literature	
CHN 307	History of Chinese Literature	
CHN 308	Literature of Modern Taiwan	
Four upper-division courses [1]		16
Total Credits		**47**

1. Courses must be in Chinese language, culture, literature, linguistics, film, or other advisor-approved areas taken from this or other departments. Of these, at least three must be from the Department of East Asian Languages and Literatures, with two having the CHN subject code. A third non-Chinese course chosen from within the department may also count toward the culture-intensive option.
2. Students may substitute a 400- or 500-level Chinese culture course for Senior Capstone in Chinese Culture: [Topic] (CHN 495) with advisor approval.

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.

Code	Title	Credits
CHN 301	Third-Year Chinese	5
CHN 302	Third-Year Chinese	5
CHN 303	Third-Year Chinese	5
Select three of the following:		12
CHN 305	History of Chinese Literature	
CHN 306	History of Chinese Literature	
CHN 307	History of Chinese Literature	
CHN 308	Literature of Modern Taiwan	
CHN 480	Chinese Linguistics	
CHN 436	Literary Chinese	4
CHN 437	Literary Chinese	4
Select three of the following:		12
CHN 411	Fourth-Year Chinese	
CHN 412	Fourth-Year Chinese	
CHN 413	Modern Chinese Texts: [Topic]	
CHN 439	Chinese Academic Writing	
Total Credits		**47**

Bachelor of Arts in Chinese: Linguistics-Intensive Option

Code	Title	Credits
CHN 301	Third-Year Chinese	5
CHN 302	Third-Year Chinese	5
CHN 303	Third-Year Chinese	5
Select two of the following:		8
CHN 411	Fourth-Year Chinese	
CHN 412	Fourth-Year Chinese	
CHN 413	Modern Chinese Texts: [Topic]	
CHN 420	Intermediate Language Strategies	
CHN 421	Intermediate Language Strategies	
CHN 422	Intermediate Language Strategies	
CHN 439	Chinese Academic Writing	
CHN 445	Advanced Chinese: [Topic]	
Select three of the following linguistics survey courses:		12
CHN 480	Chinese Linguistics	
CHN 482	History of the Chinese Language	
EALL 209	Languages and Societies in East Asia	
LING 301	Introduction to Linguistics Analysis	
Select two of the following:		8
CHN 481	Pedagogical Grammar of Chinese	
CHN 482	History of the Chinese Language	
CHN 436	Literary Chinese	
CHN 437	Literary Chinese	
EALL 442	Second-Language Acquisition	
EALL 443	Chinese, Japanese, and Korean Pedagogy	
EALL 407	Seminar: [Topic]	1-4
One advisor-approved elective in courses with the subject codes EALL, CHN, and LING		4
Total Credits		**48-51**

Four-Year Degree Plans

Sample Cultural-Intensive Option (p. 203)

Sample Language-Intensive Option (p. 203)

Sample Linguistics-Intensive Option (p. 204)

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 Chinese: Culture-Intensive Option

Course	Title	Credits	Milestones
First Year			
Fall			
CHN 101	First-Year Chinese	5	
WR 121	College Composition I	4	
Group-satisfying courses		8	
	Credits	**17**	
Winter			
CHN 102	First-Year Chinese	5	
One of the major survey courses, lower-division (150, 151, 152)		4	
WR 122 or WR 123	College Composition II or College Composition III	4	
Group-satisfying course		4	
	Credits	**17**	
Spring			
CHN 103	First-Year Chinese	5	
Group-satisfying courses		12	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Second Year			
Fall			
CHN 201	Second-Year Chinese	5	
One of the major survey courses (150, 151, 305, 306, 307, 308)		4	
Group-satisfying courses		8	
	Credits	**17**	
Winter			
CHN 202	Second-Year Chinese	5	
One of the major survey courses (150, 151, 305, 306, 307, 308)		4	
Group-satisfying courses		8	
	Credits	**17**	
Spring			
CHN 203	Second-Year Chinese	5	
One of the major survey courses (150, 151, 305, 306, 307, 308)		4	
Group-satisfying courses		8	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Third Year			
Fall			
CHN 301	Third-Year Chinese	5	
Upper-division elective course		4	
Electives		8	
	Credits	**17**	
Winter			
CHN 302	Third-Year Chinese	5	
Upper-division elective course		4	
Electives		8	
	Credits	**17**	
Spring			
CHN 303	Third-Year Chinese	5	Complete third-year language requirements
Upper-division elective course		4	
Electives		8	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Upper-division elective course		4	Complete upper-division electives requirement
Electives		12	
	Credits	**16**	
Winter			
Electives		16	
	Credits	**16**	
Spring			
Electives		16	
	Credits	**16**	
	Total Credits	**48**	

Bachelor of Arts in Chinese: Language-Intensive Option

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.

Course	Title	Credits	Milestones
First Year			
Fall			
CHN 101	First-Year Chinese	5	

WR 121	College Composition I		4
Group-satisfying courses			8
	Credits		**17**
Winter			
CHN 102	First-Year Chinese		5
WR 122 or WR 123	College Composition II or College Composition III	Complete writing requiremer	4
Group-satisfying courses			8
	Credits		**17**
Spring			
CHN 103	First-Year Chinese		5
Group-satisfying courses			12
	Credits		**17**
	Total Credits		**51**

Course	Title	Credits	Milestones
Second Year			
Fall			
CHN 201	Second-Year Chinese	5	
One of the major survey courses (EALL 209, CHN 480, CHN 482)		4	
Group-satisfying courses		8	
	Credits	**17**	
Winter			
CHN 202	Second-Year Chinese	5	
One of the major survey courses (EALL 209, CHN 480, CHN 482)		4	
Group-satisfying courses		8	
	Credits	**17**	
Spring			
CHN 203	Second-Year Chinese	5	Complete lower-division language courses
One of the major survey courses (EALL 209, CHN 480, CHN 482)		4	Complete major survey requiremer
Group-satisfying course		4	Complete group requirements
Elective course		4	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Third Year			
Fall			
CHN 301	Third-Year Chinese	5	
Electives		12	
	Credits	**17**	
Winter			
CHN 302	Third-Year Chinese	5	
Electives		12	
	Credits	**17**	
Spring			
CHN 303	Third-Year Chinese	5	Complete third-year language courses
Electives		12	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
CHN 411 or CHN 420	Fourth-Year Chinese or Intermediate Language Strategies	4	
CHN 436	Literary Chinese	4	
Electives		8	
	Credits	**16**	
Winter			
CHN 412 or CHN 421	Fourth-Year Chinese or Intermediate Language Strategies	4	
CHN 437	Literary Chinese	4	Complete literary Chinese requiremer
Electives		8	
	Credits	**16**	
Spring			
CHN 413 or CHN 422	Modern Chinese Texts: [Topic] or Intermediate Language Strategies	4	Complete fourth-year language requirement
Electives		12	
	Credits	**16**	
	Total Credits	**48**	

Bachelor of Arts in Chinese: Linguistic-Intensive Option

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.

Course	Title	Credits	Milestones
First Year			
Fall			
CHN 101	First-Year Chinese	5	
WR 121	College Composition I	4	
Group-satisfying courses		8	
	Credits	**17**	

Winter			
CHN 102	First-Year Chinese		5
WR 122 or WR 123	College Composition II or College Composition III	Complete writing requiremer	4
Group-satisfying courses			8
	Credits		**17**
Spring			
CHN 103	First-Year Chinese		5
Group-satisfying courses			12
	Credits		**17**
	Total Credits		**51**

Course	Title		Credits Milestones
Second Year			
Fall			
CHN 201	Second-Year Chinese		5
One major survey course (EALL 209, LING 301, CHN 480, CHN 482)			4
Group-satisfying courses			8
	Credits		**17**
Winter			
CHN 202	Second-Year Chinese		5
One major survey course - EALL 209, LING 301, CHN 480 or CHN 482			4
Group-satisfying courses			8
	Credits		**17**
Spring			
CHN 203	Second-Year Chinese	Complete lower-division language courses	5
One major survey course (EALL 209, LING 301, CHN 480, CHN 482)		Complete major survey requiremer	4
Group-satisfying course		Complete group requirements	4
Elective course			4
	Credits		**17**
	Total Credits		**51**

Course	Title		Credits Milestones
Third Year			
Fall			
CHN 301	Third-Year Chinese		5
Electives			12
	Credits		**17**
Winter			
CHN 302	Third-Year Chinese		5
Electives			12
	Credits		**17**
Spring			
CHN 303	Third-Year Chinese	Complete third year language requirement	5
Upper-division elective course with CHN, JPN, EALL, or KRN subject code		Complete upper-division elective requiremer	4
Electives			8
	Credits		**17**
	Total Credits		**51**

Course	Title		Credits Milestones
Fourth Year			
Fall			
Upper-division Chinese language course			4
Advisor-approved upper-division linguistics-literacy course (CHN 436, 437, EALL 440, 442, 443, 486)			4
Electives			8
	Credits		**16**
Winter			
Upper-division Chinese language course		Complete 400-level language requirements	4
Advisor-approved upper-division linguistics course (CHN 481, EALL 440, 442, 443, 486)		Complete advisor-approved upper division linguistics courses with EALL subject code from list	4
Electives			8
	Credits		**16**
Spring			
Additional advisor-approved upper-division linguistics course with EALL subject code		Complete additional advisor-approved upper-division EALL linguistics courses	4
Electives			12
	Credits		**16**
	Total Credits		**48**

Bachelor of Arts in Japanese

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.

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.

The Bachelor of Arts in Japanese comes with three options: Culture-Intensive, Language-Intensive, and Linguistics-Intensive.

Bachelor of Arts in Japanese: Culture-Intensive Option

At least five of the required courses must be completed within the Department of East Asian Languages and Literatures.

Code	Title	Credits
JPN 301	Third-Year Japanese	5
JPN 302	Third-Year Japanese	5
JPN 303	Third-Year Japanese	5
Select two of the following:		8
JPN 411	Fourth-Year Spoken Japanese	
JPN 412	Fourth-Year Spoken Japanese	
JPN 413	Fourth-Year Spoken Japanese	
JPN 414	Fourth-Year Reading and Writing Japanese	
JPN 415	Fourth-Year Reading and Writing Japanese	
JPN 416	Fourth-Year Reading and Writing Japanese	
JPN 434	Advanced Readings in Japanese Literature	
JPN 435	Advanced Readings in Japanese Literature	
JPN 436	Advanced Readings in Japanese Literature	
JPN 437	Classical Japanese Literary Language	
JPN 455	Japanese Business Culture and Language	
Select two of the following:		8
JPN 305	Introduction to Japanese Literature	
JPN 306	Introduction to Japanese Literature	
JPN 307	Introduction to Japanese Literature	
JPN 315	Introduction to Japanese Linguistics	
Four upper-division courses [1]		16
Total Credits		**47**

[1] Courses must be in Japanese culture, literature, linguistics, film, or other advisor-approved areas taken from this or other departments. Of these, at least three must be from the Department of East Asian Languages and Literatures, with two having the JPN subject code. A third non-JPN course chosen from within the department may also count toward the culture-intensive option.

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.

Code	Title	Credits
JPN 301	Third-Year Japanese	5
JPN 302	Third-Year Japanese	5
JPN 303	Third-Year Japanese	5
JPN 411	Fourth-Year Spoken Japanese	4
JPN 412	Fourth-Year Spoken Japanese	4
JPN 414	Fourth-Year Reading and Writing Japanese	4
JPN 415	Fourth-Year Reading and Writing Japanese	4
JPN 413	Fourth-Year Spoken Japanese	4
or JPN 416	Fourth-Year Reading and Writing Japanese	
Select two of the following:		8
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 course [1]		4
Total Credits		**47**

[1] Courses must have the JPN subject code. Courses outside the department require advisor approval.

Bachelor of Arts in Japanese: Linguistics-Intensive Option

At least five of the required courses must be completed in the Department of East Asian Languages and Literatures.

Code	Title	Credits
JPN 301	Third-Year Japanese	5
JPN 302	Third-Year Japanese	5
JPN 303	Third-Year Japanese	5
Select two of the following:		8
JPN 411	Fourth-Year Spoken Japanese	
JPN 412	Fourth-Year Spoken Japanese	
JPN 413	Fourth-Year Spoken Japanese	
JPN 414	Fourth-Year Reading and Writing Japanese	
JPN 415	Fourth-Year Reading and Writing Japanese	
JPN 416	Fourth-Year Reading and Writing Japanese	
JPN 434	Advanced Readings in Japanese Literature	
JPN 435	Advanced Readings in Japanese Literature	
JPN 436	Advanced Readings in Japanese Literature	
JPN 437	Classical Japanese Literary Language	
Select three of the following:		12
EALL 209	Language and Society in East Asia	
JPN 315	Introduction to Japanese Linguistics	
LING 301	Introduction to Linguistics Analysis	
EALL 440	Japanese and Korean Phonetics	
EALL 441	Japanese and Korean Syntax	

Three upper-division courses [1]	12
Total Credits	**47**

[1] At least two courses must be EALL linguistics courses. All of them require advisor approval.

Four-Year Degree Plans

Sample Cultural-Intensive Option (p. 207)

Sample Language-Intensive Option (p. 208)

Sample Linguistics-Intensive Option (p. 209)

Bachelor of Arts in Japanese: Cultural-Intensive Option

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.

Course	Title		Credits Milestones
First Year			
Fall			
JPN 101	First-Year Japanese		5
WR 121	College Composition I		4
Group-satisfying courses			8
	Credits		**17**
Winter			
JPN 102	First-Year Japanese		5
WR 122 or WR 123	College Composition II or College Composition III	Complete writing requiremer	4
Group-satisfying courses			8
	Credits		**17**
Spring			
JPN 103	First-Year Japanese		5
Group-satisfying courses			12
	Credits		**17**
	Total Credits		**51**

Course	Title		Credits Milestones
Second Year			
Fall			
JPN 201	Second-Year Japanese		5
One major survey course (JPN 305, 306, 307, 315)			4
Group-satisfying courses			8
	Credits		**17**
Winter			
JPN 202	Second-Year Japanese		5
One major survey course (JPN 305, 306, 307, 315)		Complete major survey requiremer	4
Group-satisfying course			8
	Credits		**17**
Spring			
JPN 203	Second-Year Japanese	Complete lower-division language requirement	5
Upper-division elective course			4
Group-satisfying course		Complete group requirements	4
Elective course			4
	Credits		**17**
	Total Credits		**51**

Course	Title		Credits Milestones
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
Electives			8
	Credits		**17**
Spring			
JPN 303	Third-Year Japanese	Complete third-year language requirement	5
Upper-division elective course		Complete upper-division elective requiremer	4
Electives			8
	Credits		**17**
	Total Credits		**51**

Course	Title		Credits Milestones
Fourth Year			
Fall			
One 400-level Japanese language course			4
Electives			12
	Credits		**16**
Winter			
One 400-level Japanese language course		Complete fourth-year language requiremer	4
Electives			8
	Credits		**12**

Spring		
Electives		16
	Credits	**16**
	Total Credits	**44**

Bachelor of Arts in Japanese: Language-Intensive Option

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.

Course	Title	Credits Milestones	
First Year			
Fall			
JPN 101	First-Year Japanese		5
WR 121	College Composition I		4
Group-satisfying courses			8
	Credits		**17**
Winter			
JPN 102	First-Year Japanese		5
WR 122 or WR 123	College Composition II or College Composition III	Complete writing requiremer	4
Group-satisfying courses			8
	Credits		**17**
Spring			
JPN 103	First-Year Japanese		5
Group-satisfying courses			12
	Credits		**17**
	Total Credits		**51**

Course	Title	Credits Milestones	
Second Year			
Fall			
JPN 201	Second-Year Japanese		5
One major survey course (JPN 305, 306, 307, 315)			4
Group-satisfying course			8
	Credits		**17**
Winter			
JPN 202	Second-Year Japanese		5
One major survey course (JPN 305, 306, 307, 315)		Complete major survey requiremer	4
Group-satisfying course			8
	Credits		**17**
Spring			
JPN 203	Second-Year Japanese	Complete lower-division language requirement	5
Upper-division elective		Complete upper division elective	4
Group-satisfying course		Complete group requirements	4
Elective course			4
	Credits		**17**
	Total Credits		**51**

Course	Title	Credits Milestones	
Third Year			
Fall			
JPN 301	Third-Year Japanese		5
Electives			12
	Credits		**17**
Winter			
JPN 302	Third-Year Japanese		5
Electives			12
	Credits		**17**
Spring			
JPN 303	Third-Year Japanese	Complete third-year language courses	5
Electives			12
	Credits		**17**
	Total Credits		**51**

Course	Title	Credits Milestones	
Fourth Year			
Fall			
JPN 411	Fourth-Year Spoken Japanese		4
JPN 414	Fourth-Year Reading and Writing Japanese		4
Electives			8
	Credits		**16**
Winter			
JPN 412	Fourth-Year Spoken Japanese		4
JPN 415	Fourth-Year Reading and Writing Japanese		4
Electives			8
	Credits		**16**
Spring			
JPN 413 or JPN 416	Fourth-Year Spoken Japanese or Fourth-Year Reading and Writing Japanese	Complete fourth-year language requirement	4
Electives			12
	Credits		**16**
	Total Credits		**48**

Bachelor of Arts in Japanese: Language-Intensive Option

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.

Course	Title		Credits Milestones
First Year			
Fall			
JPN 101	First-Year Japanese		5
WR 121	College Composition I		4
Group-satisfying courses			8
	Credits		**17**
Winter			
JPN 102	First-Year Japanese		5
WR 122 or WR 123	College Composition II or College Composition III	Complete writing requiremer	4
Group-satisfying courses			8
	Credits		**17**
Spring			
JPN 103	First-Year Japanese		5
Group-satisfying courses			12
	Credits		**17**
	Total Credits		**51**

Course	Title		Credits Milestones
Second Year			
Fall			
JPN 201	Second-Year Japanese		5
One major survey course (JPN 305, 306, 307, 315)			4
Group-satisfying course			8
	Credits		**17**
Winter			
JPN 202	Second-Year Japanese		5
One major survey course (JPN 305, 306, 307, 315)		Complete major survey requiremer	4
Group-satisfying course			8
	Credits		**17**
Spring			
JPN 203	Second-Year Japanese	Complete lower-division language requirement	5
Upper-division elective		Complete upper division elective	4
Group-satisfying course		Complete group requirements	4
Elective course			4
	Credits		**17**
	Total Credits		**51**

Course	Title		Credits Milestones
Third Year			
Fall			
JPN 301	Third-Year Japanese		5
Electives			12
	Credits		**17**
Winter			
JPN 302	Third-Year Japanese		5
Electives			12
	Credits		**17**
Spring			
JPN 303	Third-Year Japanese	Complete third-year language courses	5
Electives			12
	Credits		**17**
	Total Credits		**51**

Course	Title		Credits Milestones
Fourth Year			
Fall			
JPN 411	Fourth-Year Spoken Japanese		4
JPN 414	Fourth-Year Reading and Writing Japanese		4
Electives			8
	Credits		**16**
Winter			
JPN 412	Fourth-Year Spoken Japanese		4
JPN 415	Fourth-Year Reading and Writing Japanese		4
Electives			8
	Credits		**16**
Spring			
JPN 413 or JPN 416	Fourth-Year Spoken Japanese or Fourth-Year Reading and Writing Japanese	Complete fourth-year language requirement	4
Electives			12
	Credits		**16**
	Total Credits		**48**

Minors in East Asian Languages and Literatures

Minors

The East Asian Languages and Literatures department offers undergraduate minors in Chinese, Japanese, and Korean.

Minor in Chinese

The Chinese minor requires a minimum of six upper-division courses (24 graded credits), which must consist of at least three language courses, two courses in literature, linguistics, and/or culture, and a sixth course with a CHN or EALL subject code. 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.

Code	Title	Credits
Modern Chinese language—a minimum of three courses, at third-year level or higher, chosen from the following:		
CHN 301	Third-Year Chinese	
CHN 302	Third-Year Chinese	
CHN 303	Third-Year Chinese	
CHN 411	Fourth-Year Chinese	
CHN 412	Fourth-Year Chinese	
CHN 413	Modern Chinese Texts: [Topic]	
Culture, literature, film, linguistics—a minimum of two courses chosen from the following		
CHN 305	History of Chinese Literature	
CHN 306	History of Chinese Literature	
CHN 307	History of Chinese Literature	
CHN 308	Literature of Modern Taiwan	
CHN 480	Chinese Linguistics	

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 upper-division courses (a minimum of 24 graded credits), which must consist of at least 3 language courses, 2 courses in literature, linguistics, and/or culture, and a sixth course that has any JPN or EALL subject code. At least three of the six courses must be taken in residence on the University of Oregon campus form the Department of East Asian Languages and Literatures.

Code	Title	Credits
Japanese language—a minimum of three courses, at third-year level or higher, chosen from the following:		
JPN 301	Third-Year Japanese	
JPN 302	Third-Year Japanese	
JPN 303	Third-Year Japanese	
JPN 411	Fourth-Year Spoken Japanese	
JPN 412	Fourth-Year Spoken Japanese	
JPN 413	Fourth-Year Spoken Japanese	
JPN 414	Fourth-Year Reading and Writing Japanese	
JPN 415	Fourth-Year Reading and Writing Japanese	
JPN 416	Fourth-Year Reading and Writing Japanese	
JPN 434	Advanced Readings in Japanese Literature	
JPN 435	Advanced Readings in Japanese Literature	
JPN 436	Advanced Readings in Japanese Literature	
JPN 437	Classical Japanese Literary Language	
JPN 455	Japanese Business Culture and Language	
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 six upper-division courses (24 graded credits), which must consist of at least three language courses, two courses in literature, linguistics, and/or culture, and a sixth course with a KRN or EALL subject code. 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.

Code	Title	Credits
Korean language—a mimimum 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 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.

Master of Arts in East Asian Languages and Literatures

The Department of East Asian Languages and Literatures offers programs of study leading to the degrees of master of arts (MA) and doctor of philosophy (PhD) in East Asian languages and literatures. Students may choose to specialize in Chinese Studies, Japanese Studies, Korean studies, or Linguistics.

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, Japanese and Korean 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.

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.

Code	Title	Credits
CHN 623	Early Chinese Literature	5
CHN 624	Medieval and Late Imperial Chinese Literature	5
CHN 625	Modern Chinese Literature	5
EALL 611	Critical Approaches	2
Five seminars on Chinese subject matter (at least three with the CHN subject code)		20
Two graduate courses in linguistics, literary theory, or another literature (advisor approved); as appropriate, these courses may count toward the five Chinese seminars		
One course in language pedagogy, Asian history, or another field relevant to student's career objectives (advisor approved); as appropriate, may count as one of the five Chinese seminars [1]		
CHN 503	Thesis [2]	9
Total Credits		**46**

1. Reading and Conference: [Topic] (CHN 605) may be counted toward the fourteen required courses, with advisor approval.
2. 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.

Code	Title	Credits
CHN 623	Early Chinese Literature	5
CHN 624	Medieval and Late Imperial Chinese Literature	5
CHN 625	Modern Chinese Literature	5
EALL 611	Critical Approaches	2
Five seminars on Chinese subject matter (at least three with the CHN subject code)		20
Two graduate courses in linguistics, literary theory, or another literature (advisor approved); as appropriate, may count toward the five Chinese seminars		
One course in language pedagogy, Asian history, or another field relevant to student's career objectives (advisor approved); as appropriate, may count as one of the five Chinese seminars [1]		
Total Credits		**37**

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:

Code	Title	Credits
Six courses in Japanese studies		24
Two courses in methodology-theory		8
Two East Asian–related courses, which may be taught outside of the department		8
Select one of the following:		4
JPN 537	Classical Japanese Literary Language	
JPN 534	Advanced Readings in Japanese Literature	
Course in the Japanese Global Scholars Program [1]		4
Total Credits		**48**

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).

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.

The faculty committee administering the examination 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 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 committee determine that the candidate has not been successful, its members 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.

Code	Title	Credits
Three courses in the Korean sector		12
Four Korea-related courses, which may be taught outside the department		16
Five advisor-approved electives with the subject code EALL		20
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 of 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.

Code	Title	Credits
EALL 611	Critical Approaches	2
Core Courses (Chinese Focus)		
Choose four from the following:		16
CHN 580	Chinese Linguistics	
CHN 581	Pedagogical Grammar of Chinese	
EALL 542	Second-Language Acquisition	
EALL 543	Chinese, Japanese, and Korean Pedagogy	
EALL 680	Linguistics Research and Bibliography	
Core Courses (Japanese Focus)		
Choose four from the following:		16
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:		16
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 four of the following:		16

CHN 582	History of the Chinese Language	
CHN 507	Seminar: [Topic] (Figurative Language)	
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		16

[1] Must be taken by all graduate students during first term.

Doctor of Philosophy in East Asian Languages and Literatures

The Department of East Asian Languages and Literatures offers programs of study leading to the degrees of master of arts (MA) and doctor of philosophy (PhD) in East Asian languages and literatures. Students may choose to specialize in Chinese, Japanese, or Korean studies.

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, Japanese and Korean 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.

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.

Code	Title	Credits
Six courses in Chinese literature, linguistics, or film		
CHN 623	Early Chinese Literature	5
CHN 624	Medieval and Late Imperial Chinese Literature	5
CHN 625	Modern Chinese Literature	5
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.

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.

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.

Code	Title	Credits
Four courses in Japanese studies		
Two courses in methodology-theory, preferably in Japanese studies [1]		
Japanese linguistics or teaching methodology course		
Two courses chosen in consultation with advisor [1]		

[1] At least one of the two must be in EALL

Other electives may be taken outside the department 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.

PhD in East Asian Languages and Literatures, Korean Studies

The PhD degree in East Asian languages and literatures with a specialization in Korean studies requires nine to twelve graduate-level courses depending on the student's background or preparation at the time

of admission to the PhD program. The program will be customized in consultation with the student's advisor.

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.

Code	Title	Credits
Choose three or more core courses in East Asian linguistics:		
CHN 580	Chinese Linguistics	
EALL 540	Japanese and Korean Phonetics	
EALL 541	Japanese and Korean Syntax	
EALL 680	Linguistics Research and Bibliography	
Choose three or more electives in East Asian linguistics:		
CHN 581	Pedagogical Grammar of Chinese	
CHN 582	History of the Chinese Language	
EALL 543	Chinese, Japanese, and Korean Pedagogy	
KRN 510	Experimental Course: [Topic]	
EALL 542	Second-Language Acquisition	
CHN 603	Dissertation	
JPN 603	Dissertation	

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.

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 defend their dissertation prospectus within one academic term after the completion of doctoral course work.

Economics

Jeremy Piger, 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)

Jose Carreno, assistant professor (macroeconomics). BA, 2012, Castilla-La Mancha; M.Phil, 2014, CEMFI; MA, 2016, PhD 2020, Northwestern.

Shankha Chakraborty, professor (growth and development, macroeconomics). BS, 1992, Presidency; MA, 1994, Delhi School of Economics; PhD, 1999, California, Los Angeles. (1999)

Mark Colas, assistant professor (public economics and urban economics). BA, 2009, California, Davis; MS, 2013, PhD, 2017, Wisconsin, Madison. (2017)

Anca D. Cristea, associate professor (international economics, industrial organization, applied econometrics). BA, 2003, Babes-Bolyai; MA, 2005, Clemson; PhD, 2010, Purdue, West Lafayette. (2010)

Jonathan M. V. Davis, assistant professor (applied microeconomics, labor economics). BA, 2009, PhD, 2016, Chicago. (2018)

Timothy A. Duy, assistant professor with title of professor of practice (macroeconomics, monetary policy, international finance); director, Oregon Economic Forum. BA, 1991, Puget Sound; MS, PhD, 1998, Oregon. (2002)

Christopher J. Ellis, professor (applied economic theory, public economics, political economy). BA, 1978, Essex; MA, 1979, PhD, 1983, Warwick. (1983)

David Evans, assistant professor (macroeconomics, computational economics, public finance). BS, 2008, Stanford; PhD, 2015, New York. (2015)

George W. Evans, professor (econometrics, macroeconomics); John Hamacher Chair in Economics. BA, 1972, Oxford; BA, 1974, MA, 1976, PhD, 1980, California, Berkeley. (1994)

Benjamin Hansen, W. E. Miner Professor in Economics (labor economics, public economics, econometrics); associate professor. BA, 2004, Brigham Young; MA, 2005, PhD, 2009, California, Santa Barbara. (2010)

William T. Harbaugh, professor (public economics, behavioral economics, neuroeconomics). BS, 1983, MS, 1986, Montana State; PhD, 1995, Wisconsin, Madison. (1995)

Van Kolpin, professor (microeconomic theory, game theory, social choice theory). BA, 1982, Coe; MS, 1983, MA, 1984, PhD, 1986, Iowa. (1986)

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)

Bruce McGough, professor (macroeconomics). BA, 1991, Reed; MS, 1993, PhD, 2000, Oregon. (2012)

Keaton Miller, assistant professor (industrial organization, health economics, applied econometrics). BS, 2008, Wisconsin, Madison; PhD, 2015, Minnesota, Twin Cities. (2015)

Jeremy M. Piger, professor (macroeconomics, econometrics). BA, 1996, Seattle Pacific; MA, 1998, PhD, 2000, Washington (Seattle). (2006)

Edward A. Rubin, assistant professor (environmental and energy, development economics, econometrics and data science). BS, 2007, MS, 2013, Nebraska, Lincoln; MS, 2015, PhD, 2018, California, Berkeley. (2018)

Michael B. Urbancic, senior instructor (behavioral economics, experimental economics, economic history). BA, BA, BS, 2002, Arizona; MA, 2007, PhD, 2012, California, Berkeley. (2012)

Anne van den Nouweland, professor (game theory, microeconomic theory). BA, 1984, MA, 1989, Nijmegen; PhD, 1993, Tilburg. (1996)

Glen R. Waddell, professor (applied econometrics, industrial organization, labor economics). BS, 1995, Trent; MS, 1996, Miami; PhD, 2000, Purdue. (2001)

Woan Foong Wong, assistant professor (international economics, international trade). BA, 2009, Oberlin; MS, 2013, PhD, 2017, Wisconsin, Madison. (2017)

Jiabin Wu, assistant professor (experimental economics, behavior economics, political economy). BA, 2008, Hong Kong; MS, 2010, PhD, 2014, Wisconsin, Madison. (2014)

Eric Y. Zou, assistant professor (environmental economics, health economics). BS, 2012, East China Normal; MS, 2013, PhD, 2018, Illinois, Urbana-Champaign. (2018)

Emeriti

Trudy Ann Cameron, professor emerita. BA, 1977, British Columbia; PhD, 1982, Princeton. (2001)

Henry N. Goldstein, professor emeritus. BA, 1950, North Carolina, Chapel Hill; MS, 1953, PhD, 1967, Johns Hopkins. (1967)

Jo Anna Gray, professor emerita. BA, 1971, Rockford; AM, 1973, PhD, 1976, Chicago. (1989)

Stephen E. Haynes, professor emeritus. BA, 1968, PhD, 1976, California, Santa Barbara. (1978)

Peter J. Lambert, professor emeritus. PhD, 1971, Oxford. (2002)

Joe A. Stone, professor emeritus. BA, 1970, Texas, El Paso; MA, 1974, PhD, 1977, Michigan State. (1979)

Mark A. Thoma, professor emeritus. BA, 1980, California State, Chico; PhD, 1985, Washington State. (1987)

W. Ed Whitelaw, professor emeritus. BA, 1963, Montana; PhD, 1968, Massachusetts Institute of Technology. (1967)

Wesley W. Wilson, professor emeritus. BS, BA, 1980, North Dakota; MA, 1984, PhD, 1986, Washington State. (1989)

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

Code	Title	Credits
EC 201	Introduction to Economic Analysis: Microeconomics	4
EC 202	Introduction to Economic Analysis: Macroeconomics	4
EC 313	Intermediate Macroeconomic Theory	4
EC 320	Introduction to Econometrics	4
EC 380	International Economic Issues	4
EC 421	Introduction to Econometrics	4

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.

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.

Code	Title	Credits
EC 201 & EC 202	Introduction to Economic Analysis: Microeconomics and Introduction to Economic Analysis: Macroeconomics [1]	8
MATH 251–252 or MATH 261–262	Calculus I-II [2] Calculus with Theory I-II	8
EC 423–424	Econometrics [1,3]	8
EC 411 & EC 413	Advanced Microeconomic Theory and Advanced Macroeconomic Theory [4,5]	8
Economics courses numbered 300 or above [3,4]		28
Any upper-division mathematics course in statistics in place of MATH 243		4

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.

Well prepared undergraduate Economics majors with Junior or Senior status are eligible to apply to the Accelerated Master's Degree Program in Economics (http://catalog.uoregon.edu/arts_sciences/economics/#graduatestudiestext).

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.

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

Course	Title		Credits
Milestones			
First Year			
Fall			
MATH 111	College Algebra	math placement test	4
WR 121	College Composition I		4
General-education course in social science			4
First term of first-year second-language sequence		Language placement test	5
	Credits		**17**
Winter			
EC 201	Introduction to Economic Analysis: Microeconomics		4
MATH 241 or MATH 251	Calculus for Business and Social Science I or Calculus I		4
General-education course in social science			4
Second term of first-year second-language sequence			5
	Credits		**17**
Spring			
WR 122 or WR 123	College Composition II or College Composition III	Complete writing req	4

EC 202	Introduction to Economic Analysis: Macroeconomics	EC 201 & 202 complete	4
MATH 242 or MATH 252	Calculus for Business and Social Science II or Calculus II		4
Third term of first-year second-language sequence			5
	Credits		**17**
	Total Credits		**51**

Course	Title	Credits	Milestones
Second Year			
Fall			
MATH 243	Introduction to Methods of Probability and Statistics	4	
EC 311	Intermediate Microeconomic Theory	4	
General-education course in social science		4	
First term of second-year second-language sequence		5	
	Credits	**17**	
Winter			
EC 313	Intermediate Macroeconomic Theory	4	
General-education course in science		4	
Multicultural course		4	
Second term of second-year second-language sequence		5	
	Credits	**17**	
Spring			
EC 320	Introduction to Econometrics	4	EC 311, 313, & 320 complete
General-education course in arts and letters		4	
Multicultural course		4	
Third term of second-year second-language sequence		5	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Third Year			
Fall			
Upper-division EC course		4	
Group-satisfying course in arts and letters		4	
Elective courses		8	
	Credits	**16**	
Winter			
EC 421	Introduction to Econometrics	4	
Upper-division EC course		4	
Group-satisfying course in arts and letters		4	
Elective course		4	
	Credits	**16**	
Spring			
Upper-division EC course		4	
Group-satisfying course in arts and letters		4	
Elective courses		8	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Upper-division EC course		4	
Elective courses		8	
	Credits	**12**	
Winter			
Upper-division EC courses		8	
Elective courses		4	
	Credits	**12**	
Spring			
Upper-division EC course		4	
Elective courses		8	
	Credits	**12**	
	Total Credits	**36**	

Bachelor of Science in Economics

Course	Title	Credits	Milestones
First Year			
Fall			
BA 101	Introduction to Business	4	
MATH 111 or MATH 112	College Algebra or Elementary Functions	4	
WR 121	College Composition I	4	
General-education course in arts and letters		4	
	Credits	**16**	
Winter			
EC 201	Introduction to Economic Analysis: Microeconomics	4	
MATH 241 or MATH 251	Calculus for Business and Social Science I or Calculus I	4	
General-education course in arts and letters		4	
General-education course in social science		4	
	Credits	**16**	
Spring			
WR 122 or WR 123	College Composition II or College Composition III	4	
EC 202	Introduction to Economic Analysis: Macroeconomics	4	
MATH 242 or MATH 252	Calculus for Business and Social Science II or Calculus II	4	
General-education course in arts and letters		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits Milestones
Second Year		
Fall		
MATH 243	Introduction to Methods of Probability and Statistics	4
EC 311	Intermediate Microeconomic Theory	4
General-education course in social science		4
General-education course in science		4
	Credits	**16**
Winter		
EC 313	Intermediate Macroeconomic Theory	4
General-education course in arts and letters		4
General-education course in science		4
Multicultural course		4
	Credits	**16**
Spring		
EC 320	Introduction to Econometrics	4
General-education course in science		4
Elective courses		8
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Third Year		
Fall		
Upper-division EC course		4
Elective courses		8
Multicultural course		4
	Credits	**16**
Winter		
EC 421	Introduction to Econometrics	4
Upper-division EC course		4
Elective courses		8
	Credits	**16**
Spring		
Upper-division EC course		4
Elective courses		12
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Fourth Year		
Fall		
Upper-division elective EC course		4
Elective courses		8
	Credits	**12**
Winter		
Upper-division EC courses		8
Elective courses		4
	Credits	**12**
Spring		
Upper-division EC course		4
Elective courses		8
	Credits	**12**
	Total Credits	**36**

- **Master of Arts**
- **Master of Science**
- **Doctor of Philosophy**

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, environmental, and behavioral-experimental 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:

1. Scores on the general test of the Graduate Record Examinations (GRE), sent by the testing center
2. Letters of recommendation (2 for MA and MS applicants, 3 for PhD applicants)
3. Transcripts of course work sent by all previous degree-granting institutions
4. A brief statement of purpose or personal statement (optional for MA and MS applicants)
5. Curriculum vitae or résumé (optional for MA and MS applicants)

At minimum, doctoral applicants should have substantial knowledge of intermediate economic theory and of mathematics equivalent to:

Code	Title	Credits
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
or MATH 425	Statistical Methods I	

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 must also submit their scores on the Test of English as a Foreign Language Internet-Based Test or the International English Language Testing System examination. Applicants to the master's program may waive this requirement if they received a bachelor's degree from an accredited institution in the United States, Australia, Canada (excluding Quebec), Ireland, New Zealand, or the United Kingdom.

Master’s Degree

The Department of Economics offers an intensive one-academic-year master’s degree. Students gain applied skills in microeconomics, macroeconomics, and econometrics while specializing through elective courses. The program prepares students for consulting, applied research, and data science careers in private industry and government. The program also offers outstanding preparation for students interested in pursuing 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. The department also offers an Accelerated Master's Program for well-prepared undergraduate Economics majors in their senior year. Students may apply to the program in either their junior or senior year.

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.

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 313. 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.
Prereq: EC 202.

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 400M. Temporary Multilisted Course. 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 412. Foundations of Economic Policy Analysis. 4 Credits.
Advanced theoretical foundations of economic policy design and analysis.
Prereq: EC 411.

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; intraurban rent, location and land use, size distribution of urban areas; welfare economics, political economy, and urban problems.
Prereq: EC 311,FIN 311 or equiv; 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.
Theory of public goods and their optimal provision. Collective choice versus private choice and implications for resource allocation and efficiency.
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 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 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 512. Foundations of Economic Policy Analysis. 4 Credits.
Advanced theoretical foundations of economic policy design and analysis.

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.
Theory of public goods and their optimal provision. Collective choice versus private choice and implications for resource allocation and efficiency.
Prereq: EC 311.

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 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 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.

Bachelor of Arts and Bachelor of Science in Economics

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.

Bachelor of Arts Degree Requirements

Code	Title	Credits
EC 201 & EC 202	Introduction to Economic Analysis: Microeconomics and Introduction to Economic Analysis: Macroeconomics [1]	8
MATH 241–242	Calculus for Business and Social Science I-II [1]	8
or MATH 251–252	Calculus I-II	
or MATH 261–262	Calculus with Theory I-II	
MATH 243	Introduction to Methods of Probability and Statistics [1]	4
EC 311 & EC 313	Intermediate Microeconomic Theory and Intermediate Macroeconomic Theory [2,3,4]	8
EC 320 & EC 421	Introduction to Econometrics and Introduction to Econometrics [2,3]	8
or EC 423–424	Econometrics	
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 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

Code	Title	Credits
EC 201 & EC 202	Introduction to Economic Analysis: Microeconomics and Introduction to Economic Analysis: Macroeconomics [1]	8
MATH 241–242	Calculus for Business and Social Science I-II [1]	8
or MATH 251–252	Calculus I-II	
or MATH 261–262	Calculus with Theory I-II	
MATH 243	Introduction to Methods of Probability and Statistics [1]	4
EC 311 & EC 313	Intermediate Microeconomic Theory and Intermediate Macroeconomic Theory [2,3,4]	8
EC 320 & EC 421	Introduction to Econometrics and Introduction to Econometrics [2,3]	8
or EC 423–424	Econometrics	
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 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.

Courses Offered Pass/No Pass Only

Code	Title	Credits
EC 401	Research: [Topic]	1-21
EC 404	Internship	1-4
EC 405	Reading and Conference: [Topic]	1-21
EC 408	Workshop: [Topic]	1-21

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.

Professional Concentrations

Given the breadth of a degree in economics, students have the opportunity 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 Academic Support Office or with any economics advisor.

Please note, these concentrations represent suggested guides to a potential path through the economics major. Students need not "declare" a concentration, and a chosen concentration will not appear on any transcripts or graduation material. They are intended to be useful in helping select courses that will most likely match student interests.

Business Economics—Banking and Finance

1. Complete major requirements including

Code	Title	Credits
EC 370	Money and Banking	4
or EC 470	Monetary Policy	
or EC 471	Monetary Theory	
EC 360	Issues in Industrial Organization	4
or EC 460	Theories of Industrial Organization	
or EC 484	Multinational Corporations	
EC 380	International Economic Issues	4
or EC 480	International Finance	
or EC 481	International Trade	
or EC 482	Economics of Globalization	

2. Complete a minor or approved equivalent in business administration

Business Economics—Management, Marketing, and Accounting

1. Complete major requirements including

Code	Title	Credits
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

Code	Title	Credits
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

Code	Title	Credits
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

Code	Title	Credits
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 & EC 424	Econometrics and Econometrics	8
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

Code	Title	Credits
EC 480 & EC 481	International Finance and International Trade	8
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

Code	Title	Credits
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

Minor in Economics

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.

Economics Minor

Code	Title	Credits
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.

Master of Arts and Master of Science in Economics

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, environmental, and behavioral-experimental economics. A detailed description of degree requirements may be obtained from the department website.

Master of Arts Degree Requirements

Code	Title	Credits
Core Courses		
EC 523–525	Econometrics [1]	12
EC 511	Advanced Microeconomic Theory [1]	4
EC 513	Advanced Macroeconomic Theory [1]	4
EC 512	Foundations of Economic Policy Analysis	4
Elective Economics Courses [2]		
Option 1: Course work		
Six elective courses taken at the 500 level.		
Option 2: Research		
Four elective courses taken at the 500 level. [3]		

1. To be completed by the end of the first full academic year.
2. Excluding EC 503 Thesis. 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. 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

Code	Title	Credits
Core Courses		
EC 523–525	Econometrics [1]	12
EC 511	Advanced Microeconomic Theory [1]	4
EC 513	Advanced Macroeconomic Theory [1]	4
EC 512	Foundations of Economic Policy Analysis	4
Elective Economics Courses [2]		
Option 1: Course work		
Six elective courses taken at the 500 level.		
Option 2: Research		
Four elective courses taken at the 500 level. [3]		

1. To be completed by the end of the first full academic year.
2. Excluding EC 503 Thesis. 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. 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 500-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.

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.

DEGREE REQUIREMENTS

Students in the accelerated degree program must meet all degree requirements for both degrees.

A. Graded credit requirements:

Must the graduate-level courses taken while an undergraduate be taken for a letter grade and/or passed with a minimum grade to count toward the master's degree?

Yes, the graduate-level courses must be taken for a letter grade and passed with a minimum grade of "B" in order to count toward the master's degree.

B. Shared credit hour allowance:

List the maximum number of credits a student may use to fulfill requirements of both the bachelor's and master's degrees (maximum 16).

12

C. Which courses may count toward both the undergraduate and graduate degree, and what requirements will they fulfill for each degree?

Indicate whether only specific courses may count toward both degrees, or if there are categories of courses to choose from.

Students in the AMPED may choose any three courses from the list of all 500 level courses offered in a given year, with the exception of EC 503, 511, 513, 521, 523, 524, and 525. The courses will count as upper-division electives for the bachelor's degree, and as electives for the Master's degree.

D. List all courses that may not be shared (i.e., must be taken as a graduate student):

Culminating experiences (e.g., terminal project, capstone, etc.) may not be shared. An undergraduate thesis may not serve as a substitute for a master's thesis. See guidelines for details.

EC 503, EC 511, EC 513, EC 523, EC 524, EC 525

SAMPLE PLANS OF STUDY

Provide a sample plan of study for both the undergraduate (senior year) and graduate portions of the program. If proposing more than one combination of majors, provide a sample plan of study for each.

Sample Program of Study – Senior Year

Fall Quarter: EC 421, University Requirement, EC 4xx

Winter Quarter: EC 4xx, EC 4xx, EC 5xx

Spring Quarter: EC 4xx, EC 5xx, EC 5xx

Sample Program of Study – Master's Program

Fall Quarter: EC 523, EC 511, EC 513

Winter Quarter: EC 524, EC 5xx elective, EC 5xx elective

Spring Quarter: EC 525, EC 5xx elective, EC 5xx elective

Doctor of Philosophy in Economics

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, environmental, and behavioral-experimental 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.

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.

Code	Title	Credits
EC 607	Seminar: [Topic] (Core Microeconomic Theory (Three Terms)) [1]	1-5
EC 607	Seminar: [Topic] (Core Macroeconomic Theory (Three Terms)) [1]	1-5
EC 607	Seminar: [Topic] (Core Econometrics (Three Terms)) [1]	1-5
EC 607	Seminar: [Topic] (two-term sequences) [2]	1-5

EC 601	Research: [Topic] [3]	6
EC 607	Seminar: [Topic] (five courses) [4]	1-5
EC 603	Dissertation [4]	18

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.

English

Mark Whalan, Department Head
541-346-3911
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) WR 195)WR 195)WR 195)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

Faith Barter, assistant professor (19th-century African American literature). AB, 2001, Dartmouth College; JD, 2007, American; MA, 2012, PhD, 2016, Vanderbilt. (2018)

Martha J. Bayless, professor (medieval literature). BA, 1980, Bryn Mawr; MA, 1984, PhD, 1990, Cambridge. (1989)

Carolyn Bergquist, senior lecturer (Renaissance literature; rhetoric and composition). BA, 1994, California State, Stanislaus; MA, 1996, PhD, 2003, Oregon. (2003)

Elizabeth A. Bohls, professor (18th-century literature), associate department head. BA, 1979, Mount Holyoke College; PhD, 1989, Stanford. (1998)

Tina Boscha, senior instructor (composition). BA, 1995, Calvin College; MFA, 2003, Oregon. (2003)

Lara Bovilsky, associate professor (Renaissance literature and culture; graduate professionalism). BA, 1995, Brown; MA, 1998, PhD, 2001, Duke. (2008)

Kirby Brown, associate professor (Native and ethnic American literatures). BA, 1997, Texas, Austin; MA, 2005, Texas, San Antonio. (2011)

Kristy Bryant-Berg, senior instructor (composition). BA, 2002, Colorado, Boulder; MA, 2004, Oregon; PhD, 2009, Oregon. (2014)

Mattie Burkert, assistant professor (digital humanities). BA 2009, New York, NY; MA 2011, Wisconsin, Madison; PhD, 2016, Wisconsin, Madison. (2020)

Anna Carroll, instructor (composition). BA, 2007, MA, 2010, West Florida; PhD, 2015, Oregon. (2018)

Ulrick Casimir, instructor (composition). BA, 1995, North Carolina State; MFA, 2000, North Carolina; MA, 2005, PhD, 2008, Oregon. (2018)

Stephanie Clark, associate professor (medieval literature). BA, 2002, Texas, Dallas; MA, 2004, PhD, 2011, Illinois, Urbana-Champaign. (2011)

Kara Clevinger, senior instructor. BA, 2000, Temple University; MA, 2006, Temple University; Phd, 2015, Temple University.(2014)

Michael Copperman, senior instructor (composition). BA, 2002, Stanford; MFA, 2006, Oregon. (2006)

José Cortez, assistant professor (rhetoric and composition). BA, 2009, MA, 2011, Eastern Washington; PhD, 2017, Arizona. (2018)

James R. Crosswhite, professor (rhetoric, writing, critical theory). BA, 1975, California, Santa Cruz; MA, 1979, PhD, 1987, California, San Diego. (1989)

Rachel Eccleston, instructor (composition). BA, 2007, Texas, Austin; PhD, 2017, Oregon. (2018)

Tara S. Fickle, associate professor (Asian American literature, multiethnic literature). BA, 2006, Wesleyan; MA, 2010, PhD 2014, California. Los Angeles. (2014)

Karen J. Ford, professor (poetry and poetics, modern poetry, American literature). BA, 1978, California State, Sacramento; MA, 1981, California, Davis; PhD, 1989, Illinois, Urbana-Champaign. (1992)

John T. Gage, professor (rhetoric, writing, modern poetry). BA, 1969, MA, 1971, PhD, 1976, California, Berkeley. (1980)

Miriam Gershow, senior instructor (composition); associate director, composition. BS, 1992, Michigan, Ann Arbor; MFA, 2002, Oregon. (2004)

Warren Ginsberg, Philip H. Knight Professor (medieval literature). MA, 1971, State University of New York, Stony Brook; PhD, 1975, Yale. (2000)

Helen Huang, instructor (composition). BA, 2002, National Chengchi; MA, 2007, National Taiwan; PhD, 2018, Oregon. (2018)

Michael Jarvis, instructor (composition). BA, 2008, North Carolina, Chapel Hill; MA, 2012, PhD, 2018, California, Riverside. (2018)

Heidi N. Kaufman, Sherl K. Coleman and Margaret E. Guitteau Teaching Professor in the Humanities; associate professor (19th-century British literature). BA, 1991, Drew; MA, 1994, Boston; PhD, 2011, New Hampshire. (2013)

Katherine Kelp-Stebbins, assistant professor (comic studies). BA, 2003, Wesleyan; MA, 2009, PhD, 2014, California, Santa Barbara. (2018)

Anna Kovalchuk, instructor (composition). BA, 2007, California, San Diego; PhD, Oregon, 2017. (2018)

C. Anne Laskaya, associate professor (medieval literature, women writers, rhetoric). BA, 1976, Lawrence; BMus, Lawrence Conservatory of Music; MA, 1978, PhD, 1989, Rochester. (1983)

Stephanie LeMenager, Barbara and Carlisle Moore Distinguished Professor in English and American Literature (environmental literature). BA, 1991, Stanford; MA, 1994, PhD, 1999, Harvard. (2013)

Quinn Miller, associate professor (film and media studies). BA, 2003, Chicago; MA, 2005, PhD, 2010, Northwestern. (2012)

Kate Myers, senior instructor (composition). BA, 2002, Goshen College; MA, 2006, North Florida; PhD, 2016, Oregon. (2016)

Brendan O'Kelly, instructor (composition). BA, 2002, MA, 2004, Colorado, Boulder; PhD, 2016, California, Los Angeles. (2015)

Paul W. Peppis, professor (modern British literature); director, Oregon Humanities Center. BA, 1984, Williams; MA, 1987, PhD, 1993, Chicago. (1995)

Ana Zalyubovskiy, instructor (composition). BA, 1992, MA, 1994, Minnesota State; MFA, 1996, Vermont College. (2018)

Forest Pyle, professor (romanticism, literary theory). BA, 1980, MA, 1983, PhD, 1988, Texas, Austin. (1988)

Mark Quigley, associate professor (Irish literature, 20th-century literature). BA, 1992, Stanford; MA, 1997, PhD, 2003, California, Los Angeles. (2006)

Nick Recktenwald, senior instructor (composition); associate director composition. BA, 2008, North Carolina, Asheville; MA, 2014, Oregon. (2016)

Stephen Rust, senior instructor (composition). BS, 1999, Idaho State; MA, 2006, Oregon State; PhD, 2011, Oregon. (2015)

Benjamin D. Saunders, professor (Renaissance literature, comics studies). BA, 1991, East Anglia; MPhil, 1992, Cambridge; PhD, 2000, Duke. (2000)

Gordon M. Sayre, professor (early American literature, 18th-century literature, folklore), director of undergraduate studies. BA, 1988, Brown; PhD, 1993, State University of New York, Buffalo. (1993)

Steven Shankman, professor (18th-century literature, the classical tradition, comparative literature). BA, 1969, Texas, Austin; BA, 1971, MA, 1976, Cambridge; PhD, 1977, Stanford. (1984)

Emily Simnitt, senior instructor (composition). BA, 1995, Brigham Young; MA, 2005, Idaho State. (2015)

Helen Southworth, professor (modernism, digital humanities). BA, 1989 London; PhD, 1999, California, Los Angeles. (2001)

Courtney Thorsson, associate professor (African American literature, 19th- and 20th-century American literature, food studies). BA, 2000, Virginia; MA, 2004, MPhil, 2006, PhD, 2009, Columbia. (2009)

Avinnash Tiwari, instructor (composition). BA, 2010, Pennsylvania; MA, 2013, Oregon. (2016)

Corbett Upton, senior instructor (Central American poetry); associate director, undergraduate studies. BA, 2001, Arizona State; MA, 2006, PhD, 2010, Oregon. (2010)

Eleanor Wakefield, instructor (composition). BA, 2007, Gonzaga; MA, 2011, PhD, 2017, Oregon, 2017. (2018)

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)

Elizabeth A. Wheeler, professor (post-1945 literature, cultural studies, disability studies). BA, 1982, Bowdoin; MA, 1988, City University of New York; PhD, 1996, California, Berkeley. (1996)

Jenée Wilde, instructor (composition). BA, 1994, Boise State; MFA, 2003, Goddard College; PhD, 2015, Oregon (2016)

Daniel N. Wojcik, professor (folklore, popular culture). BA, 1978, California, Santa Barbara; MA, 1986, PhD, 1992, California, Los Angeles. (1991)

Henry B. Wonham, professor (19th- and 20th-century American literature). BA, 1983, Princeton; PhD, 1991, Virginia. (1995)

Mary E. Wood, professor (19th-century American literature, gender studies). BA, 1978, Yale; MA, 1980, PhD, 1987, Stanford. (1987)

Emeriti

James L. Boren, professor emeritus. BA, 1965, San Francisco State; MA, 1967, PhD, 1970, Iowa. (1970)

William Cadbury, professor emeritus. BA, 1956, Harvard; MS, 1957, PhD, 1961, Wisconsin, Madison. (1961)

Suzanne Clark, professor emerita. BA, 1961, MA, 1965, Oregon; PhD, 1980, California, Irvine. (1990)

Dianne M. Dugaw, professor emerita. BA, 1971, Portland; MA, 1976, PhD, 1982, California, Los Angeles. (1990)

James W. Earl, professor emeritus. BA, 1967, Bucknell; PhD, 1971, Cornell. (1987)

Marilyn Farwell, professor emerita. BA, 1963, MacMurray; MA, 1966, PhD, 1971, Illinois. (1971)

Thelma Greenfield, professor emerita. BA, 1944, MA, 1947, Oregon; PhD, 1952, Wisconsin, Madison. (1963)

Robert Grudin, professor emeritus. BA, 1960, Harvard; MA, 1963, PhD, 1969, California, Berkeley. (1971)

Ruth F. Jackson, senior instructor emerita. BA, 1929, MA, 1933, Oregon. (1955)

Kathleen Rowe Karlyn, professor emerita. BA, 1969, Connecticut; MLA, 1973, Johns Hopkins; PhD, 1992, Oregon. (1994)

Linda Kintz, professor emerita. BA, 1967, Texas Tech; MA, 1969, Southern Methodist; PhD, 1982, Oregon. (1988)

Julia Lesage, professor emerita. MA, 1962, PhD, 1972, Indiana. (1988)

David Leiwei Li, Collins professor of the humanities emeritus. BA, 1982, Shanghai Foreign Languages Institute; MA, 1986, Indiana University of Pennsylvania; PhD, 1991, Texas, Austin. (1999).

Glen A. Love, professor emeritus. BA, 1954, MA, 1959, PhD, 1964, Washington (Seattle). (1965)

William Rockett, associate professor emeritus. BA, 1961, MA, 1963, Oklahoma; PhD, 1969, Wisconsin, Madison. (1966)

William Rossi, professor emeritus. BA, 1972, MA, 1979, Missouri; PhD, 1986, Minnesota. (1989)

George Rowe, professor emeritus; editor, *Comparative Literature*. BA, 1969, Brandeis; MA, 1971, PhD, 1973, Johns Hopkins. (1985)

Sharon R. Sherman, professor emerita. PhB, 1965, Wayne State; MA, 1971, California, Los Angeles; PhD, 1978, Indiana. (1976)

Richard L. Stein, professor emeritus. BA, 1965, Amherst; AM, 1966, PhD, 1970, California, Berkeley. (1976)

Richard C. Stevenson, professor emeritus. AB, 1961, AM, 1963, PhD, 1969, Harvard. (1968)

Nathaniel Teich, professor emeritus. BS, 1960, Carnegie-Mellon; MA, 1962, Columbia; PhD, 1970, California, Riverside. (1969)

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

Mat Johnson, creative writing

Sharon Luk, ethnic studies

Sarah Wald, environmental studies

- **Bachelor of Arts**
- **Minor in English**
- **Minor in Comics and Cartoon Studies**
- Minor in Digital Humanities **(**p. 232**)**
- **Minor in Disability Studies**
- **Minor in Writing, Public Speaking, and Critical Reasoning**
- **Minor in Black Studies**

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

Code	Title	Credits
Lower-Division Courses		**12-16**
ENG 205	Genre: [Topic] (two courses with differing topics)	
Two lower-division elective courses [1]		
Foundation Courses [2]		**8**
ENG 303	Foundations of the English Major: Text	
ENG 304	English Major Foundations: Context	4
or ENG 305	English Major Foundations: Theory	
Writing Requirement [3]		**4**
Upper-Division Courses [4]		**28-32**
Literature course, pre-1500		
Literature course, 1500–1789		
Literature course, 1789 to the present		
Literary theory or rhetoric course		
Media, folklore, or culture course		
Gender, ability, queer studies, or sexuality course		
Empire, race, or ethnicity course		
Additional upper-division course work in literature, media, folklore, or writing [5]		
Total Credits		**56-64**

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. ENG 209 counts for writing requirement and lower-division elective.

2 Completion of at least one Genre: [Topic] (ENG 205) topics course is a prerequisite or co-requisite for enrolling in ENG 303. Completion of ENG 303 is a pre-requisite for enrolling in ENG 304 or ENG 305.

3 May be fulfilled using (a) (ENG 209) The Craft of the Sentence, (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
2. Minimum of two terms of Seminar: [Topic] (ENG 407) (Capstone).
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 by 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 and on our website (https://english.uoregon.edu/undergraduate/explore-our-minors/english-minor/).

- Of the total 24 credits, a maximum of 8 credits may be taken in lower-division courses.
- 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.
- Courses with the prefixes ENG, FLR, HC and writing (WR) courses Principles of Tutoring Writing (WR 312) WR 320, WR 321, Independent Writing Projects (WR 408) or WR 423 may be used for the minor.
- Only one of the three Introduction to Literature courses (ENG 104, ENG 105, ENG 106) and transfer equivalents may be used to satisfy minor requirements.
- Research: [Topic] (ENG 401), Thesis (ENG 403), Reading and Conference: [Topic] (ENG 405) and College Composition I (WR 121), College Composition II (WR 122), College Composition III (WR 123) may not be used to satisfy minor requirements.

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 (http://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 Digital Humanities

Code	Title	Credits
ENG 250	Literature and Digital Culture	4
ENG 470	Technologies and Texts Capstone	4
Four Additional Courses: [1]		16
ART 101	Understanding Contemporary Art	
CINE 230	Remix Cultures	
CINE 365	Digital Cinema	
CIS 110	Fluency with Information Technology	
CIS 111	Introduction to Web Programming	
CIS 122	Introduction to Programming and Problem Solving	
CIS 199	Special Studies in Computer Science: [Topic]	
CIS 210	Computer Science I	
ENG 110M	Introduction to Film and Media	
ENG 260M	Media Aesthetics	
ENG 380	Film, Media, and History	
ENG 381M	Film, Media, and Culture	
ENG 485	Television Studies	
ENG 486M	New Media and Digital Culture: [Topic]	
GEOG 181	Our Digital Earth	
GEOG 343	Society, Culture, and Place	
GEOG 481	GIScience I	
GEOG 482	GIScience II	
GEOG 498	Geospatial Project Design	
GEOG 490	GIScience: [Topic]	
HC 207H	Honors College Science	
ITAL 407	Seminar: [Topic]	
J 412	Issues in Communication Studies: [Topic]	
J 201	Media and Society	
J 387	Media History	
MUS 227	Elements of Electronic Music	
PHIL 123	Internet, Society, and Philosophy	
PS 349	Mass Media and American Politics	
PS 350	Politics and Film	

SOC 317	Sociology of the Mass Media
WGS 331	Science, Technology, and Gender

[1] Two classes must at the upper division level. To insure interdisciplinary, these four courses must come from at least two different departments.

Minor in Disability Studies

disability.uoregon.edu

Elizabeth Wheeler, Director
541-346-3929
238 Prince Lucien Campbell Hall
ewheeler@uoregon.edu

The minor in disability studies prepares students for a growing range of careers through study of disability and deaf cultures, politics, and histories in fields such as international development, health, design, sign language interpreting, education, and nonprofit management. The interdisciplinary program of study ranges across the university, and many courses fulfill university general-education, multicultural, and second-language requirements.

Course work required for the minor must be passed with grades of mid-C or better. At least 12 of the required 24 credits must be taken at the University of Oregon; at least 12 must be upper-division credits.

Code	Title	Credits
ENG 240	Introduction to Disability Studies	4
or WGS 221	Bodies and Power	
Choose three from the following list of courses on social models: [1]		12
ANTH 162	Introduction to Medical Anthropology	
ASL 201–203	Second-Year American Sign Language	
ASL 301	American Deaf Culture	
CDS 201	Communication Disorders in Society and Media	
ENG 386	Bodies in Comics	
GLBL 340	Global Health and Development	
PHIL 335	Medical Ethics	
PPPM 202	Healthy Communities	
PSY 366	Culture and Mental Health	
Choose one from the following list of courses on career paths: [1]		4
ANTH 413	Culture and Psychology	
ARCH 440	Human Context of Design	
ASL 101–103	First-Year American Sign Language	
IARC 204	Understanding Contemporary Interiors	
GLBL 463	Population Displacement and Global Health	
PPPM 460	Health Policy	
Field work [2]		4
Total Credits		**24**

[1] Visit disability.uoregon.edu for a full list of options.

[2] Fieldwork gives students direct contact with disability and deaf communities, and ranges from self-designed internships to such options as adaptive skiing, community theater, and consultation with international advocates.

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.

Code	Title	Credits
Select two courses in writing from the following: [1]		8
WR 123	College Composition III	
WR 320	Scientific and Technical Writing	
WR 321	Business Communications	
ENG 413	Theories of Literacy	
ENG 420	The Art of the Sentence	
WR 423	Advanced Composition	
Select two courses in rhetoric from the following (at least one of which must be ENG 200 or ENG 330): [1]		8
ENG 200	Public Speaking as a Liberal Art [2]	
or ENG 330	Oral Controversy and Advocacy	
ENG 492	History of Rhetoric and Composition	
ENG 493	Modern Rhetorical Criticism	
Select two courses in reasoning from the following: [1]		8
PHIL 103	Critical Reasoning	
ENG 335	Inventing Arguments	
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. 674) section of this catalog.

Minor in Black Studies

Code	Title	Credits
Core Course:		4
ES 250	Introduction to African American Studies	
or ANTH 224	Introduction to Anthropology of the African Diaspora	
Roots - At least 12 credits from the following: [1]		12
ENG 241	Introduction to African American Literature	
HIST 250	African American History	

or HIST 251	African American History	
WGS 199	Special Studies: [Topic]	
BLST 199	Special Studies: [Topic]	
Routes - At least 12 credits from the following: [2]		12
ANTH 326	Caribbean Societies	
ES 345M	Music, Politics, and Race	
ES 352	Social Equity and Criminal Justice	
ES 442	Caribbean Literature and Politics	
ES 450	Race and Incarceration	
HIST 470	African American History to 1877: [Topic]	
or HIST 471	African American History since 1877: [Topic]	
ENG 468	Ethnic Literature: [Topic]	
or ENG 479	Major Authors: [Topic]	
PHIL 452	Philosophy and Race	
SPAN 490	20th-Century Latin American Literature: [Topic]	
WGS 399	Special Studies: [Topic]	
Total Credits		**28**

1 Following the successful completion of their gateway course and meeting with an advisor, students can decide if they want roots work in a combination of Anthropology, English, History, IRES, and WGSS lower-division courses.

2 Consult with your advisor to discuss routes coursework.

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

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
First term of first-year second-language sequence		5	
General-education course in science		4	
Lower-division elective course with ENG subject code		4	
	Credits	**17**	
Winter			
WR 122 or WR 123	College Composition II or College Composition III	4	
Second term of first-year second-language sequence		5	
General-education course in social science		4	
Lower-division elective course with ENG subject code		4	
	Credits	**17**	
Spring			
ENG 205	Genre: [Topic]	4	Complete writing req
Third term of first-year second-language sequence		5	
General-education course in arts and letters		4	
General-education course in science		4	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Second Year			
Fall			
ENG 205	Genre: [Topic]	4	Begin Foundations of English Major seq
ENG 303	Foundations of the English Major: Text	4	
First term of second-year second-language sequence		5	
General-education course in social science		4	
	Credits	**17**	
Winter			
Second term of second-year second-language sequence		5	
ENG 304	English Major Foundations: Context	4	
General-education course in science		4	
Multicultural course in American cultures or international cultures		4	
	Credits	**17**	
Spring			
ENG 209	The Craft of the Sentence	4	
ENG 305	English Major Foundations: Theory	4	
Third term of second-year second-language sequence		5	
General-education course in arts and letters		4	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Third Year			
Fall			
ENG 300	Introduction to Literary Criticism	4	Completed Foundations of English Major seq
FLR 320	Car Cultures	4	Begin BA 2nd-language req
ENG 340	Jewish Writers	4	
General-education course in social science		4	
	Credits	**16**	
Winter			
ENG 436	Advanced Shakespeare	4	Completed English writing req
General-education course in arts and letters		4	
General-education course in science		4	
Course on women writers chosen in consultation with advisor		4	
	Credits	**16**	

Spring			
ENG 407	Seminar: [Topic]		4
ENG 427	Chaucer	Completed BA language req	4
General-education course in social science			4
Multicultural course in international cultures			4
	Credits		**16**
	Total Credits		**48**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Upper-division elective course with ENG subject code		4	
Three elective courses		12	
	Credits	**16**	
Winter			
Upper-division elective course with ENG subject code		4	
Three elective courses		12	
	Credits	**16**	
Spring			
Four elective courses		16	
	Credits	**16**	
	Total Credits	**48**	

- **Master of Arts**
- **Doctor of Philosophy**

Graduate Studies

The Department of English offers graduate study in English and American literature, film and television studies, folklore, critical theory, rhetoric and composition, cultural studies, popular culture, ecocriticism, ethnic literatures, gender studies, postcolonial studies, comic studies, disability 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. 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/guidelines1.asp. 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 the Registrar, 5257 University of Oregon, Eugene, Oregon 97403-1286.

Information about graduate employee (GE) opportunities 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

Code	Title	Credits
ENG 690	Introduction to Graduate Studies in English	5
Select one of the following:		
Pre-1500 course		
1500-1660 course		
1660–1800 course		
Select one of the following:		
19th-century course		
20th-century course		
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 employees (GEs) must also enroll for a minimum of 9 graduate credits each term they hold a GE appointment.

Doctor of Philosophy Degree Requirements

Code	Title	Credits
ENG 614	Introduction to Literary and Cultural Theory	5
ENG 690	Introduction to Graduate Studies in English	5
Select two of the following: [1]		
	Pre-1500 course	
	1500-1660 course	
	1660–1800 course	
Select two of the following: [1]		
	19th century course	
	20th century course	
	Rhetoric or advanced theory course	
Twelve seminars [2]		

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:

Code	Title	Credits
Select three courses in writing (at least one at the 400 level):		12
ENG 413	Theories of Literacy	
ENG 420	The Art of the Sentence	
WR 123	College Composition III	
WR 320	Scientific and Technical Writing	
WR 321	Business Communications	
WR 423	Advanced Composition	
Select three courses in rhetoric (at least one of which must be ENG 200 or ENG 330):		12
ENG 200	Public Speaking as a Liberal Art	
or ENG 330	Oral Controversy and Advocacy	
ENG 492	History of Rhetoric and Composition	
ENG 493	Modern Rhetorical Criticism	
Select two courses in reasoning:		8
ENG 335	Inventing Arguments	
PHIL 103	Critical Reasoning	
One capstone course:		4
ENG 494	Reasoning, Speaking, Writing [1]	
Total Credits		**36**

English 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 110M. Introduction to Film and Media. 4 Credits.
Introduction to film and media studies and various methods of critical analysis. Multilisted with CINE 110M.

ENG 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable three times.

ENG 200. Public Speaking as a Liberal Art. 4 Credits.
Study and practice of public speaking as grounded in the five rhetorical canons of invention, arrangement, style, delivery, and memory. Prereq: WR 122 or equivalent.

ENG 200M. Temporary Multilisted Course. 4 Credits.

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 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 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. Simultnaeously, they will use literary analysis approaches to study contemporary digital culture.

ENG 260M. Media Aesthetics. 4 Credits.
Introduction to the analysis of form and style in cinema and related media, focusing on narrative, mise-en-scène, cinematography, editing, and sound. Multilisted with CINE 260M.

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 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.

ENG 304. English Major Foundations: Context. 4 Credits.
Chronological study of literary and media works in English, from beginnings to the present, emphasizing their cultural and historical contexts.
Prereq: ENG 205, ENG 303.

ENG 305. English Major Foundations: Theory. 4 Credits.
Chronological study of literary and media works in English, beginnings to the present, emphasizing analytic reading and writing skills.
Prereq: ENG 205.

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.

ENG 315. Women Writers' Cultures: [Topic]. 4 Credits.
Women's writing in a particular cultural matrix (race, ethnicity, class, sexual orientation, region, religion) examined in the context of feminist literary theories. Repeatable three times when topic changes.
Prereq: 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 three times 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 352. Shakespeare on Page and Stage. 4 Credits.
Intermediate-level study of Shakespeare's plays and poems. Supplements traditional lectures and texts with acting workshops, film, live theater viewings, and student performances.
Prereq: sophomore standing.

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 365. Global Literatures in English. 4 Credits.
Examination of non-U.S. and non-British authors writing in English in relation to the historical, cultural, and intellectual contexts of their native countries.
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 381M. Film, Media, and Culture. 4 Credits.
Study of film and media as aesthetic objects shaped by a broad range of identity categories, reflecting communities identified by class, gender, race, ethnicity, and sexuality. Multilisted with CINE 381M.

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 up to four times.
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.
Selected seminars offered each year. Repeatable up to five times.

ENG 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.twice.
Prereq: junior standing.

ENG 410. Experimental Course: [Topic]. 1-5 Credits.
Selected topics offered each year. Reapeatable nine times.
Prereq: junior standing.

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 440. 17th-Century Poetry and Prose. 4 Credits.
Poetry from the Metaphysicals and Jonson to the Restoration; prose from Burton and Bacon to Hobbes and Milton.
Prereq: Junior standing.

ENG 457. Victorian Literature and Culture: [Topic]. 4 Credits.
Exploration of major works, figures, controversies, social and cultural issues. Readings in Victorian fiction, poetry, drama, and nonfictional prose; study of examples of the visual arts and popular culture. Repeatable when topic changes for maximum of 8 credits.
Prereq: Junior standing.

ENG 462. American Literature, 1800-1900. 4 Credits.
Readings primarily 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.
Prereq: ENG 250 with a grade of C.

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 479. Major Authors: [Topic]. 4 Credits.
In-depth study of one to three major authors from medieval through modern periods. Repeatable three times.
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 488. 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.
Prereq: Junior standing.

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.
Theoretical topics addressed by 20th-century rhetorical critics. Varieties of rhetorical interpretation, from neo-Aristotelian to reader-response, postmodernist views of metaphor.
Prereq: Junior standing.

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.

ENG 496. Feminist Film Criticism: [Topic]. 4 Credits.
Critical analysis of film and television texts from a feminist perspective. Repeatable when topic changes.
Prereq: Junior standing.

ENG 503. Thesis. 1-16 Credits.
Repeatable.

ENG 507. Seminar: [Topic]. 1-5 Credits.
Selected seminars offered each year. Repeatable up to seven times.

ENG 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

ENG 510. Experimental Course: [Topic]. 1-5 Credits.
Selected topics offered each year. Repeatable nine times.

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.
Pre- or coreq: ENG 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 for a maximum of 12 credits 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 540. 17th-Century Poetry and Prose. 4 Credits.
Poetry from the Metaphysicals and Jonson to the Restoration; prose from Burton and Bacon to Hobbes and Milton.

ENG 542. Milton. 4 Credits.
"Paradise Lost," "Paradise Regained," and "Samson Agonistes."

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 555. English Romantic Writers. 4 Credits.
Romantic thought and expression. The second generation including Byron, Keats, Mary and Percy Shelley.

ENG 557. Victorian Literature and Culture: [Topic]. 4 Credits.
Exploration of major works, figures, controversies, social and cultural issues. Readings in Victorian fiction, poetry, drama, and nonfictional prose; study of examples of the visual arts and popular culture. Repeatable when topic changes for maximum of 8 credits.

ENG 562. American Literature, 1800-1900. 4 Credits.
Readings primarily 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 579. Major Authors. 4 Credits.
In depth study of one to three major authors from medieval through modern periods. Repeatable three times.

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 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 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.
Selected seminars offered each year. Repeatable up to seven times.

ENG 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

ENG 609. Terminal Project. 1-16 Credits.

ENG 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable nine times.

ENG 611. Composition Graduate Teaching Fellow Seminar I. 1-3 Credits.
Issues in pedagogy related to the university's writing requirement.

ENG 612. Composition Graduate Teaching Fellow Seminar II. 1-3 Credits.
Discussions designed to increase the effectiveness of first-year graduate teaching fellows as teachers of courses that fulfill the university's writing requirement.

ENG 613. Graduate Teaching Fellow Composition Apprenticeship. 1-3 Credits.
Supervised practical experience in all aspects of teaching WR 121, 122. Prereq: ENG 611 or equivalent.

ENG 614. Introduction to Literary and Cultural Theory. 5 Credits.
Introduces students to a number of the most important and influential developments in 20th-century literary and cultural theory. Graduate seminar.

ENG 615. Advanced Studies in Literary Theory: [Topic]. 5 Credits.
Intensive study of one to three major theorists or a significant theoretical problem. Repeatable up to 4 times.

ENG 620. Medieval Literature: [Topic]. 5 Credits.
Recent offerings include Chaucer's Troilus and Criseyde, Humor and Vulgarity in Medieval Literature. Repeatable.

ENG 630. Renaissance Literature: [Topic]. 5 Credits.
Recent offerings include Hamlet, Jacobean Potboilers, Renaissance Irrationalities. Repeatable.

ENG 645. 18th-Century Literature: [Topic]. 5 Credits.
Intensive study of one to three major authors or selected topics from the 18th century. Recent offerings include Enlightenment and Revolution. Repeatable.

ENG 650. 19th-Century Literature: [Topic]. 5 Credits.
Recent topics include Scottish Fiction and Cultural Nationalism, Heroine and the English Novel. Repeatable.

ENG 660. American Literature: [Topic]. 5 Credits.
Recent offerings include African American Women Writers, Evolutionary Theories and Narrative, Sentimental Novel, V. Deloria and Native American Cultural Values. Repeatable.

ENG 670. Modern Literature: [Topic]. 5 Credits.
Recent offerings include H. James, Modernist Politics, Environmental Humanities, Postmodernism. Repeatable.

ENG 690. Introduction to Graduate Studies in English. 5 Credits.
Examination of selected professional, methodological, and theoretical issues.

ENG 691. Composition Theory: [Topic]. 5 Credits.
Intensive study of topics related to rhetorical theory and the teaching of writing. Repeatable.

ENG 695. Film Studies: [Topic]. 5 Credits.
Intensive study of selected topics related to film studies and literature. Recent topics include Introduction to Film Theory; Feminism, Comedy, and the Carnivalesque; Melodrama. Repeatable three times.

Writing 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 Reading or SAT Writing score below 37, or SAT verbal score below 710 if taken before March 2016, or 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.
Supervised writing projects in nonfiction prose. Repeatable up to five times.
Prereq: WR 122 or equivalent.

WR 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable up to five times.

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 up to five times.

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 up to five times.

WR 510. Experimental Course: [Topic]. 1-5 Credits.

Environmental Studies

Mark Carey, Program Director
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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 students 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.

The Environmental Studies Program offers two undergraduate majors (Environmental Studies and Environmental Science), three undergraduate minors (Environmental Studies,Environmental Humanities, and Food Studies), Master's and Doctoral degrees. It also houses several high-profile interdisciplinary centers, programs and initiatives including the Center for Environmental Futures, Tribal Climate Change Project, Environmental Leadership Program, Just Futures Institute for Racial and Climate Justice, and Climate Change and Indigenous Peoples Initiative.

Faculty

With 29 core faculty from three colleges and 17 different departments, the Environmental Studies Program is doing exciting boundary-breaking interdisciplinary research and teaching related to the environment. In addition, over 100 faculty from all UO colleges who have environmental expertise are affiliated with Environmental Studies as participating faculty. Profiles for core faculty and a list of participating faculty are on the Environmental Studies website.

Stacy Alaimo (https://envs.uoregon.edu/people/faculty-staff/core/#Alaimo), professor (material ecocriticism, anthropocene feminisms, blue humanities).

Brendan J. M. Bohannan (https://envs.uoregon.edu/people/faculty-staff/core/#Bohannan), professor (microbial ecology).

Peg Boulay (https://envs.uoregon.edu/people/faculty-staff/core/#Boulay), senior instructor II (environmental monitoring, wildlife conservation, outreach and education); co-director, environmental leadership.

Scott D. Bridgham (https://envs.uoregon.edu/people/faculty-staff/core/#Bridgham), professor (ecosystem ecology, climate change).

Trudy Ann Cameron (https://envs.uoregon.edu/people/faculty-staff/core/#Cameron), professor (environmental economics).

Mark Carey (https://envs.uoregon.edu/people/faculty-staff/core/#Carey), professor (glaciers, climate change, natural disasters); director, environmental studies program.

Lauren Hallett (https://envs.uoregon.edu/people/faculty-staff/core/#lauren-hallett-012e8d42-a70a-42b3-b4b8-f5ce2b114c54), assistant professor (plant community and restoration ecology).

Stephanie LeMenager (https://envs.uoregon.edu/people/faculty-staff/core/#stephanie-lemenager-cfc7f1f4-ccb4-45b3-b9f9-b8dd21db60ff), professor (American studies, environmental humanities).

Kathryn Lynch (https://envs.uoregon.edu/people/faculty-staff/core/#kathryn-lynch-10144831-066c-4d02-aafb-05ff12b9775a), senior instructor II (environmental education, environmental anthropology); co-director, environmental leadership.

Kathy Lynn (https://envs.uoregon.edu/people/faculty-staff/core/#kathy-lynn-6b94546a-1211-429a-a7cc-bcdab9962ef9), research associate (Tribal Climate Change Project).

Richard D. Margerum (https://envs.uoregon.edu/people/faculty-staff/core/#richard-margerum-53485bd3-d77d-4748-b22d-67b9c84fee2d), associate professor (collaborative environmental management, conflict management in multistakeholder processes).

Galen Martin (https://envs.uoregon.edu/people/faculty-staff/core/#galen-martin-2003dea8-1fd8-4ce7-a2f3-1cbc96ad72b2), senior instructor II (sustainable agriculture, food systems).

Patricia McDowell (https://envs.uoregon.edu/people/faculty-staff/core/#patricia-f-mcdowell-emeritaprofessor-of-geography-bb050008-3916-470c-9e8e-0c364cc1ea95), professor (river management and restoration).

Krista McGuire (https://envs.uoregon.edu/people/faculty-staff/core/#McGuire), professor (microbial ecology, sustainable management).

Ronald Mitchell (https://envs.uoregon.edu/people/faculty-staff/core/#ronald-mitchell-b115aaa5-ecbf-43fb-aa9a-04ff1a69b568), professor (environmental politics, international relations), assistant director of environmental studies program.

Erin Moore (https://envs.uoregon.edu/people/faculty-staff/core/#erin-moore-f7f6cc26-574a-48ad-af9b-7f6df0900fe2), associate professor (life-cycle environmental impacts)

Nicolae Morar (https://envs.uoregon.edu/people/faculty-staff/core/#nicolae-morar-454f2bc6-9e65-4f2c-8585-4132e8373663), associate professor (applied ethics, recent continental philosophy, philosophy of biology).

Barbara Muraca (https://envs.uoregon.edu/people/faculty-staff/core/#barbara-muraca-1e25c0f4-e180-4473-b8c2-ff3fd3b3658e), assistant professor (human-nature relationships, ecosystem services valuation, sustainability theory).

Kari Norgaard (https://envs.uoregon.edu/people/faculty-staff/core/#kari-norgaard-c366ca43-05c9-4938-a475-b86a78cc7c95), professor (environmental justice, climate-change denial), director of graduate studies.

Alexandra Rempel (https://envs.uoregon.edu/people/faculty-staff/core/#alexandra-rempel-2ef7f0ba-b15d-4a1c-a387-a46e631a178f), assistant professor (environmental design, passive heating and cooling).

Joshua J. Roering (https://envs.uoregon.edu/people/faculty-staff/core/#josh-roering-6fc1e1c2-92c4-48c5-a186-7eda3641cf62), associate professor (geomorphology, landscape evolution modeling).

Kory Russel (https://envs.uoregon.edu/people/faculty-staff/core/#kory-c-russel-a0bea494-5c8e-4968-a373-2dee8d0360c7), assistant professor (sustainable design; water, public health, and environment).

Emily Scott (https://envs.uoregon.edu/people/faculty-staff/core/#emily-scott-e7a9276b-d61b-4a8e-9f2a-8aec41227dc8), assistant professor (art and the public sphere, critical approaches to the built environment, visual cultures of nature).

Lucas Silva (https://envs.uoregon.edu/people/faculty-staff/core/#lucas-silva-be491449-e05f-43b8-9065-3d4508d411fd), assistant professor (terrestrial ecology, biogeochemistry, biogeography).

David Sutherland (https://envs.uoregon.edu/people/faculty-staff/core/#david-sutherland-dba86647-6d96-4cec-bba9-6945cc3dd045), associate professor (ice-ocean interaction, coastal and estuarine oceanography).

Sarah Wald (https://envs.uoregon.edu/people/faculty-staff/core/#sarah-wald-5fcc4ef3-9a35-4633-8b2c-2627ada52b3f), associate professor (race and ethnic studies, environmental humanities).

Peter A. Walker (https://envs.uoregon.edu/people/faculty-staff/core/#peter-walker-a898ff46-513a-4c78-91d9-00c034e66947), professor (environmental politics, political ecology).

Marsha Weisiger (https://envs.uoregon.edu/people/faculty-staff/core/#marsha-weisiger-9d9b30f6-2e6d-4284-b7f3-29e77f340bef), associate professor (environmental, Native American, American West).

Richard York (https://envs.uoregon.edu/people/faculty-staff/core/#richard-york-d31dcedb-aacc-4e90-a94c-fd409983fa6d), associate professor (assessing anthropogenic driving forces of global environmental change).

Emeritus

Alan Dickman, professor emeritus (forest ecology and management).

Matthew Dennis, professor (colonial and early national America, American cultural and environmental history, American Indian history).

- **Bachelor of Arts in Environmental Studies**
- **Bachelor of Arts in Environmental Science**
- **Bachelor of Science in Environmental Studies**
- **Bachelor of Science in Environmental Science**
- **Minor in Environmental Studies**
- **Minor in Environmental Humanities**
- **Minor in Food Studies**

The program offers two majors. The Environmental Studies major focuses on social sciences, policy studies, the humanities, and sustainable design and practice. It is designed for students who are interested in such areas as environmental policy, planning, ethics or philosophy, ecocriticism, 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.

You can obtain a bachelor of arts (BA) or a bachelor of science (BS) in both of these majors.

We also offer a minor in Environmental Studies, Environmental Humanities or Food Studies.

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, non-governmental 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 University Career Center.

Students should plan their programs early in their undergraduate careers with the aid of a Tykeson advisor in the Scientific Discover and Sustainability (SDS) flight path. Majors are encouraged to consider completing a second major or a minor in a related field. Visit the Tykeson College and Career Advising (https://advising.uoregon.edu/tykeson/) homepage to find out how to schedule an appointment with an advisor.

Up-to-date information, major requirements sheets, and tip sheets are available in the program office and on the website.

Opportunities for Majors

The Environmental Studies Program offers many hands-on learning experiences for students to apply their academic learning while developing as professionals and scholars.

Environmental Leadership Program

The Environmental Leadership Program is an interdisciplinary community-based learning program. Student teams work with non-profit organizations, governmental agencies and businesses to address local environmental needs. Through unique and practical learning experiences, undergraduate students gain leadership, communication, collaboration and professional skills by engaging directly in applied problem-resolution while providing valuable assistance to our community partners. Depending on the project, students earn 4-8 credits that count towards the environmental studies and environmental science major requirements as well as the environmental studies minor.

Internships

By offering academic credit for environmentally focused work experience, the internship program allows students to connect their academic studies with practical applications. Potential internship sponsors include non-profit organizations, governmental agencies and businesses. 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 internship position, the internship coordinator can help identify potential opportunities related to the student's interests and professional goal. Students may take up to 12 credits of Internship: [Topic] (ENVS 404). To fulfill the practical learning experience requirement for the environmental studies and environmental science majors, students take 4 credits (which translates to 120 hours) of internship service.

Honors

Students majoring in Environmental Studies and Environmental Science are encouraged to participate in our honors program. Writing a senior thesis is good preparation for future professional positions and graduate studies. It provides an opportunity to develop your research and writing skills. Graduating with honors demonstrates a high level of initiative and ability to work independently. An honors thesis is a way to become an expert on a topic of interest and gain recognition for your outstanding academic work.

Students who want to graduate with honors in environmental studies or environmental science must have a 3.30 overall grade point average (GPA) and a 3.50 GPA in courses required for the major. Honors candidates complete a research-based thesis or creative project conducted under the direction of a faculty adviser. Due to the breadth of potential research topics, students can do original laboratory or field-based research, library-based research, or a terminal or creative project.

Honors students who are not enrolled in the Clark Honors College must earn 4 credits of Research: [Topic] (ENVS 401) and 4 credits of Thesis (ENVS 403) in environmental studies or another appropriate department. These credits count towards environmental studies and environmental science major requirements.

Environmental Careers

The environmental studies and environmental science majors provide a well-rounded basic education to prepare students for entry-level positions in business, government, or non-governmental organizations. Alumni work in diverse fields including conservation, climate policy, political action, land use planning, public and environmental health, pollution

prevention and abatement, sustainable design, sustainable agriculture and food systems, environmental justice, green business, and ecosystem protection, restoration, and management. Many alumni continue their education through graduate programs.

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. 674) 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. 245**)**
- **Environmental Studies**

Bachelor of Arts in Environmental Science (Life Science Focus)

Course	Title	Credits Milestones
First Year		
Fall		
General-education course in arts and letters		4
CH 221	General Chemistry I	4
First term of first-year second-language sequence		4
MATH 111	College Algebra	4
	Credits	**16**
Winter		
WR 121	College Composition I	4
CH 222	General Chemistry II	4
Second term of first-year second-language sequence		4
MATH 112	Elementary Functions	4
	Credits	**16**
Spring		
ENVS 203	Introduction to Environmental Studies: Humanities	4
CH 223	General Chemistry III	4
Third term of first-year second-language sequence		4
MATH 251 or MATH 246	Calculus I or Calculus for the Biological Sciences I	4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
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		
Second term of second-year second-language sequence		4
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
ERTH 305	Dinosaurs	4
	Credits	**16**
Summer		
ERTH 201	Dynamic Planet Earth	4
ERTH 202	Earth's Surface and Environment	4
ERTH 203	History of Life	4
	Credits	**12**
	Total Credits	**60**

Course	Title	Credits Milestones
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 Milestones
Fourth Year		
Fall		
BI 380	Evolution	4

Elective courses		8
ENVS 477	Soil Science	4
	Credits	**16**
Winter		
ENVS 427	Environmental and Ecological Monitoring	4
BI 471	Population Ecology	4
Elective courses		8
	Credits	**16**
Spring		
ENVS 429	Environmental Leadership: [Topic]	4
BI 448	Field Botany	4
Elective courses		8
	Credits	**16**
	Total Credits	**48**

Bachelor of Science in Environmental Science (Life Science Focus)

Course	Title	Credits Milestones
First Year		
Fall		
ENVS 201	Introduction to Environmental Studies: Social Sciences	4
WR 121	College Composition I	4
General-education group-satisfying course		4
General-education course that also satisfies a international cultures multicultural requirement		4
	Credits	**16**
Winter		
WR 123	College Composition III	4
MATH 111	College Algebra	4
General-education courses		8
	Credits	**16**
Spring		
ENVS 203	Introduction to Environmental Studies: Humanities	4
MATH 112	Elementary Functions	4
General-education courses		8
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Second Year		
Fall		
CH 221	General Chemistry I	4
ERTH 201	Dynamic Planet Earth	4
MATH 251	Calculus I	4
Multicultural course in international cultures		4
	Credits	**16**
Winter		
CH 222	General Chemistry II	4
ERTH 202	Earth's Surface and Environment	4
MATH 252	Calculus II	4
BI 211	General Biology I: Cells	4
	Credits	**16**
Spring		
General-education course		4
ERTH 203	History of Life	4
CH 223	General Chemistry III	4
BI 213	General Biology III: Populations	4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Third Year		
Fall		
MATH 111	College Algebra	4
ANTH 330	Hunters and Gatherers	4
GEOG 341	Population and Environment	4
General-educationcourse		4
	Credits	**16**
Winter		
ANTH 361	Human Evolution	4
ANTH 349	Origins of Art	4
BI 212	General Biology II: Organisms	4
ENVS 345	Environmental Ethics	4
	Credits	**16**
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**

Course	Title	Credits Milestones
Fourth Year		
Fall		
ENVS 404	Internship: [Topic]	4
BI 306	Pollination Biology	4
Elective course		4
	Credits	**12**
Winter		
ENVS 411	Environmental Issues: [Topic] (Top Conservation Areas)	4
BI 307	Forest Biology	4
Elective course		4
	Credits	**12**
Spring		
ENVS 429	Environmental Leadership: [Topic]	4
BI 374	Conservation Biology	4

Elective course		4
	Credits	**12**
	Total Credits	**36**

Bachelor of Arts in Environmental Studies (Policy and Social Science Focus)

Course	Title	Credits Milestones
First Year		
Fall		
ENVS 201	Introduction to Environmental Studies: Social Sciences	4
WR 121	College Composition I	4
First term of first-year second-language sequence		4
General-education course		4
	Credits	**16**
Winter		
ENVS 202	Introduction to Environmental Studies: Natural Sciences	4
WR 122	College Composition II	4
Second term of first-year second-language sequence		4
General-education course		4
	Credits	**16**
Spring		
ENVS 203	Introduction to Environmental Studies: Humanities	4
Third term of first-year second-language sequence		4
MATH 111	College Algebra	4
General-education course that also satisfies international cultures multicultural requirement		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Second Year		
Fall		
First term of second-year second-language sequence		4
ERTH 201	Dynamic Planet Earth	4
SOC 312	Statistical Analysis in Sociology	4
General-education course		4
	Credits	**16**
Winter		
Second term of second-year second-language sequence		4
ERTH 202	Earth's Surface and Environment	4
General-education course		4
General-education course that also satisfies international cultures multicultural requirement		4
	Credits	**16**
Spring		
Third term of second-year second-language sequence		
ERTH 203	History of Life	4
General-education courses		8
	Credits	**12**
	Total Credits	**44**

Course	Title	Credits Milestones
Third Year		
Fall		
ANTH 170	Introduction to Human Origins	4
GEOG 341	Population and Environment	4
PS 477	International Environmental Politics	4
General-education course		4
	Credits	**16**
Winter		
GEOG 321	Climatology	4
LA 440	Introduction to Landscape Planning Analysis	4
PHIL 340	Environmental Philosophy	4
Course that satisfies minor requirements		4
	Credits	**16**
Spring		
ES 350	Native Americans and the Environment	4
ERTH 304	The Fossil Record	4
Course that satisfies minor requirements		4
	Credits	**12**
	Total Credits	**44**

Course	Title	Credits Milestones
Fourth Year		
Fall		
EC 432	Economy of the Pacific Northwest	4
GLBL 425	Global Food Security	4
Course that satisfies minor requirements		4
	Credits	**12**
Winter		
ENVS 411	Environmental Issues: [Topic] (Environmental Interpretation)	4
GLBL 446	Development and Social Change in Latin America	4
Course that satisfies minor requirements		4
	Credits	**12**
Spring		
EC 330	Urban and Regional Economic Problems	4
ENVS 404	Internship: [Topic]	1-12
Course that satisfies minor requirements		4
	Credits	**9-20**
	Total Credits	**33-44**

Bachelor of Science in Environmental Studies (Humanities and Sustainable Design Focus)

Course	Title	Credits	Milestones
First Year			
Fall			
ENVS 201	Introduction to Environmental Studies: Social Sciences	4	
WR 121	College Composition I	4	
General-education course in arts and letters		4	
Multicultural course in international cultures		4	
	Credits	**16**	
Winter			
ENVS 202	Introduction to Environmental Studies: Natural Sciences	4	
WR 122	College Composition II	4	
General-education course in social science		4	
General-education course in arts and letters		4	
	Credits	**16**	
Spring			
ENVS 203	Introduction to Environmental Studies: Humanities	4	
MATH 111	College Algebra	4	
Multicultural course in identity, pluralism, and tolerance		4	
General-education course in arts and letters		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
CH 111	Introduction to Chemical Principles	4	
MATH 112	Elementary Functions	4	
GEOG 141	The Natural Environment	4	
General-education course in social science		4	
	Credits	**16**	
Winter			
BI 211	General Biology I: Cells	4	
General-education course in arts and letters		4	
MATH 243	Introduction to Methods of Probability and Statistics	4	
Elective course		4	
	Credits	**16**	
Spring			
BI 213	General Biology III: Populations	4	
GEOG 341	Population and Environment	4	
PS 367	Science and Politics of Climate Change	4	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
ENVS 345	Environmental Ethics	4	
PPPM 445	Green Cities	4	
BI 357	Marine Biology	4	
Elective course		4	
	Credits	**16**	
Winter			
ENG 325	Literature of the Northwest	4	
LA 390	Urban Farm	4	
BI 307	Forest Biology	4	
Elective course		4	
	Credits	**16**	
Spring			
HIST 378	American Environmental History to 1890	4	
ENVS 467	Sustainable Agriculture	4	
Elective courses		8	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
ENVS 411	Environmental Issues: [Topic]	4	
PHIL 309	Global Justice	4	
Elective course		4	
	Credits	**12**	
Winter			
ARCH 436	Theory of Urban Design I	3	
Elective courses		8	
	Credits	**11**	
Spring			
ENVS 404	Internship: [Topic]	4	
Elective courses		8	
	Credits	**12**	
	Total Credits	**35**	

- **Master of Arts**
- **Master of Science**
- **Doctor of Philosophy**
- **Graduate Certificate in Environmental Humanities**
- **Graduate Certificate in Food Studies**

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.

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.

Courses

ENVS 196. Field Studies: [Topic]. 1-5 Credits.
Repeatable three times for a maximum of 20 credits.

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.
Repeatable when topic changes.

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 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 up to 5 times.

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 twice for a maximum of 12 credits when topic changes.
Prereq: instructor's approval.

ENVS 429L. Environmental Leadership: [Topic]. 4 Credits.
Partnering with governmental agencies, nonprofit organizations, public schools and local businesses, students develop service learning projects. Repeatable twice for a maximum of 12 credits when topic changes.

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 493M. Passive Cooling. 4 Credits.
Conceptual and quantitative investigations of passive cooling design and performance, including precedents, shading, natural ventilation, evaporative cooling, use of thermal mass, radiant cooling assisted by cold night skies, and control scheduling, supported by field investigations and introductory energy modeling. Multilisted with ARCH 493M.
Prereq: ARCH 491.

ENVS 494M. Passive Heating. 4 Credits.
Conceptual and quantitative investigations of passive solar heating design and performance, including precedents, solar resource evaluation, glazing selection and orientation, thermal mass materials and positioning, movable insulation, and control scheduling, supported by solar site surveys and modeling in EnergyPlus. Multilisted with ARCH 494M.
Prereq: ARCH 491.

ENVS 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

ENVS 503. Thesis. 1-16 Credits.
Repeatable up to eight times.

ENVS 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ENVS 508. Workshop: [Topic]. 1-8 Credits.
Repeatable.

ENVS 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

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 593M. Passive Cooling. 4 Credits.
Conceptual and quantitative investigations of passive cooling design and performance, including precedents, shading, natural ventilation, evaporative cooling, use of thermal mass, radiant cooling assisted by cold night skies, and control scheduling, supported by field investigations and introductory energy modeling. Multilisted with ARCH 593M.
Prereq: ARCH 591.

ENVS 594M. Passive Heating. 4 Credits.
Conceptual and quantitative investigations of passive solar heating design and performance, including precedents, solar resource evaluation, glazing selection and orientation, thermal mass materials and positioning, movable insulation, and control scheduling, supported by solar site surveys and modeling in EnergyPlus. Multilisted with ARCH 594M.
Prereq: ARCH 591

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 nine times.

ENVS 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

ENVS 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

ENVS 609. Terminal Project. 1-16 Credits.
Repeatable up to eight times.

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.

Bachelor of Arts and Bachelor of Science in Environmental Studies

The Environmental Studies major focuses on social sciences, policy studies, the humanities, and sustainable design and practice. It is designed for students who are interested in such areas as environmental policy, planning, ethics or philosophy, ecocriticism, environmental justice, sustainable development, international environmental issues, or social theory and the environment.

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.

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 a SDS flight path Tykeson Advisor.

Code	Title	Credits
Lower-Division Core Courses		
ENVS 201	Introduction to Environmental Studies: Social Sciences	4
ENVS 202	Introduction to Environmental Studies: Natural Sciences	4
ENVS 203	Introduction to Environmental Studies: Humanities	4
Lower-Division Mathematics and Science Courses		
MATH 111	College Algebra [1]	4
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.		4
Total Credits		**92**

[1] Recommended course; however, a university-level mathematics course that counts toward the bachelor of science mathematics requirement fulfills the requirement.

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.

Bachelor of Science in Environmental Studies

Code	Title	Credits
Lower-Division Core Courses		
ENVS 201	Introduction to Environmental Studies: Social Sciences	4
ENVS 202	Introduction to Environmental Studies: Natural Sciences	4
ENVS 203	Introduction to Environmental Studies: Humanities	4
Lower-Division Mathematics and Science Courses		
MATH 111	College Algebra [1]	4
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.	4
Total Credits	**92**

[1] Recommended course; however, a university-level mathematics course that counts toward the bachelor of science mathematics requirement fulfills the requirement.

Bachelor of Arts and Bachelor of Science in Environmental Science

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.

Bachelor of Arts in Environmental Science

The major requires a minimum of 112 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/).

Code	Title	Credits
Lower-Division Core Courses		
ENVS 201	Introduction to Environmental Studies: Social Sciences	4
ENVS 203	Introduction to Environmental Studies: Humanities	4
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, and honors thesis.		4
Total Credits		**112**

[1] Five courses total are required for nonfocal area.

Bachelor of Science in Environmental Science

Code	Title	Credits
Lower-Division Core Courses		
ENVS 201	Introduction to Environmental Studies: Social Sciences	4
ENVS 203	Introduction to Environmental Studies: Humanities	4
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, and honors thesis.		4
Total Credits		**112**

[1] Five courses total are required for nonfocal area.

Minors in Environmental Studies, Environmental Science, and Food Studies

The Environmental Studies Program offers two undergraduate majors (Environmental Studies and Environmental Science), three undergraduate minors (Environmental Studies,Environmental Humanities, and Food Studies), Master's and Doctoral degrees. It also houses several high-profile interdisciplinary centers, programs and initiatives including the Center for Environmental Futures, Tribal Climate Change Project, Environmental Leadership Program, Just Futures Institute for Racial and Climate Justice, and Climate Change and Indigenous Peoples Initiative.

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 32 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.

Code	Title	Credits
Required Courses		
ENVS 201	Introduction to Environmental Studies: Social Sciences	4
ENVS 202	Introduction to Environmental Studies: Natural Sciences	4
ENVS 203	Introduction to Environmental Studies: Humanities	4
Advanced Course Requirements		
One upper-division natural science course from the major requirements sheet		4
Four electives from areas of social science, policy, humanities, or design		16
Total Credits		**32**

The Environmental Humanities Minor helps students to understand the environment and the human condition through interdisciplinary scholarship in the humanities and allied disciplines—history, literature, philosophy, art and architecture and their histories, anthropology, sociology, and historical and cultural geography—in conversation with the natural sciences. Through interpretation, argumentation, storytelling, and the arts, Environmental Humanities students reflect on the interactions between humans and their environments over time and among different cultures, grapple with complex moral and ethical issues, think critically about the world around us, and help to transform our environmental futures through imaginative and creative projects. This minor differs from the Environmental Studies minor in its primary focus on how humanities disciplines and the arts can contribute to understandings of environmental change; environmental ethics and politics; environmental justice; climate justice; and equitable, sustainable futures. At the UO, the Environmental Humanities are also concerned with the long histories of colonialism and racism.

Minor in Environmental Humanities

Code	Title	Credits
ENVS 203	Introduction to Environmental Studies: Humanities	4
Electives [1]		
Lower Division Electives:		4
ENG 230	Introduction to Environmental Literature	
HIST 215	Food in World History	
HIST 273	Introduction to Environmental History	
GLBL 280	Global Environmental Issues and Alternatives	
LAW 201	Introduction to Environmental Law and Policy	
Upper Division Electives:		16
ARH 410	Experimental Course: [Topic]	
ARH 399	Special Studies: [Topic]	
ENG 325	Literature of the Northwest	
ENG 469	Literature and the Environment: [Topic]	
ENVS 345	Environmental Ethics	
ENVS 429	Environmental Leadership: [Topic]	
ENVS 435	Environmental Justice	
ES 350	Native Americans and the Environment	
ES 354	Environmental Racism	
GEOG 343	Society, Culture, and Place	
GEOG 410	Experimental Course: [Topic]	
GEOG 461	Environmental Alteration	
GER 357	Nature, Culture, and the Environment	
HIST 378	American Environmental History to 1890	
HIST 467	The American West	
HIST 468	The Pacific Northwest	
HIST 473	American Environmental History: [Topic]	
PHIL 339	Introduction to Philosophy of Science	
PHIL 340	Environmental Philosophy	
WGS 331	Science, Technology, and Gender	
WGS 432	Gender, Environment, and Development	
Total Credits		**24**

[1] Undergraduate students must take 24 credit hours, 20 of which come from an approved list of electives (listed below). Students must take ENVS 203, Introduction to Environmental Studies: Humanities, for a maximum of 4 credit hours. No more than two courses for the Environmental Humanities minor may have the same subject code with the exception of ENVS, which can be two courses beyond the required ENVS 203. All courses must be at the 200-level or above.

All upper-division courses for the minor must be taken in residency at UO. Up to 4 lower-division credits may be taken elsewhere, with the approval of academic and career advisors in Tykeson Hall.

Minor in Food Studies

Code	Title	Credits
Foundational Courses		12
ENVS 225	Introduction to Food Studies	4
ANTH 220	Introduction to Nutritional Anthropology	4
or ANTH 248	Archaeology of Wild Foods	
or HPHY 105	Principles of Nutrition	
HIST 215	Food in World History	4
or HUM 245	Food, Art, and Literature	
or PHIL 220	Food Ethics	
Elective Courses [1]		8
Capstone Seminar [2]		4
Total Credits		**36**

1. Any upper division elective course listed on the current Food Studies minor requirements or tip sheet.
2. Students are required to take at least one capstone seminar course. A Food Studies minor–approved 400-level course, LA 390, HPHY 399 Nutrition and Metabolism, or a practical learning experience approved by the Food Studies faculty advisor (e.g. an internship, study abroad, service learning, or research) satisfy the capstone seminar requirement.

- The minor requires 24 graded credits (6 courses) from approved courses, at least twelve of which must be upper-division courses.
- Letter grades of C- or better must be earned in all courses applied to the minor.
- Students can count up to two upper division courses from their major department.
- Students are required to take at least one 400-level course or capstone seminar.
- Some “special topics” courses that focus on food may count toward the minor. Check with the advisors if you have one in mind.
- All upper-division courses for the Food Studies minor must be taken in residency at the University of Oregon. (“In residency” includes UO study abroad courses.)
- No more than three courses with the same subject heading will count for the minor (including ENVS).

Master of Arts and Master of Science in Environmental 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.

Master of Arts Degree in Environmental Studies

The master of arts degree requires demonstrated proficiency in a second language.

Code	Title	Credits
Environmental studies graduate core sequence [1]		9
Concentration area course work [2]		24
Electives		12
Thesis or terminal project [3]		12
Total Credits		**57**

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

Code	Title	Credits
Environmental studies graduate core sequence [1]		9
Concentration area course work [2]		24
Electives		12
Thesis or terminal project [3]		12
Total Credits		**57**

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.

Doctor of Philosophy in Environmental Sciences, Studies, and Policy

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.

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

Code	Title	Credits
Focal department course work [1]		
Environmental studies course work [2]		32
Focal department assessment of competence [3]		
Interdisciplinary assessment of competence [3]		
Dissertation:		18
ENVS 603	Dissertation	

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.

Environmental Humanities and Food Studies Graduate Certificates

Our graduate curriculum emphasizes flexible and individualized programs. We encourage innovative and interdisciplinary work culminating in first-rate, interdisciplinary scholarship and creative projects that draw from the natural sciences, social sciences, humanities, environmental design, law and policy, journalism, and education. Students design an individualized course plan and select faculty mentors from across the university to advise them in developing and completing their projects and theses

Graduate Certificate in Environmental Humanities

The field of the Environmental Humanities is inherently interdisciplinary, drawing on the
humanities disciplines of history, literature, philosophy, art and architectural history, theater arts,
and the humanistic social sciences (anthropology, historical and cultural geography, sociology). The
purpose of this certificate is to encourage students to deepen and broaden their understanding of the
Environmental Humanities by sampling from a variety of disciplines that focus on the interactions
between humans and the natural environment. Students will gain a deeper understanding of these
interactions by studying the environment from a variety of humanistic perspectives.

Code	Title	Credits
Elective Courses [1]		24
ARH 510	Experimental Course: [Topic]	
ARH 607	Seminar: [Topic]	
ENG 569	Literature and the Environment: [Topic]	
ENG 607	Seminar: [Topic]	
ENG 660	American Literature: [Topic]	
ENVS 535	Environmental Justice	
ENVS 550	Political Ecology	
ENVS 604	Internship: [Topic]	
GEOG 510	Experimental Course: [Topic]	
GEOG 561	Environmental Alteration	
GEOG 565	Environment and Development	
GEOG 607	Seminar: [Topic]	
HIST 566	The American West	
HIST 568	The Pacific Northwest	
HIST 573	American Environmental History: [Topic]	
HIST 608	Colloquium: [Topic]	
PHIL 607	Seminar: [Topic]	
PHIL 645	Environmental Philosophy: [Topic]	
SOC 516	Issues in Environmental Sociology [Topic]	
SOC 616	Environment and Resource Issues: [Topic]	
TA 571	Studies in Theater and Culture: [Topic]	
TA 572	Multicultural Theater: [Topic]	
TA 607	Seminar: [Topic]	
Methods Electives [2]		
ANTH 611	Ethnographic Research: Epistemology, Methods, Ethics	
ENG 570	Technologies and Texts Capstone	
GEOG 581	GIScience I	
Terminal Project [3]		4
ENVS 609	Terminal Project	

1. No more than two courses with the same subject code.
2. One of these courses may be taken as part of the 24 credit hours of electives, subject to the limitation on more than two courses with the same subject code.

[3] Up to 4 credit hours may be taken as part of the 24 credit hours of electives. This course is not subject to the limitation on more than two courses with the same subject code.

Graduate students must take 24 credit hours from an approved list of courses. No more than two
of those courses may have the same subject code (with the exception of ENVS 609), and only one
course can come from the Methods Elective courses list. All courses must be at the 500 level or
above. There are no required courses. However, students must produce and successfully present a public-facing creative project that draws on two or more disciplines, in consultation with a project advisor from each discipline. Students may elect to take up to 4 credit hours of ENVS 609 Terminal Project as part of their required credit hours, in addition to up to two courses with the ENVS subject code.

Students who wish to earn a certificate will submit a letter of interest to the Center for Environmental Futures, explaining what most compels them about the field of the Environmental Humanities. This letter will help to guide advising.

16 hours must be earned "in residence" at UO.

Graduate Specialization in Food Studies

This 18-credit interdisciplinary graduate specialization track is open to all UO graduate students. By combining the food studies specialization with their primary degree, students can enhance their education and future marketability. The specialization offers a coherent structure that allows students to develop a richer intellectual foundation than would be possible or practical outside the program. The specialization also is designed to enrich the qualifications of Master's and doctoral students, whether they have academic or community-based work aspirations.

Code	Title	Credits
ENVS 607	Seminar: [Topic] (Food Matters: Interdisciplinary Perspectives in Food Studies)	4
Breadth Requirement [1]		8
Praxis/Internship Experience		4
Colloquium Participation		2
Total Credits		**18**

European Studies

Nathalie Hester, Program Director
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, School of Planning, Public Policy and Management

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

David M. Luebke, History

Scott R. Maier, Journalism and Communication

Ian F. McNeely, History

Fabienne Moore, Romance Languages

Alexander B. Murphy, Geography

Craig Parsons, Political Science

Jenifer Presto, Comparative Literature

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.

Code	Title	Credits
Core Courses [1]		
GEOG 202	Geography of Europe	4
HIST 420	The Idea of Europe [2]	4
or RL 407	Seminar: [Topic]	
Electives [1]		
Two humanities courses [3]		8
Two social science courses [3]		8
Foreign Language Requirement		
Two to three years of a European foreign language [4]		
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. Sixteen 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.
4. 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.

Significant Paper or Project

A research paper on a topic appropriate to the student's interests is the final requirement. Many EURO minors complete this requirement in the Idea of Europe seminar. 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.

Folklore and Public Culture

Martha Bayless, Program Director
541-346-3930
344 Prince Lucien Campbell Hall

The interdisciplinary Folklore and Public Culture 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 and public culture courses examine the historical, cultural, social, political, and economic dimensions of such expressive forms as mythology, legend, folktale, art, music, dance, culinary practices, religion, ritual, and ceremony. Theoretical analyses, research methods, and fieldwork techniques are integral parts of the curriculum.

The Folklore and Public Culture Program offers bachelor of arts, master of arts, and master of science degrees in folklore and public culture. An undergraduate minor is also available. Folklore and public culture 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 and public culture graduates work in public and private agencies as educators, archivists, editors, arts and humanities consultants, museum curators, and festival planners.

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 **Planning, Public Policy and Management**.

D. Gantt Gurley, associate 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**.

Leah Lowthorp, assistant professor (folklore and gender, fieldwork methods and theory, social justice). See **Anthropology.**

Dorothee Ostmeier, professor (18th- and 20th-century literature, culture, philosophy). See **German and Scandinavian**.

Riki H. Saltzman, instructor (public folklore, foodways, ethnicity-identity)

Gordon M. Sayre, professor (early American literature, 18th-century literature, folklore). See **English**.

Philip W. Scher, professor (Caribbean, politics of culture, transnationalism). See **Anthropology**.

Daniel N. Wojcik, professor (alternative religions, subcultures, vernacular arts). See **English**.

Juan Eduardo Wolf, associate professor (ethnomusicology, folklore, Latin American studies). See **Music**.

Participating

Ina Asim, history

Mokaya Bosire, linguistics

Bob Bussel, Labor Education and Research Center

Carl R. Bybee, journalism and communication

Matthew Dennis, history

Keith Eggener, history of art and architecture

Maria Fernanda Escallón, anthropology

Kenneth I. Helphand, landscape architecture

Lamia Karim, anthropology

Patricia Lambert, planning, public policy and management

Ana Lara, 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

Ben Saunders, English

Stephanie "Lani" Teves, ethnic studies, women's, gender, and sexuality studies

Janet Wasko, journalism and communication

Stephanie Wood, College of Education

Stephen R. Wooten, global studies

- **Bachelor of Arts**
- **Minor**

Undergraduate Studies

Students studying folklore and public culture 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 and public culture 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 and Public Culture

Code	Title	Credits
FLR 250	Introduction to Folklore	4
Seminar Research Methods		4
Electives from Electives list		40
Total Credits		**48**

Electives

Code	Title	Credits
Folklore		
FLR 198	Workshop: [Topic]	1-2
FLR 225	Voices of Africa	4
FLR 235	Folklore and the Supernatural	4
FLR 255	Folklore and United States Popular Culture	4
FLR 320	Car Cultures	4
FLR 399	Special Studies: [Topic]	1-5
FLR 400M	Temporary Multilisted Course	1-5
FLR 407	Seminar: [Topic]	1-5
FLR 410	Experimental Course: [Topic]	1-5
FLR 411	Folklore and Religion	4
FLR 415	Folklore and Foodways	4
FLR 450	Folklore in the Public Sector	4
FLR 370	Folklore and Sexuality	4
FLR 401	Research: [Topic]	1-6
FLR 403	Thesis	1-6
FLR 404	Internship: [Topic]	1-8
FLR 405	Reading and Conference: [Topic]	1-6
FLR 406	Field Studies: [Topic]	1-6
FLR 408	Workshop: [Topic]	1-5
FLR 409	Practicum: [Topic]	1-6
FLR 483	Folklore and Mythology of the British Isles	4
Anthropology		
ANTH 114	Anthropology of Pirates and Piracy	4
ANTH 161	Introduction to Cultural Anthropology	4
ANTH 119	Anthropology and Aliens	4
ANTH 315	Gender, Folklore, Inequality	4

ANTH 326	Caribbean Societies	4
ANTH 365	Food and Culture	4
ANTH 411	Politics, Ethnicity, Nationalism	4
ANTH 429	Jewish Folklore and Ethnology	4
Arts and Administration		
PPPM 250	Arts and Human Values	4
PPPM 399	Special Studies: [Topic]	1-5
PPPM 470	The Arts in Society	4
PPPM 471	Cultural Policy	4
PPPM 473	Cultural Programming	4
AAD 451	Community Cultural Development	4
Dance		
DAN 301	African Dance Aesthetics	4
DAN 410	Experimental Course: [Topic] (Dema)	1-5
DAN 436	Dema African Performance Ensemble: [Topic]	3
Judaic Studies		
JDST 213	The Jewish Encounter with Modernity (Judaic Studies)	4
Music		
MUS 349	American Ethnic and Protest Music	3
MUS 358	Music in World Cultures	4
MUS 359	Music of the Americas	4
MUS 360	Hip-Hop Music: History, Culture, Aesthetics	4
MUS 365	Regional Ethnomusicology: [Topic]	4
MUS 451	Introduction to Ethnomusicology	4
MUS 452	Musical Instruments of the World	4
MUS 462	Popular Musics in the African Diaspora	4
Scandinavian and German		
GER 356	German Fairy Tales	1-4
SCAN 259	Vikings through the Icelandic Sagas	4
SCAN 325	Constructions versus Constrictions of Identity	4
SCAN 343	Norse Mythology	4
SCAN 344	Medieval Hero and Monster	4
Women's and Gender Studies		
WGS 321	Feminist Perspectives: Identity, Race, Culture	4

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 and public culture faculty. At least two terms before graduation, students who want to apply for a folklore and public culture degree should consult the program director to obtain authorization and course work approval.

Minimum Grade

Course work required for the folklore and public culture 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 and Public Culture

Courses

The 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 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 and public culture faculty. At least two terms before graduation, students who want to apply for a folklore and public culture minor should consult the program director to obtain authorization and course work approval.

Minimum Grade

Course work required for the folklore and public culture 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 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 and Public Culture

Course	Title	Credits Milestones
First Year		
Fall		
FLR 225	Voices of Africa	4
WR 121	College Composition I	4
ANTH 161	Introduction to Cultural Anthropology	4
First term of first-year second-language sequence		5
	Credits	**17**

Winter		
ANTH 163	Origins of Storytelling	4
WR 122	College Composition II	4
HIST 101	Ancient Mediterranean	4
Second term of first-year second-language sequence		5
	Credits	**17**
Spring		
FLR 250	Introduction to Folklore	4
PSY 201	Mind and Brain	4
JDST 213	The Jewish Encounter with Modernity	4
Third term of first-year second-language sequence		5
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits Milestones
Second Year		
Fall		
GEOG 142	Human Geography	4
FLR 235	Folklore and the Supernatural	4
FLR 255	Folklore and United States Popular Culture	4
First term of second-year second-language sequence		5
	Credits	**17**
Winter		
FLR 320	Car Cultures	4
ANTH 341	Food Origins	4
Second term of second-year second-language sequence		5
	Credits	**13**
Spring		
ENVS 345	Environmental Ethics	4
PPPM 250	Arts and Human Values	4
Third term of second-year second-language sequence		5
	Credits	**13**
	Total Credits	**43**

Course	Title	Credits Milestones
Third Year		
Fall		
MUS 358	Music in World Cultures	4
GEOG 361	Global Environmental Change	4
ANTH 365	Food and Culture	4
FLR 370	Folklore and Sexuality	4
	Credits	**16**
Winter		
ANTH 326	Caribbean Societies	4
FLR 350	Folklore and the Bible	4
MUS 360	Hip-Hop Music: History, Culture, Aesthetics	4
FLR 411	Folklore and Religion	4
	Credits	**16**
Spring		
ANTH 315	Gender, Folklore, Inequality	4
GER 356	German Fairy Tales	4
PPPM 473	Cultural Programming	4
MUS 359	Music of the Americas	4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Fourth Year		
Fall		
FLR 415	Folklore and Foodways	4
FLR 411	Folklore and Religion	4
Anthropology course chosen in consultation with advisor		4
PPPM 470	The Arts in Society	4
	Credits	**16**
Winter		
FLR 483	Folklore and Mythology of the British Isles	4
ANTH 429	Jewish Folklore and Ethnology	4
PPPM 399	Special Studies: [Topic] (Arts Management)	1-5
	Credits	**9-13**
Spring		
Program-approved course		4
Anthropology course chosen in consultation with advisor		4
PPPM 471	Cultural Policy	4
	Credits	**12**
	Total Credits	**37-41**

- **Master of Arts: General Folklore**
- **Master of Arts: Public Folklore**
- **Master of Science: General Folklore**
- **Master of Science: Public Folklore**
- **Graduate Specialization: Folklore and Public Culture**

Graduate Studies

The master of arts (MA) or master of science (MS) degree in folklore and public culture is interdisciplinary. In consultation with an advising committee, students take designated courses from faculty members in anthropology, arts and administration, English, folklore and public culture, German, 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.

Language Requirement for the MA Degree

The master of arts degree requires the satisfactory completion of a second-year level of proficiency in a second language, as required for the B.A. degree (see Bachelor's Degree Requirements (p. 27) in the catalog for details). Competency may be demonstrated by either a standardized test or with adequate undergraduate course work. Language competence must be demonstrated within the overall seven-year limit for completion of a master's degree.

Additional Courses

Consult the program's website or members of its faculty each term for special offerings that fulfill degree requirements. Visit the program website for a list of additional approved courses.

Other undergraduate and graduate courses with related subject matter may be applied to folklore and public culture certificate programs by arrangement with the instructors and the folklore and public culture director. For a list of these courses, visit the program website.

Master of Arts: General Folklore Track (63 credits)

Code	Title	Credits
Required Courses		
FLR 681	History and Theory of Folklore Research	5
FLR 684	Folklore Fieldwork Seminar [1]	5
Interdisciplinary Core Courses [2]		**28**
Folklore Core Courses		
FLR 507	Seminar: [Topic] (Video Production)	
FLR 511	Folklore and Religion	
FLR 514	Mythology and Modern Fantasy Fiction	
FLR 515	Folklore and Foodways	
FLR 516	African Folklore	
FLR 518	Folklore and Gender	
FLR 550	Folklore in the Public Sector	
FLR 583	Folklore and Mythology of the British Isles	
Anthropology Core Courses		
ANTH 511	Politics, Ethnicity, Nationalism	
ANTH 519	Performance, Politics, and Folklore	
ANTH 529	Jewish Folklore and Ethnology	
ANTH 593	Anthropology and Popular Culture	
ANTH 611	Ethnographic Research: Epistemology, Methods, Ethics	
German and Scandinavian Core Courses		
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 562	Popular Musics in the African Diaspora	
Planning, Public Policy and Management Core Courses		
PPPM 573	Cultural Programming	
PPPM 571	Cultural Policy	
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 studentâ€™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)

Code	Title	Credits
Required Courses		
FLR 681	History and Theory of Folklore Research	5
FLR 684	Folklore Fieldwork Seminar [1]	5
Interdisciplinary Core Courses [2]		**28**
Folklore Core Courses		
FLR 507	Seminar: [Topic] (Video Production)	
FLR 511	Folklore and Religion	
FLR 514	Mythology and Modern Fantasy Fiction	
FLR 515	Folklore and Foodways	
FLR 516	African Folklore	
FLR 518	Folklore and Gender	
FLR 550	Folklore in the Public Sector	
FLR 583	Folklore and Mythology of the British Isles	
Anthropology Core Courses		
ANTH 511	Politics, Ethnicity, Nationalism	
ANTH 519	Performance, Politics, and Folklore	
ANTH 529	Jewish Folklore and Ethnology	
ANTH 593	Anthropology and Popular Culture	
ANTH 611	Ethnographic Research: Epistemology, Methods, Ethics	
German and Scandinavian Core Courses		
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 562	Popular Musics in the African Diaspora	
Planning, Public Policy and Management Core Courses		

PPPM 571	Cultural Policy	
PPPM 573	Cultural Programming	
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)

Code	Title	Credits
Required Courses		
FLR 550	Folklore in the Public Sector	4
FLR 681	History and Theory of Folklore Research	5
FLR 684	Folklore Fieldwork Seminar [1]	5
PPPM 573	Cultural Programming	4
Interdisciplinary Core Courses		
Select 20 credits from the following courses: [2]		20
Folklore Core Courses		
FLR 507	Seminar: [Topic] (Video Production)	
FLR 511	Folklore and Religion	
FLR 514	Mythology and Modern Fantasy Fiction	
FLR 515	Folklore and Foodways	
FLR 516	African Folklore	
FLR 518	Folklore and Gender	
FLR 583	Folklore and Mythology of the British Isles	
Anthropology Core Courses		
ANTH 511	Politics, Ethnicity, Nationalism	
ANTH 519	Performance, Politics, and Folklore	
ANTH 529	Jewish Folklore and Ethnology	
ANTH 593	Anthropology and Popular Culture	
ANTH 611	Ethnographic Research: Epistemology, Methods, Ethics	
German and Scandinavian Core Courses		
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 562	Popular Musics in the African Diaspora	
Planning, Public Policy and Management Core Courses		
PPPM 571	Cultural Policy	
Electives		**12**
Select courses from the folklore core or outside that bolster specialization areas		
Internship		
FLR 604	Internship: [Topic] [3]	4
Thesis or Terminal Project		
FLR 503	Thesis [4]	9
or FLR 609	Terminal Project	

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)

Code	Title	Credits
Required Courses		
FLR 550	Folklore in the Public Sector	4
FLR 681	History and Theory of Folklore Research	5
FLR 684	Folklore Fieldwork Seminar [1]	5
PPPM 573	Cultural Programming	4
Interdisciplinary Core Courses		
Select 20 credits from the following courses: [2]		20
Folklore Core Courses		
FLR 507	Seminar: [Topic] (Video Production)	
FLR 511	Folklore and Religion	
FLR 514	Mythology and Modern Fantasy Fiction	
FLR 515	Folklore and Foodways	
FLR 516	African Folklore	
FLR 518	Folklore and Gender	
FLR 583	Folklore and Mythology of the British Isles	
Anthropology Core Courses		
ANTH 511	Politics, Ethnicity, Nationalism	
ANTH 519	Performance, Politics, and Folklore	
ANTH 529	Jewish Folklore and Ethnology	
ANTH 593	Anthropology and Popular Culture	
ANTH 611	Ethnographic Research: Epistemology, Methods, Ethics	
German and Scandinavian Core Courses		
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 562	Popular Musics in the African Diaspora	
Planning, Public Policy and Management Core Courses		

PPPM 571	Cultural Policy	
Electives		**12**
Select courses from the folklore core or outside that bolster specialization areas		
Internship		
FLR 604	Internship: [Topic] [3]	4
Thesis or Terminal Project		
FLR 503	Thesis [4]	9
or FLR 609	Terminal Project	

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.

Graduate Specialization: Folklore and Public Culture

Code	Title	Credits
FLR 681	History and Theory of Folklore Research	5
FLR 550	Folklore in the Public Sector	4
Minimum of 7 credits from the following: [2]		7
FLR 511	Folklore and Religion	
FLR 513	Folk Art and Material Culture	
FLR 515	Folklore and Foodways	
FLR 583	Folklore and Mythology of the British Isles	
FLR 605	Reading and Conference: [Topic]	
FLR 606	Field Studies: [Topic]	
Total Credits		**16**

1 One fieldwork/public folklore course, chosen from FLR 550 *(Public Folklore*), FLR 684 *(Fieldwork*) or another Folklore course or a course taught by core faculty approved by the Director of Graduate Studies in the Folklore and Public Culture Program.

2 FLR 550 and FLR 684 are also applicable if not taken to satisfy the fieldwork and public folklore section.

3 Courses must be taken for a letter grade and grade must be a B- or better to count for the specialization. An overlap maximum of 4 credits may be permitted with permission of the Folklore Director of Graduate Studies.

See https://folklore.uoregon.edu/welcome/course_descriptions/ for course descriptions

Additional Requirements:

A statement of interest and a transcript of higher education to date are required. Contact information for recommenders is required, but recommendations are not required at this stage. Send application, including statement of purpose, transcripts, and list of recommenders, to Folklore secretary Beth Magee at emagee@uoregon.edu. Applications are accepted on a rolling basis. Students must be matriculated students at the University of Oregon.

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 medieval culture defined magic and how the exploration of magic led to the beginnings of science. Analyzes the practices of medieval western Europe, particularly Britain.

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 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 400M. Temporary Multilisted Course. 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 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 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 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

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 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 Social Science

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General Social Sciences is a multidisciplinary, undergraduate program that prepares students for success in an interconnected global environment. GSS majors learn how analyze social issues using research and critical thinking. They also develop innovative problem-solving skills, which are applicable towards professional fields like business, government, law, and education. The GSS curriculum provides flexibility in both class schedules and coursework. This allows students to tailor their educations according to their interests, and to balance multiple academic or personal pursuits in their lives.

GSS majors take courses on specific social topics from a variety of disciplinary perspectives. Students can also earn course credit for

internships in their desired fields. The curriculum is divided into 4 distinct concentrations (https://gss.uoregon.edu/concentrations/):

- Applied Economics, Business and Society (AEBS)
- Crime, Law and Society (CLS)
- Globalization, Environment, and Policy (GEP)
- Social Science Teaching (SST)

Each concentration serves as a central focus for required and elective courses within the major. After declaring a concentration, students select courses from a wide range of social sciences departments as well as the university's professional schools (Business, Education, Journalism, and Planning and Public Policy Management).

- BA and BS in General Social Science **(**p. 265**)**
- Minor in Commerce and Society **(**p. 273**)**
- Minor in Criminology **(**p. 274**)**

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

Course	Title	Credits Milestones
First Year		
Fall		
BA 101	Introduction to Business	4
WR 121	College Composition I	4
First term of first-year second-language sequence		4
Group-satisfying course		4
	Credits	**16**
Winter		
EC 201	Introduction to Economic Analysis: Microeconomics	4
WR 122 or WR 123	College Composition II or College Composition III	4
Second term of first-year second-language sequence		4
Group-satisfying course		4
	Credits	**16**
Spring		
EC 202	Introduction to Economic Analysis: Macroeconomics	4
Third term of first-year second-language sequence		4
Group-satisfying courses		8
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Second Year		
Fall		
BA 215	Accounting: Language of Business Decisions	4
First term of second-year second-language sequence		4
Group-satisfying course		4
Course in a specialization area		4
Consider a minor, a double major, study abroad		
	Credits	**16**
Winter		
MATH 243	Introduction to Methods of Probability and Statistics	4
Second term of second-year second-language sequence		4
Group-satisfying course		4
Course in a specialization area		4
	Credits	**16**
Spring		
Research methods course		4

Third term of second-year second-language sequence		4
Group-satisfying course		4
Course in a specialization area		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
Courses in a specialization area		12	
Consider career preparation, internships, career counseling, study abroad, résumé-building			
Group-satisfying course		4	
	Credits	**16**	
Winter			
Elective courses		12	
Course in a specialization area		4	
	Credits	**16**	
Spring			
Elective courses		16	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Elective courses		8	
Consider applying for employment, internships, Graduate School, degree			
Group-satisfying courses		8	
	Credits	**16**	
Winter			
Elective courses		16	
	Credits	**16**	
Spring			
Elective course		4	
	Credits	**4**	
	Total Credits	**36**	

Bachelor of Science in General Social Science

Course	Title	Credits	Milestones
First Year			
Fall			
BA 101	Introduction to Business	4	
WR 121	College Composition I	4	
Mathematics course		4	
Group-satisfying course		4	
	Credits	**16**	
Winter			
EC 201	Introduction to Economic Analysis: Microeconomics	4	
WR 122	College Composition II	4	
Mathematics course		4	
Group-satisfying course		4	
	Credits	**16**	
Spring			
EC 202	Introduction to Economic Analysis: Macroeconomics	4	
Mathematics course		4	
Group-satisfying courses		8	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
BA 215	Accounting: Language of Business Decisions	4	
Elective course		4	
Group-satisfying course		4	
Course in a specialization area		4	
Consider a minor, a double major, study abroad			
	Credits	**16**	
Winter			
MATH 243	Introduction to Methods of Probability and Statistics	4	
Elective course		4	
Course in a specialization area		4	
Group-satisfying course		4	
	Credits	**16**	
Spring			
Placeholder			
Research methods course		4	
Group-satisfying course		4	
Elective course		4	
Course in a specialization area		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
Group-satisfying course		4	
Courses in a specialization area		12	
	Credits	**16**	
Winter			
Elective courses		12	
Course in a specialization area		4	
	Credits	**16**	
Spring			
Elective courses		16	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits Milestones
Fourth Year		
Fall		
Group-satisfying courses		8
Elective courses		8
Consider applying for employment, internships, Graduate School, degree		
Meet with an advisor		
	Credits	**16**
Winter		
Elective courses		16
	Credits	**16**
Spring		
Elective course		4
	Credits	**4**
	Total Credits	**36**

Bachelor of Arts and Science in General Social Science

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.

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.

Code	Title	Credits
GSS Applied Economics, Business, and Society Concentration		
Preliminary Core		
BA 101	Introduction to Business	4
EC 201	Introduction to Economic Analysis: Microeconomics	4
EC 202	Introduction to Economic Analysis: Macroeconomics	4
Methods Requirement		
BA 215	Accounting: Language of Business Decisions	4
MATH 243	Introduction to Methods of Probability and Statistics	4
Research Methods Requirement		
Complete one of the following courses.		4
GEOG 391	Social Science Inquiry and Research	
PS 102	Thinking Like a Social Scientist	
SOC 311	Research Methods	
PPPM 415	Policy and Planning Analysis	
Specialization Requirements		
Must take 7 of the following courses, at least two of the courses must be outside of Economics and Business.		28
BA 316	Management: Creating Value through People	
BA 317	Marketing: Creating Value for Customers	
BA 318	Finance: Creating Value through Capital	
EC (All 300+ and 400+ courses approved, except 400 – 409.		
ENVS 345	Environmental Ethics	
GEOG 342	Geography of Globalization	
GEOG 442	Urban Geography	
GEOG 448	Tourism and Development	

GEOG 468	Contemporary Food Systems
GEOG 475	Advanced Geography of Non-European-American Regions: [Topic]
GLBL 431	Cross-Cultural Communication
HIST 363	American Business History
HIST 383	Soccer and Society in Latin America
HIST 425	Economic History of Modern Europe: [Topic]
HIST 463	American Economic History: [Topic]
PS 210	Politics of Business
PS 340	International Political Economy

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.

Crime, Law, and Society Concentration

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.

Code	Title	Credits
GSS Crime, Law, and Society Concentration		
Preliminary Core		
Must Take:		
SOC 204	Introduction to Sociology	4
or SOC 207	Social Inequality	
PS 275	Legal Process	4
ES 101	Introduction to Ethnic Studies	4
Methods Requirement		
Complete one of the following courses:		4
GEOG 391	Social Science Inquiry and Research	
PPPM 415	Policy and Planning Analysis	
PS 102	Thinking Like a Social Scientist	
SOC 311	Research Methods	
Specialization Requirements		
Must take 8 of the following courses:		
ANTH 176	Introduction to Forensic Anthropology	
ANTH 322	Anthropology of the United States	
ANTH 473	Advanced Forensic Anthropology	
ES 345M	Music, Politics, and Race	
ES 352	Social Equity and Criminal Justice	
ES 450	Race and Incarceration	
ES 452	Race and Ethnicity and the Law: [Topic]	
FHS 482	Prevention of Youth Violence	
FHS 483	Prevention of Interpersonal Violence	
GEOG 343	Society, Culture, and Place	
GLBL 370	International Human Rights	
J 385	Communication Law	
J 397	Media Ethics	
LING 415	Semantics	
PHIL 344	Introduction to Philosophy of Law	
PHIL 425	Philosophy of Language	
PPPM 418	Introduction to Public Law	
PS 348	Women and Politics	
PS 368	Gender in the Law	
PS 371	United States Congress	
PS 375	Race, Politics, and the Law	
PS 466	Civil Rights in Post-Warren Era	
PS 470	Constitutional Law	
PS 472	Matters of Life and Death	
PS 484	United States Supreme Court	
PS 485	Civil Rights and Civil Liberties	
PSY 309	Psychopathology	
PSY 366	Culture and Mental Health	
PSY 380	Psychology of Gender	
PSY 388	Human Sexuality	
SOC 313	Social Issues and Movements	
SOC 328	Self and Society	
SOC 330	Sociology of the Family	
SOC 370	Urban Sociology	
SOC 380	Introduction: Deviance, Control, and Crime	
SOC 425	Issues in Sociology of Family: [Topic]	
SOC 445	Sociology of Race and Ethnicity: [Topic]	
SOC 452	Issues of Migration: [Topic]	
SOC 484	Issues in Deviance, Control, and Crime: [Topic]	
WGS 321	Feminist Perspectives: Identity, Race, Culture	
WGS 341	Women, Work, and Class	

Requirements

Students must complete 48 credits with a minimum of 24 upper-division credits within the major.

Courses must be completed with a grade of C- or better. A maximum of one course with a grade of 'P' or 'P*' may be used.

Double Dipping Policy
GSS will accept a maximum of 3 courses that overlap ("double-dip") with another major, or 1 course that overlaps with a minor. Please note that degree guide may not reflect the double-dipping policy and it will be the responsibility of the student to ensure they are meeting the requirements. For additional information, meet with an advisor (see Advising (https://gss.uoregon.edu/contact-infoenroll/)).

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.

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.

Code	Title	Credits
GSS Globalization, Environment, and Policy Concentration		
Preliminary Core (Complete all 3 courses)		
GEOG 141	The Natural Environment	4
GEOG 142	Human Geography	4
PS 297	Introduction to Environmental Politics	4
Methods Requirement (Complete one of the following courses)		**4**
GEOG 391	Social Science Inquiry and Research	
PPPM 415	Policy and Planning Analysis	
PS 102	Thinking Like a Social Scientist	
SOC 311	Research Methods	
Breadth Requirements (Complete two courses from the following list)		**8**
ANTH 161	Introduction to Cultural Anthropology	
EC 201	Introduction to Economic Analysis: Microeconomics	
ENVS 201	Introduction to Environmental Studies: Social Sciences	
GLBL 240	Perspectives on International Development	
GLBL 250	Value Systems in Cross-Cultural Perspective	
GLBL 260	Culture, Capitalism, and Globalization	
GLBL 280	Global Environmental Issues and Alternatives	
HIST 273	Introduction to Global Environmental History	
J 201	Media and Society	
LING 211	Languages of the World	
PPPM 201	Introduction to Public Policy	
PPPM 202	Healthy Communities	
PS 205	Introduction to International Relations	
Specialization Requirements		
Must complete 6 of the following courses:		
ANTH 310	Exploring Other Cultures: [Topic]	
ANTH 329	Immigration and Farmworkers Political Culture	
ANTH 411	Politics, Ethnicity, Nationalism	
EC 333	Resource and Environmental Economic Issues	
ENVS 335	Allocating Scarce Environmental Resources	
ENVS 411	Environmental Issues: [Topic]	
ENVS 429	Environmental Leadership: [Topic]	
ENVS 435	Environmental Justice	
ENVS 450	Political Ecology	
GEOG 321	Climatology	
GEOG 322	Geomorphology	
GEOG 323	Biogeography	
GEOG 341	Population and Environment	
GEOG 342	Geography of Globalization	
GEOG 410	Experimental Course: [Topic]	
GEOG 425	Hydrology and Water Resources	
GEOG 430	Long-Term Environmental Change	
GEOG 441	Political Geography	
GEOG 448	Tourism and Development	
GEOG 461	Environmental Alteration	
GEOG 463	Geography, Law, and the Environment	
GEOG 467	International Water Policy	
GLBL 323	Islam and Global Forces	
GLBL 345	Africa Today: Issues and Concerns	
GLBL 360	International Cooperation and Conflict	
GLBL 370	International Human Rights	
GLBL 421	Gender and International Development	
GLBL 423	Development and the Muslim World	
GLBL 425	Global Food Security	
GLBL 432	Indigenous Cultural Survival	
GLBL 433	Childhood in Cross-Cultural Perspective	
GLBL 442	South Asia: Development and Social Change	
GLBL 444	Development and Social Change in Southeast Asia	
GLBL 446	Development and Social Change in Latin America	
HIST 415	Advanced World History: [Topic]	
HIST 473	American Environmental History: [Topic]	
J 320	Gender, Media, and Diversity	
J 350	Principles of Public Relations	
J 396	International Communication	
J 467	Issues in International Communication: [Topic]	
LA 410	Experimental Course: [Topic]	
PHIL 340	Environmental Philosophy	
PPPM 331	Environmental Management	
PPPM 407	Seminar: [Topic]	
PPPM 408	Workshop: [Topic]	
PS 302	States' Rights (and Wrongs)	
PS 304	Democracy, Dictators, and Development	
PS 320	International Organization	
PS 330	Governments and Politics in Latin America	
PS 337	The Politics of Development	
PS 367	Science and Politics of Climate Change	
PS 380	Gender and Politics in Developing Countries	
PS 471	Intergenerational Justice	
PS 477	International Environmental Politics	
SOC 304	Community, Environment, and Society	
SOC 416	Issues in Environmental Sociology [Topic]	
WGS 351	Decolonial Feminisms	
WGS 432	Gender, Environment, and Development	

*ENVS 335 and EC 333 cover much of the same material. Students are discouraged from taking both.

**Topic course is subject to title change; only specific titles approved. Contact GSS director for approval.

Students must complete 48 credits with a minimum of 24 upper division credits within the major.

Courses must be completed with a grade of C- or better. A maximum of one course with a grade of 'P' or 'P*' may be used.

Double Dipping Policy
GSS will accept a maximum of 3 courses that overlap ("double-dip") with another major, or 1 course that overlaps with a minor. Please note that degree guide may not reflect the double-dipping policy and it will be the responsibility of the student to ensure they are meeting the requirements. For additional information, meet with
an advisor (see Advising (https://gss.uoregon.edu/contact-infoenroll/)).

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.

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 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.

Code	Title	Credits
GSS Social Studies Teaching Concentration		
Preliminary Core		
1) World History, Geography, Sociology, Psychology and Anthropology		
Choose any 2 of the following courses:		
ANTH 150	World Archaeology	4
ANTH 161	Introduction to Cultural Anthropology	4
GEOG 201	World Regional Geography	4
GEOG 202	Geography of Europe	4
GEOG 208	Geography of the United States and Canada	4
GEOG 209	Geography of the Middle East and North Africa	4
HIST 101	Ancient Mediterranean	4
HIST 102	Making Modern Europe	4
HIST 103	Europe and the World	4
HIST 104	World History	4
HIST 105	World History	4
HIST 106	World History	4
PSY 201	Mind and Brain	4
PSY 202	Mind and Society	4
SOC 204	Introduction to Sociology	4
SOC 207	Social Inequality	4
2) European and World History		
Choose any 2 of the following courses [1]		
European History		
HIST 101	Ancient Mediterranean	
HIST 102	Making Modern Europe	
HIST 103	Europe and the World	
HIST 301	Modern Europe	
HIST 302	Modern Europe	
HIST 303	Modern Europe	
HIST 319	Early Middle Ages in Europe	
HIST 320	High Middle Ages in Europe	
HIST 321	Late Middle Ages in Europe	
HIST 332	British History: [Topic]	
HIST 336	France	
HIST 337	France	
HIST 342	German History: [Topic]	
399 and 400-level courses with approval from GSS director		
World History		
HIST 104	World History	
HIST 105	World History	
HIST 106	World History	
HIST 325	Precolonial Africa	
HIST 346	Imperial Russia	
HIST 347	Soviet Union and Contemporary Russia	
HIST 380	Latin America	
HIST 381	Latin America	
HIST 382	Latin America, 1910 to the Present	
HIST 386	India	
HIST 387	Early China	
399 and 400-level courses with approval from GSS director		
3) US History		
Choose any 3 of the following courses:		12
HIST 201	Inventing America	
HIST 202	Building the United States	
HIST 203	American Century	
HIST 308	History of Women in the United States I	
HIST 309	History of Women in the United States II	
HIST 351	American Radicalism	
HIST 352	The United States in the 1960s	
HIST 363	American Business History	
HIST 388	Vietnam War and the United States	
H399 and 400-level courses with approval from GSS director		
4) Economics		**8**
EC 201	Introduction to Economic Analysis: Microeconomics	
EC 202	Introduction to Economic Analysis: Macroeconomics	
5) Government and Political Science		
Must take 2 of the following courses:		8
PS 201	United States Politics	

PS 206	Ethics, Identity, and Power	
PS 302	States' Rights (and Wrongs)	
PS 304	Democracy, Dictators, and Development	
PS 308	United States Political Thought	
PS 309	Political Ideologies	
PS 347	Political Power, Influence, and Control	
PS 348	Women and Politics	
PS 386	United States Social Movements and Political Change	

6) Research Methods Requirement

Complete one of the following courses:		4
GEOG 391	Social Science Inquiry and Research	
PPPM 415	Policy and Planning Analysis	
PS 102	Thinking Like a Social Scientist	
SOC 311	Research Methods	

7) Specialization and Upper-Division Requirements

Must take at least one course from each of the following three areas: US History, Economics, and Political Science. [2]

Anthropology (ANTH)

ANTH 310	Exploring Other Cultures: [Topic]
ANTH 315	Gender, Folklore, Inequality
ANTH 320	Native North Americans
ANTH 322	Anthropology of the United States
ANTH 326	Caribbean Societies
ANTH 329	Immigration and Farmworkers Political Culture
ANTH 330	Hunters and Gatherers
ANTH 331	Cultures of India and South Asia
ANTH 340	Fundamentals of Archaeology
ANTH 343	Pacific Islands Archaeology
ANTH 344	Oregon Archaeology
ANTH 365	Food and Culture
ANTH 411	Politics, Ethnicity, Nationalism
ANTH 429	Jewish Folklore and Ethnology
ANTH 434	Native South Americans
ANTH 442	Northwest Coast Archaeology
ANTH 443	North American Archaeology
ANTH 448	Gender and Archaeology
ANTH 488	Foundations of Social Theory

Economics (EC)

EC 327	Introduction to Game Theory
EC 330	Urban and Regional Economic Problems
EC 333	Resource and Environmental Economic Issues
EC 340	Issues in Public Economics
EC 350	Labor Market Issues
EC 360	Issues in Industrial Organization
EC 370	Money and Banking
EC 380	International Economic Issues
EC 390	Problems and Issues in the Developing Economies

Geography (GEOG)

GEOG 341	Population and Environment
GEOG 342	Geography of Globalization
GEOG 343	Society, Culture, and Place
GEOG 441	Political Geography
GEOG 442	Urban Geography
GEOG 445	Culture, Ethnicity, and Nationalism
GEOG 461	Environmental Alteration
GEOG 463	Geography, Law, and the Environment
GEOG 465	Environment and Development
GEOG 471	North American Historical Landscapes

Global Studies (GLBL)

GLBL 345	Africa Today: Issues and Concerns
GLBL 399	Special Studies: [Topic]
GLBL 421	Gender and International Development
GLBL 422	Aid to Developing Countries
GLBL 423	Development and the Muslim World
GLBL 433	Childhood in Cross-Cultural Perspective
GLBL 442	South Asia: Development and Social Change
GLBL 444	Development and Social Change in Southeast Asia
GLBL 445	Development and Social Change in Sub-Saharan Africa
GLBL 446	Development and Social Change in Latin America

US History (HIST)

HIST 308	History of Women in the United States I
HIST 309	History of Women in the United States II
HIST 350	American Radicalism
HIST 351	American Radicalism
HIST 352	The United States in the 1960s
HIST 388	Vietnam War and the United States
HIST 449	Race and Ethnicity in the American West
HIST 455	Colonial American History
HIST 456	Revolutionary America
HIST 457	19th-Century United States: [Topic]
HIST 463	American Economic History: [Topic]
HIST 466	The American West
HIST 468	The Pacific Northwest
HIST 469	American Indian History: [Topic]
HIST 473	American Environmental History: [Topic]

Non-US History (HIST)

HIST 319	Early Middle Ages in Europe
HIST 320	High Middle Ages in Europe
HIST 321	Late Middle Ages in Europe
HIST 325	Precolonial Africa
HIST 326	Colonial and Postcolonial Africa
HIST 332	British History: [Topic]
HIST 336	France
HIST 342	German History: [Topic]
HIST 345	Early Russia
HIST 347	Soviet Union and Contemporary Russia
HIST 380	Latin America
HIST 381	Latin America

HIST 382	Latin America, 1910 to the Present
HIST 386	India
HIST 387	Early China
HIST 396	Samurai in Film
HIST 412	Ancient Greece: [Topic]
HIST 414	Ancient Rome: [Topic]
HIST 415	Advanced World History: [Topic]
HIST 416	Advanced Women's History: [Topic]
HIST 417	Society and Culture in Modern Africa: [Topic]
HIST 419	African Regional Histories: [Topic]
HIST 420	The Idea of Europe
HIST 425	Economic History of Modern Europe: [Topic]
HIST 427	Intellectual History of Modern Europe: [Topic]
HIST 428	Europe in the 20th Century: [Topic]
HIST 441	16th-Century European Reformations
HIST 443	Modern Germany: [Topic]
HIST 480	Mexico
HIST 482	Aztecs and Incas
HIST 483	Latin America: [Topic]
HIST 487	China: [Topic]
HIST 490	Japan: [Topic]
HIST 491	Medicine and Society in Premodern Japan
HIST 498	Early Japanese Culture and Society: [Topic]
Political Science (PS)	
PS 302	States' Rights (and Wrongs)
PS 304	Democracy, Dictators, and Development
PS 308	United States Political Thought
PS 309	Political Ideologies
PS 310	Roots of Democracy
PS 311	Sovereignty and Revolution
PS 312	Shadows of Modernity
PS 320	International Organization
PS 324	European Politics
PS 326	United States Foreign Policy I
PS 337	The Politics of Development
PS 340	International Political Economy
PS 342	Politics of China
PS 346	Terrorism and Weapons Proliferation
PS 347	Political Power, Influence, and Control
PS 348	Women and Politics
PS 349	Mass Media and American Politics
PS 350	Politics and Film
PS 352	Political Parties and Elections
PS 355	Oregon Government and Politics
PS 371	United States Congress
PS 378	Games in Politics
PS 386	United States Social Movements and Political Change
PS 433	Marxism and Radical Thought
PS 440	Causes and Prevention of War
PS 449	Racial Politics in the United States
PS 455	Theories of International Politics
PS 467	The United States Presidency
PS 470	Constitutional Law
PS 475	Politics of the European Union
PS 477	International Environmental Politics
PS 479	U.S. Interventions in Developing Nations
PS 480	Introduction to Rational Choice
PS 484	United States Supreme Court
PS 485	Civil Rights and Civil Liberties
PS 491	Politics of Everyday Life
Psychology (PSY)	
PSY 304	Biopsychology
PSY 308	Developmental Psychology
PSY 348	Music and the Brain
PSY 366	Culture and Mental Health
PSY 380	Psychology of Gender
PSY 383	Psychoactive Drugs
PSY 388	Human Sexuality
Sociology (SOC)	
SOC 301	American Society
SOC 304	Community, Environment, and Society
SOC 310	Social Theory
SOC 313	Social Issues and Movements
SOC 317	Sociology of the Mass Media
SOC 328	Self and Society
SOC 330	Sociology of the Family
SOC 345	Race and Ethnicity
SOC 346	Work and Occupations
SOC 355	Sociology of Gender
SOC 380	Introduction: Deviance, Control, and Crime
Recommended Courses [3]	

1 We recommend that students select one course from each of the two categories (European and world history).

2 The remaining two courses must be taken exclusively in one area of concentration.
400-level courses from several areas of specialization are not listed below due to the significant number of prerequisites. However, you may take 400-level courses as substitutes for 300-level courses with approval from a General Social Science adviser

3 It is recommended (but not required) that students take one to three courses in Education Studies in preparation for teacher training. Recommended courses include EDST 111, and 420. Additional courses might include EDST 342, 343, 399, 451, 452, 453, 454,455, 456, 457.

Requirements

Students must complete 68 credits with a minimum of 40 upper division credits within the major.

Courses subject to change as UOTeach/Oregon/National Content standards change.

Courses cannot overlap between sections (i.e., section 1 & 2 or section 2 & 6, etc.).

Courses must be completed with a grade of C- or better. A maximum of one course with a grade of 'P' or 'P*' may be used.

Double Dipping Policy
GSS will accept a maximum of 3 courses that overlap ("double-dip") with another major, or 1 course that overlaps with a minor. Please note that degree guide may not reflect the double-dipping policy and it will be the responsibility of the student to ensure they are meeting the requirements. For additional information, meet with
an advisor.

Minor in Commerce and Society

Jamie Bufalino, Program Director
275 McKenzie Hall
541-346-4802
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Minor in Commerce and Society

Students may take no more than 3 courses from the same subject code (includes both preliminary core and specialization courses).

All courses must be taken for a letter grade and be passed with a C- or better. At least 16 credits must be upper-division courses.

At least one course must be at the 400 level; it is recommended that students select a 400-level course from a subject code in which they have previously taken a course.

Topics courses count toward the minor no matter what the topic.

Code	Title	Credits
Preliminary Core:		**12**
PHIL 120	Ethics of Enterprise and Exchange	
GLBL 270	Globalization and the Global Economy (Globalization and the Global Economy (In workflow))	
PS 210	Politics of Business	
Specialization Courses [1]		**24**
Anthropology		
ANTH 114	Anthropology of Pirates and Piracy	
ANTH 223	Anthropology of Chocolate	
ANTH 329	Immigration and Farmworkers Political Culture	
Business		
BA 101	Introduction to Business	
BA 252	Global Perspectives in Business	
Economics		
EC 101	Contemporary Economic Issues	
Geography		
GEOG 342	Geography of Globalization	
GEOG 448	Tourism and Development	
GEOG 465	Environment and Development	
Prereq: Junior standing		
GEOG 467	International Water Policy	
GEOG 468	Contemporary Food Systems	
History		
HIST 326	Colonial and Postcolonial Africa	
HIST 350	American Radicalism	
HIST 351	American Radicalism	
HIST 363	American Business History	
HIST 386	India	
HIST 425	Economic History of Modern Europe: [Topic]	
HIST 463	American Economic History: [Topic]	
HIST 470	African American History to 1877: [Topic]	
Global Studies		
GLBL 240	Perspectives on International Development	
GLBL 425	Global Food Security	
GLBL 431	Cross-Cultural Communication	
Journalism/Media Studies		
J 201	Media and Society	
J 320	Gender, Media, and Diversity	
Prereq: J201		
J 396	International Communication	
Prereq: J201		
J 397	Media Ethics	
Prereq: J201		
Law		
LAW 104	Introduction to Business Law	
Philosophy		
PHIL 123	Internet, Society, and Philosophy	
PHIL 220	Food Ethics	
PHIL 225	Introduction to Formal Logic	
PHIL 309	Global Justice	
Political Science		
PS 312	Shadows of Modernity	
PS 337	The Politics of Development	
PS 340	International Political Economy	
Recommended: EC 201, EC202 or PS 205		
PS 460	Political Economy of East Asia	
PS 477	International Environmental Politics	
PS 479	U.S. Interventions in Developing Nations	
PS 495	United States Political Economy	
Sociology		
SOC 346	Work and Occupations	
SOC 370	Urban Sociology	
SOC 420	Political Economy	
SOC 442	Issues in Urban Sociology: [Topic]	
SOC 446	Issues in Sociology of Work: [Topic]	
SOC 447	Issues in Sociology of Organizations: [Topic]	
SOC 450	Sociology of Developing Areas	
Women's, Gender, and Sexuality Studies		
WGS 341	Women, Work, and Class	
WGS 432	Gender, Environment, and Development	
Total Credits		**36**

[1] The courses on this list do not have pre-requisites (except where noted). Students are encouraged to request approval of new upper-division courses from any department on related topics and courses that have pre-requisites (in cases where students have completed the required pre-reqs).

Minor in Criminology

The criminology minor affords students the opportunity to analyze how society de#nes, regulates and seeks to prevent criminal behavior as well as considering what factors lead people to commit crimes.

Courses address the role of systemic inequality and state violence in relation to crime. Students select courses from multiple social scienti#c disciplines including sociology, anthropology, political science, psychology and indigenous, race and ethnic studies to gain an understanding of the nature of crime, including the social and cultural factors contributing to criminal behavior and institutional efforts to prevent it. They also gain skills in analyzing evidence as well as identifying, apprehending and rehabilitating perpetrators.

Minor in Criminology

Code	Title	Credits
Required Core Courses:		16
SOC 204	Introduction to Sociology	
PS 106	Power, Politics, and Inequality	
SOC 380	Introduction: Deviance, Control, and Crime	
ANTH 176	Introduction to Forensic Anthropology	
Electives: [1]		20
ANTH 473	Advanced Forensic Anthropology [2]	
CRES 420	Restorative Justice	
CRES 445	Conflicts of Incarceration	
ES 352	Social Equity and Criminal Justice	
FHS 482	Prevention of Youth Violence	
PS 275	Legal Process	
PS 375	Race, Politics, and the Law	
PS 466	Civil Rights in Post-Warren Era	
PS 485	Civil Rights and Civil Liberties	
PPPM 418	Introduction to Public Law	
PSY 309	Psychopathology	
PSY 366	Culture and Mental Health	
SOC 370	Urban Sociology	
SOC 484	Issues in Deviance, Control, and Crime: [Topic]	
Total Credits		**36**

[1] Up to 4 credits of internship or practicum can be applied towards the minor.

[2] ANTH 176 and ANTH 473 must be taken in sequence if ANTH 473 is selected as an elective.

Geography

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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 for 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

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

Daniel P. Buck, associate professor (political economy, food geographies, East Asia). BA, 1987, California State, Chico; MA, 1996, PhD, 2002, California, Berkeley. (2008)

Shaul E. Cohen, associate professor (political, environmental, cultural; Middle East). BA, 1983, Clark; MA, 1987, PhD, 1991, Chicago. (1996)

Sarah Cooley, assistant professor (hydrology, remote sensing, climate change). BS, 2015, NC at Chapel Hill, MPhil, 2016, University of Cambridge, PhD, 2020, Brown. (2021)

Carolyn Fish, assistant professor (geographic information system science, cartography). BS, 2008, Pennsylvania State; MS, 2010, Michigan State; PhD, 2018, Pennsylvania State. (2018)

Mark Fonstad, associate professor (geomorphology, remote sensing, hydrology). BA, 1995, Wisconsin, Madison; MA, 1997, Ohio; PhD, 2000, Arizona State. (2011)

Daniel G. Gavin, professor (biogeography, paleoecology, climate change). BA, 1992, Dartmouth College; MS, 1997, PhD, 2000, Washington (Seattle). (2006)

Donald G. Holtgrieve, instructor (environmental planning, resource management, watershed issues). BA, 1963, San Diego State; MA, 1970, California State; PhD, 1972, Oregon. (2002)

Leigh Johnson, assistant professor (political ecology, development, economic geography). BA, 2003, Columbia; PhD, 2011, California, Berkeley. (2016)

Nicholas P. Kohler, senior instructor (geographic information systems, cartography, human-environmental relations). BA, 1989, Princeton; MA, 1997, PhD, 2005, Oregon. (2006)

Amy K. Lobben, professor (geographic information system science, behavioral geography, data visualization). BA, 1991, MA, 1996, Georgia State; PhD, 1999, Michigan State. (2004)

Hui "Henry" Luan, assistant professor (geographic information system science, spatial statistics). BS, 2009, MS, 2011, Wuhan; PhD, 2016, Waterloo. (2018)

Leslie McLees, senior instructor/ug director (urban geography, urban agriculture, Africa); undergraduate advisor. BS, 1999, Washington State; MA, 2004, Hawaii, PhD, 2012, Oregon. (2014)

Joanna Merson, research assistant (cartography, data-visualization, GIS). BSc, 2009, Victoria; MA, 2013, Arizona State. (2017)

Laura Pulido, professor (critical ethnic studies, environmental justice, Chicano studies). See **Indigenous, Race, and Ethnic Studies**.

Johnny Ryan, assistant professor (glaciology, geospatial data science, remote sensing). BS, 2012, University of Nottingham, UK, 2013 MPhil, University of Cambridge, UK, PhD, 2018, Aberystwyth University, UK (2021)

Lucas Silva, assistant professor (terrestrial ecology, biogeochemistry, biogeography). See **Environmental Studies**.

Alethea Y. Steingisser, senior 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, 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)

Peter A. Walker, professor (cultural and political ecology, US West, Africa). BA, 1986, California, Berkeley; MS, 1990, Harvard; PhD, 1997, California, Berkeley. (1997)

Emeriti

Patrick J. Bartlein, professor emeritus. BA, 1972, MS, 1975, PhD, 1978, Wisconsin, Madison. (1982)

Stanton A. Cook, professor emeritus. AB, 1951, Harvard; PhD, 1960, California, Berkeley. (1960)

W. Andrew Marcus, professor emeritus. BS, 1978, Stanford; MA, 1983, Arizona State; PhD, 1987, Colorado. (2001)

Patricia F. McDowell, professor emeritus. BA, 1971, MA, 1977, Illinois Institute of Technology; PhD, 1980, Wisconsin, Madison. (1982)

Alexander B. Murphy, professor emeritus. BA, 1977, Yale; JD, 1981, Columbia; PhD, 1987, Chicago. (1987)

Alvin W. Urquhart, professor emeritus. AB, 1953, MA, 1958, PhD, 1962, California, Berkeley. (1960)

Ronald Wixman, professor emeritus. BA, 1968, Hunter; MA, 1972, Columbia; PhD, 1978, Chicago. (1975)

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

- **Bachelor of Arts in Geography**
- **Bachelor of Science in Geography**
- **Bachelor of Arts in Spatial Data Science and Technology**
- **Bachelor of Science in Spatial Data Science and Technology**
- **Minor in Geography**
- **Minor in Climate Studies**

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 geography major develop an awareness of the natural and cultural landscapes of several regions of the world and investigate the processes that form them; students in the spatial data science and technology major develop skills in data sciences and geospatial technologies. 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 specializations:

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

Code	Title	Credits
Fundamentals: Introductory Core		
GEOG 141	The Natural Environment	4
GEOG 142	Human Geography	4
GEOG 181	Our Digital Earth	4
Fundamentals: Advanced Core		
GEOG 391	Social Science Inquiry and Research	4
Select one of the following:		4
GEOG 201	World Regional Geography	
GEOG 202	Geography of Europe	
GEOG 204	Geography of Russia and Neighbors	

GEOG 205	Geography of Pacific Asia
GEOG 208	Geography of the United States and Canada
GEOG 209	Geography of the Middle East and North Africa
GEOG 214	Geography of Latin America
GEOG 281	The World and Big Data
GEOG 471	North American Historical Landscapes
GEOG 475	Advanced Geography of Non-European-American Regions: [Topic]
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 [1]
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 [1]
GEOG 441	Political Geography
GEOG 442	Urban Geography
GEOG 444	Cultural Geography
GEOG 448	Tourism and Development
ENVS 450	Political Ecology [1]
ENVS 455	Sustainability [1]
GEOG 461	Environmental Alteration
GEOG 463	Geography, Law, and the Environment
GEOG 465	Environment and Development
GEOG 467	International Water Policy
GEOG 468	Contemporary Food Systems
GEOG 471	North American Historical Landscapes
GEOG 475	Advanced Geography of Non-European-American Regions: [Topic]
ASIA 480	Chinese Economy: Transition, Development, Globalization [1]
Electives	
Three courses from one specialization (see specialization lists) [2]	12
Additional Requirements	**2**
GEOG 401	Research: [Topic]
GEOG 403	Thesis
GEOG 406	Field Studies: [Topic]
GEOG 409	Practicum: [Topic]
GEOG 419	Professional Geographer
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

Code	Title	Credits
Select three of the following:		
GEOG 321	Climatology	4
GEOG 322	Geomorphology	4
GEOG 323	Biogeography	4
GEOG 341	Population and Environment	4
GEOG 342	Geography of Globalization	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
ASIA 425	Asian Foodways [1]	4
GEOG 425	Hydrology and Water Resources	4
GEOG 427	Fluvial Geomorphology	4
GEOG 430	Long-Term Environmental Change	4
GEOG 433	Fire and Natural Disturbances	4
ENVS 450	Political Ecology [1]	4
ENVS 455	Sustainability [1]	4
GEOG 461	Environmental Alteration	4
GEOG 463	Geography, Law, and the Environment	4
GEOG 465	Environment and Development	4
GEOG 467	International Water Policy	4
GEOG 468	Contemporary Food Systems	4
ENVS 477	Soil Science	4

Geographic Education

Code	Title	Credits
Select three of the following:		
GEOG 341	Population and Environment	4
GEOG 342	Geography of Globalization	4
GEOG 343	Society, Culture, and Place	4
GEOG 441	Political Geography	4
GEOG 442	Urban Geography	4
GEOG 444	Cultural Geography	4
GEOG 471	North American Historical Landscapes	4
GEOG 475	Advanced Geography of Non-European-American Regions: [Topic]	4
Upper-division courses in geography (GEOG) [1]		4

[1] With approval of advisor.

Water Science and Policy

Code	Title	Credits
Select three of the following:		
GEOG 322	Geomorphology	4
GEOG 360	Watershed Science and Policy	4
GEOG 361	Global Environmental Change	4
GEOG 425	Hydrology and Water Resources	4
GEOG 427	Fluvial Geomorphology	4
GEOG 467	International Water Policy	4

Culture, Politics, and Place

Code	Title	Credits
GEOG 341	Population and Environment	4
GEOG 342	Geography of Globalization	4
GEOG 343	Society, Culture, and Place	4
ASIA 425	Asian Foodways [1]	4
GEOG 441	Political Geography	4
GEOG 442	Urban Geography	4
GEOG 444	Cultural Geography	4
GEOG 448	Tourism and Development	4
ENVS 450	Political Ecology [1]	4
ENVS 455	Sustainability [1]	4
GEOG 461	Environmental Alteration	4
GEOG 463	Geography, Law, and the Environment	4
GEOG 465	Environment and Development	4
GEOG 467	International Water Policy	4
GEOG 468	Contemporary Food Systems	4
GEOG 471	North American Historical Landscapes	4
GEOG 475	Advanced Geography of Non-European-American Regions: [Topic]	4
ASIA 480	Chinese Economy: Transition, Development, Globalization [1]	4

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

Code	Title	Credits
Fundamentals: Introductory Core		
GEOG 141	The Natural Environment	4
GEOG 142	Human Geography	4
GEOG 181	Our Digital Earth	4
Fundamentals: Advanced Core		
GEOG 391	Social Science Inquiry and Research	4
Select one of the following:		4
GEOG 201	World Regional Geography	
GEOG 202	Geography of Europe	
GEOG 204	Geography of Russia and Neighbors	
GEOG 205	Geography of Pacific Asia	
GEOG 208	Geography of the United States and Canada	
GEOG 209	Geography of the Middle East and North Africa	
GEOG 214	Geography of Latin America	
GEOG 281	The World and Big Data	
GEOG 471	North American Historical Landscapes	
GEOG 475	Advanced Geography of Non-European-American Regions: [Topic]	
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 [1]	
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 [1]	
GEOG 441	Political Geography	
GEOG 442	Urban Geography	
GEOG 444	Cultural Geography	
GEOG 448	Tourism and Development	
ENVS 450	Political Ecology [1]	
ENVS 455	Sustainability [1]	
GEOG 461	Environmental Alteration	
GEOG 463	Geography, Law, and the Environment	
GEOG 465	Environment and Development	
GEOG 467	International Water Policy	
GEOG 468	Contemporary Food Systems	
GEOG 471	North American Historical Landscapes	
GEOG 475	Advanced Geography of Non-European-American Regions: [Topic]	
ASIA 480	Chinese Economy: Transition, Development, Globalization [1]	
Electives		
Three courses from one specialization (see specialization lists) [2]		12
Additional Requirements		**2**
GEOG 401	Research: [Topic]	
GEOG 403	Thesis	
GEOG 406	Field Studies: [Topic]	
GEOG 409	Practicum: [Topic]	
GEOG 419	Professional Geographer	
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

Code	Title	Credits
Select three of the following:		
GEOG 321	Climatology	4
GEOG 322	Geomorphology	4
GEOG 323	Biogeography	4
GEOG 341	Population and Environment	4
GEOG 342	Geography of Globalization	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
ASIA 425	Asian Foodways [1]	4
GEOG 425	Hydrology and Water Resources	4
GEOG 427	Fluvial Geomorphology	4
GEOG 430	Long-Term Environmental Change	4
GEOG 433	Fire and Natural Disturbances	4
ENVS 450	Political Ecology [1]	4
ENVS 455	Sustainability [1]	4
GEOG 461	Environmental Alteration	4
GEOG 463	Geography, Law, and the Environment	4
GEOG 465	Environment and Development	4
GEOG 467	International Water Policy	4
GEOG 468	Contemporary Food Systems	4
ENVS 477	Soil Science	4

Geographic Education

Code	Title	Credits
Select three of the following:		
GEOG 341	Population and Environment	4
GEOG 342	Geography of Globalization	4
GEOG 343	Society, Culture, and Place	4
GEOG 441	Political Geography	4
GEOG 442	Urban Geography	4
GEOG 444	Cultural Geography	4
GEOG 471	North American Historical Landscapes	4
GEOG 475	Advanced Geography of Non-European-American Regions: [Topic]	4
Upper-division courses in geography (GEOG) [1]		4

1 With approval of advisor.

Water Science and Policy

Code	Title	Credits
Select three of the following:		
GEOG 322	Geomorphology	4
GEOG 360	Watershed Science and Policy	4
GEOG 361	Global Environmental Change	4
GEOG 425	Hydrology and Water Resources	4
GEOG 427	Fluvial Geomorphology	4
GEOG 467	International Water Policy	4

Environmental Systems

Code	Title	Credits
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 433	Fire and Natural Disturbances	4

Geographic Information System Science

Code	Title	Credits
GEOG 481	GIScience I	4
GEOG 482	GIScience II	4
GEOG 485	Remote Sensing I	4
GEOG 486	Remote Sensing II	4
GEOG 490	GIScience: [Topic]	4
GEOG 491	Advanced Geographic Information Systems	4
GEOG 493	Advanced Cartography	4
GEOG 495	Geographic Data Analysis	4
GEOG 496	Location-Aware Systems	4
GEOG 497	Qualitative Methods in Geography	4
GEOG 498	Geospatial Project Design	4

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/sdst/) on the department website.

Code	Title	Credits
Core Courses		
GEOG 181	Our Digital Earth	4
GEOG 281	The World and Big Data	4
GEOG 481	GIScience I	4
CIS 122	Introduction to Programming and Problem Solving	4
Elective Courses		
Choose courses totaling 32 credits from the following:		32
GEOG 403	Thesis	
GEOG 482	GIScience II	
GEOG 485	Remote Sensing I	
GEOG 490	GIScience: [Topic] [1]	
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 498	Geospatial Project Design	
CIS 210	Computer Science I	
CIS 211	Computer Science II	
300- or 400-level course with a GEOG subject code not listed above		
400-level course with a CIS subject code not listed above		
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.

Bachelor of Science in Spatial Data Science and Technology: Degree Requirements

Code	Title	Credits
Core Courses		
GEOG 181	Our Digital Earth	4
GEOG 281	The World and Big Data	4
GEOG 481	GIScience I	4
CIS 122	Introduction to Programming and Problem Solving	4
Elective Courses		
Choose courses totaling 32 credits from the following:		32
GEOG 403	Thesis	
GEOG 482	GIScience II	
GEOG 485	Remote Sensing I	
GEOG 490	GIScience: [Topic] [1]	
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 498	Geospatial Project Design	
CIS 210	Computer Science I	

CIS 211	Computer Science II	
300- or 400-level course with a GEOG subject code not listed above		
400-level course with a CIS subject code not listed above		
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.

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 in Geography

Requirements

Code	Title	Credits
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.

Minor in Climate Studies

Code	Title	Credits
Required Course Courses: [1]		
GEOG 141	The Natural Environment	
GEOG 321	Climatology	
GEOG 361	Global Environmental Change	
Minimum two social science courses on impacts, policy, and adaptation: [2]		
GEOG 465	Environment and Development	
PS 367	Science and Politics of Climate Change	
ENVS 435	Environmental Justice	
or ENVS 535	Environmental Justice	
PPPM 340	Climate-Change Policy	
Science Electives: [3]		
GEOG 421	Advanced Climatology: [Topic]	4
GEOG 430	Long-Term Environmental Change	4

[1] GEOG 321 and 361 can be taken in any order but must follow 141.

[2] Experimental Course: [Topic] (GEOG 410), Temporary Multilisted Course (ENVS 400M),Experimental Course: [Topic] (EDST 410) and Experimental Course: [Topic] (SOC 410) courses approved individually.

[3] One required if using two social-science electives. Experimental Course: [Topic] (GEOG 410) and Temporary Multilisted Course (ENVS 400M) courses approved individually.

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

Course	Title	Credits	Milestones
First Year			
Fall			
GEOG 142	Human Geography	4	
WR 121	College Composition I	4	
Group-satisfying course in arts and letters		4	
First term of first-year second-language sequence		5	
	Credits	**17**	
Winter			
GEOG 141	The Natural Environment	4	
WR 122	College Composition II	4	
Group-satisfying course in science		4	
Second term of first-year second-language sequence		5	
	Credits	**17**	
Spring			
GEOG 181	Our Digital Earth	4	Fundamentals sequence complete
Group-satisfying course in social science		4	
Group-satisfying course in arts and letters		4	
Third term of first-year second-language sequence		5	
	Credits	**17**	
	Total Credits	**51**	

Course	Title		Credits Milestones
Second Year			
Fall			
Geography advanced core elective (201–214)			4
Group-satisfying course in arts and letters			4
Group-satisfying course in social science that also satisfies multicultural requirement in American cultures or identity, pluralism, and tolerance			4
First term of second-year second-language sequence			5
	Credits		**17**
Winter			
Human geography breadth course			4
Group-satisfying course in science			4
Group-satisfying course in arts and letters			4
Second term of second-year second-language sequence			5
Consider studying abroad in third year (optional)			
	Credits		**17**
Spring			
Biophysical geography breadth course			4
Group-satisfying course in social science			4
Third term of second-year second-language sequence			5
Elective course			4
	Credits		**17**
	Total Credits		**51**

Course	Title		Credits Milestones
Third Year			
Fall			
GEOG 481	GIScience I		4
Group-satisfying course in social science			4
Upper-division elective courses			8
	Credits		**16**
Winter			
GEOG 391	Social Science Inquiry and Research	Advanced core complete	4
GEOG 419	Professional Geographer	Launchpac requiremer	2
Upper-division course with GEOG subject code			4
Upper-division elective course		Investigate summer internships	4
	Credits		**14**
Spring			
Upper-division courses with GEOG subject code			8
Upper-division elective courses			8
	Credits		**16**
	Total Credits		**46**

Course	Title		Credits Milestones
Fourth Year			
Fall			
Upper-division courses with GEOG subject code			8
Upper-division elective courses			8
	Credits		**16**
Winter			
Upper-division courses with GEOG subject code		Apply for graduation on DuckWeb	8
Upper-division elective course			4
Elective course			4
Start a job search with geography academic career advisor			
	Credits		**16**
Spring			
Upper-division courses with GEOG subject code			8
Upper-division elective courses			8
	Credits		**16**
	Total Credits		**48**

Bachelor of Science in Geography

Course	Title		Credits Milestones
First Year			
Fall			
GEOG 142	Human Geography		4
WR 121	College Composition I		4
Group-satisfying course in arts and letters			4
Group-satisfying course in science			4
	Credits		**16**
Winter			
GEOG 141	The Natural Environment		4
WR 122	College Composition II		4
Mathematics course			4
Group-satisfying course in science			4
	Credits		**16**
Spring			
GEOG 181	Our Digital Earth	fundamentals sequence complete	4
Mathematics course			4
Group-satisfying course in social science			4
Group-satisfying course in arts and letters			4
	Credits		**16**
	Total Credits		**48**

Course	Title		Credits Milestones
Second Year			
Fall			
Geography advanced core elective (201–214)			4
Mathematics course			4
Group-satisfying course in social science that also satisfies multicultural requirement in American cultures or identity, pluralism, and tolerance			4
Elective course			4
	Credits		**16**

Winter			
Physical geography breadth course			4
Group-satisfying course in social science			4
Group-satisfying course in arts and letters			4
Elective course			4
Consider studying abroad in third year (optional)			
	Credits		**16**
Spring			
Human geography breadth course			
Group-satisfying courses in science			8
Elective course			4
	Credits		**12**
	Total Credits		**44**

Course	Title		Credits Milestones
Third Year			
Fall			
GEOG 481	GIScience I		4
Upper-division course with GEOG subject code			4
Upper-division elective course			4
Elective course			4
	Credits		**16**
Winter			
GEOG 391	Social Science Inquiry and Research	Advanced core complete	4
GEOG 419	Professional Geographer	Launchpad requirement	2
Upper-division course with GEOG subject code			4
Elective course		Investigate summer internships	4
	Credits		**14**
Spring			
Upper-division course with GEOG subject code			4
Upper-division elective courses			8
Elective course			4
	Credits		**16**
	Total Credits		**46**

Course	Title		Credits Milestones
Fourth Year			
Fall			
Upper-division courses with GEOG subject code			8
Upper-division elective courses			8
	Credits		**16**
Winter			
Upper-division coursed with GEOG subject code		Apply for graduation on DuckWeb	8
Upper-division elective course			4
Elective course			4
Start a job search with geography academic career advisor			
	Credits		**16**
Spring			
Upper-division course with GEOG subject code			4
Upper-division elective courses			8
Elective course			4
	Credits		**16**
	Total Credits		**48**

Bachelor of Arts in Spatial Data Science and Technology

Course	Title	Credits Milestones
First Year		
Fall		
GEOG 181	Our Digital Earth	4
WR 121	College Composition I	4
General-education course in arts and letters that also satisfies multicultural requirement		4
First term of first-year second-language sequence		5
	Credits	**17**
Winter		
GEOG 281	The World and Big Data	4
WR 122	College Composition II	4
Group-satisfying course in social science		4
Second term of first-year second-language sequence		5
	Credits	**17**
Spring		
CIS 122	Introduction to Programming and Problem Solving	4
Group-satisfying course in arts and letters		4
General-education course in social science that also satisfies multicultural requirement		4
Third term of first-year second-language sequence		5
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits Milestones
Second Year		
Fall		
GEOG 481	GIScience I	4
General-education course in arts and letters		4
General-education course in science		4
First term of second-year second-language sequence		5
	Credits	**17**
Winter		
General-education course in arts and letters		4
Elective coursee in spatial data science and technology		8
Second term of second-year second-language sequence		5
Consider studying abroad		
	Credits	**17**

Spring			
Elective course in spatial data science and technology			4
Elective courses			8
Third term of second-year second-language sequence			5
	Credits		**17**
	Total Credits		**51**

Course	Title		Credits Milestones
Third Year			
Fall			
Elective course in spatial data science and technology		E	4
Group-satisfying course in science			4
Upper-division elective courses			8
	Credits		**16**
Winter			
Elective course in spatial data science and technology			4
General-education course in social science			4
General-education course in science		Investigate summer internships	4
Upper-division elective course			4
	Credits		**16**
Spring			
Elective course in spatial data science and technology			4
Upper-division elective course			4
Multicultural course			4
Elective course			4
	Credits		**16**
	Total Credits		**48**

Course	Title		Credits Milestones
Fourth Year			
Fall			
Elective course in spatial data science and technology			4
Upper-division elective courses			8
Multicultural course			4
	Credits		**16**
Winter			
Elective course in spatial data science and technology			4
Upper-division elective course		Apply for graduation on DuckWeb	4
Elective course			4
Start a job search with geography academic career advisor			
	Credits		**12**
Spring			
Upper-division elective course			4
Elective courses			8
	Credits		**12**
	Total Credits		**40**

Bachelor of Science in Spatial Data Science and Technology

Course	Title	Credits Milestones
First Year		
Fall		
GEOG 181	Our Digital Earth	4
WR 121	College Composition I	4
General-education course in arts and letters that also satisfies multicultural requirement		4
Mathematics course		4
	Credits	**16**
Winter		
GEOG 281	The World and Big Data	4
WR 122	College Composition II	4
Group-satisfying course in social science		4
Mathematics course		4
	Credits	**16**
Spring		
CIS 122	Introduction to Programming and Problem Solving	4
Group-satisfying course in arts and letters		4
General-education course in social science that also satisfies multicultural requirement		4
Mathematics course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Second Year		
Fall		
GEOG 481	GIScience I	4
General-education course in arts and letters		4
General-education course in social science		4
General-education course in science		4
	Credits	**16**
Winter		
Elective courses in spatial data science and technology		8
General-education course in arts and letters		4
General-education course in social science		4
	Credits	**16**
Spring		
Elective course in spatial data science and technology		4
General-education course in social science		4
General-education course in science		4
Elective course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Third Year		
Fall		
Elective course in spatial data science and technology		4

Group-satisfying course in science		4
Upper-division elective courses		8
Credits		**16**
Winter		
Elective course in spatial data science and technology		4
General-education course in social science		4
General-education course in science	Investigate summer internships	4
Upper-division elective course		4
Credits		**16**
Spring		
Elective course in spatial data science and technology		4
Upper-division elective course		4
Multicultural course		4
Elective course		4
Credits		**16**
Total Credits		**48**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Elective course in spatial data science and technology		4	
Upper-division elective courses		8	
Multicultural course		4	
	Credits	**16**	
Winter			
Elective course in spatial data science and technology		4	
Upper-division elective course		4	Apply for graduation on DuckWeb
Elective course		4	
Start a job search with geography academic career advisor			
	Credits	**12**	
Spring			
Upper-division elective course		4	
Elective courses		8	
	Credits	**12**	
	Total Credits	**40**	

- **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 December 10 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 (http://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	Course Topics
The Natural Environment	• Advanced biogeography • Advanced climatology • Advanced geomorphology • Hydrology and water resources • Fluvial geomorphology • Long-term environmental change • Climatological aspects of global change • Fire and natural disturbances

Environment and Society	• Environmental alteration • Geography, law, and the environment • Environment and development • Gender and environment • International water policy • North American historical landscapes • Political ecology
Culture, Politics, and Place	• Political geography • Urban geography • Global migration • Cultural geography • Tourism and development
Geographic Information System Science	• Geographic information system science • Remote sensing • Advanced geographic information systems • Advanced cartography • Geographic data analysis
Geographic Education	• Research in geographic education • Preparing to teach Advanced Placement human geography • Geospatial technology for educators • Geography education assessment

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

Code	Title	Credits
Core Courses [1]		
GEOG 608	Workshop: [Topic] (Thesis Writing) [2]	2-16
GEOG 611–612 & GEOG 613	Theory and Practice of Geography I-II and Research Design [3]	12
Breadth Requirement		
Three upper-division or graduate-level courses, with one in each area of emphasis (physical geography, human geography, geographic information system science)		12
Methods Courses		
Master's students must take one methods course, either quantitative or qualitative		4
Total Credits		**30-44**

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.

Code	Title	Credits
Additional Master's Required Courses		
GEOG 507	Seminar: [Topic]	1-5
or GEOG 607	Seminar: [Topic]	
GEOG 507	Seminar: [Topic]	1-5
or GEOG 607	Seminar: [Topic]	
GEOG 503	Thesis [1]	9
Total Credits		**11-19**

1 At least 3 credits must be taken during the term the degree is granted. Every master's thesis must be presented at a public lecture.

Master of Science in Geography

Code	Title	Credits
Core Courses [1]		
GEOG 608	Workshop: [Topic] (Thesis Writing) [2]	2-16
GEOG 611–612 & GEOG 613	Theory and Practice of Geography I-II and Research Design [3]	12
Breadth Requirement		
Three upper-division or graduate-level courses, with one in each area of emphasis (physical geography, human geography, geographic information system science)		12
Methods Courses		
Master's students must take one methods course, either quantitative or qualitative		4
Total Credits		**30-44**

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.

Code	Title	Credits
Additional Master's Required Courses		
GEOG 507	Seminar: [Topic]	1-5
or GEOG 607	Seminar: [Topic]	
GEOG 507	Seminar: [Topic]	1-5
or GEOG 607	Seminar: [Topic]	
GEOG 503	Thesis [1]	9
Total Credits		**11-19**

[1] At least 3 credits must be taken during the term the degree is granted. Every master's thesis must be presented at a public lecture.

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

Code	Title	Credits
Core Courses [1]		
GEOG 608	Workshop: [Topic] (Thesis Writing) [2]	2-16
GEOG 611–612 & GEOG 613	Theory and Practice of Geography I-II and Research Design [3]	12
Breadth Requirement		
Four upper-division or graduate-level courses, with at least one in each area of emphasis (physical geography, human geography, geographic information science) and no more than one in the student's focal area.		16
Methods Courses		
Doctoral students must take two methods courses, one quantitative and one qualitative		8
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.

Code	Title	Credits
Additional Doctoral Required Courses		
GEOG 607	Seminar: [Topic]	1-5
GEOG 607	Seminar: [Topic]	1-5
GEOG 603	Dissertation [1]	1-16

[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.

PhD students must 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, 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 four 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 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 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 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 391. Social Science Inquiry and Research. 4 Credits.
Understanding scientific inquiry, the scientific method and learning to critique social science research. Readings and discussion focus on the questions, methods, conclusions and outcomes of research.

GEOG 399. 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.

GEOG 461. 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.
Prereq: Junior standing.

GEOG 463. 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.
Prereq: Junior standing.

GEOG 465. Environment and Development. 4 Credits.
Critical analysis of development concepts. Economic activity and environmental impacts. Sustainable development. Development projects and landscapes in the industrializing world.
Prereq: Junior standing.

GEOG 467. 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 468. 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 471. 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.
Prereq: Junior standing.

GEOG 475. 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 481. 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 482. 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 481.

GEOG 485. 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 481.

GEOG 486. 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 485.

GEOG 490. GIScience: [Topic]. 4 Credits.
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.

GEOG 491. Advanced Geographic Information Systems. 4 Credits.
Automated processing of geospatial data using Python scripting language. Programming for spatial analysis such as 3-D and network modeling; processing of big data (satellite imagery, climate data, demographic information). Sequence with GEOG 481/581, 482/582.
Prereq: GEOG 482.

GEOG 493. 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 481.

GEOG 494. Spatial Analysis. 4 Credits.
Introduction to a variety of spatial analysis techniques that can be used for understanding and modeling geographic phenomena.
Prereq: GEOG 481.

GEOG 495. Geographic Data Analysis. 4 Credits.
Analysis and display of geographical data by traditional data-analytical methods and by scientific-visualization approaches.
Prereq: GEOG 481.

GEOG 496. 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 281.

GEOG 497. 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 341, 342, or 343.

GEOG 498. Geospatial Project Design. 4 Credits.
Introduction to methods for designing and implementing professional projects involving geospatial data, technologies, and analytical methods.
Prereq: GEOG 481.

GEOG 503. Thesis. 1-16 Credits.
Repeatable.

GEOG 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

GEOG 508. Workshop: [Topic]. 1-16 Credits.
Repeatable.

GEOG 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable. Topics are listed in the class schedule each term.

GEOG 521. Advanced Climatology: [Topic]. 4 Credits.
Topics in climatology, including physical climatology, dynamic and synoptic climatology, and paleoclimatology. Repeatable when topic changes.

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 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.
Critical analysis of development concepts. Economic activity and environmental impacts. Sustainable development. Development projects and landscapes in the industrializing world.

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/GEOG 581, GEOG 482/GEOG 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.
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.

GEOG 598. Geospatial Project Design. 4 Credits.
Introduction to methods for designing and implementing professional projects involving geospatial data, technologies, and analytical methods.

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

Ian F. McNeely, Department Head

541-346-4051
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 German and Swedish through a wealth of general-education and advanced undergraduate and graduate offerings in the literatures and cultures of German-speaking and Scandinavian Europe. Students may earn a bachelor of arts (BA) or a bachelor of science (BS) degree with a focus on German language, literature, and culture; interdisciplinary German and Scandinavian studies; or Scandinavian. Minors in all three of these focuses are also possible, and many undergraduates pursue concurrent degrees with second majors or minors in other departments and programs. At the graduate level, the department offers the master of arts (MA) and doctor of philosophy (PhD) degrees in German. Our five-year combined BA/MA program is an excellent option for motivated students. Ours is the only program in the state of Oregon that grants a PhD in German.

Preparation

The department recommends that students intending to major in German have at least some high school German or its equivalent. With careful planning it is also possible to complete a bachelor's degree in German by starting at the introductory level in our program. Our Scandinavian programs, which focus on Swedish, presume no prior knowledge of the language. Interest in the literature, film, history, art, politics, and geography of German-speaking and Scandinavian Europe is also helpful.

Careers

Students who graduate with a degree in German or Scandinavian typically enter a great variety of occupations, including but by no means limited to those with a direct connection to the languages and countries of Europe. Proficiency in a second language opens career opportunities in any number of fields that demand superior skills in oral and written communication, critical thinking and analysis, and intercultural understanding. The department's alumni have found positions in media and communications, government and public service, international business and law, education and teaching, social services, and the travel and tourism industry. Many go on to graduate school in education, law, the humanities, and other fields. Particularly in combination with another major or minor, the career possibilities are limitless.

Study Abroad

The department encourages all its students to study abroad in Germany or Scandinavia, and provides a scholarship funding to majors (and some minors) who are interested in an approved study-abroad program. Interested students should contact the department or consult a Global Education Oregon advisor in the Office of International Affairs.

Germany

The department encourages students of German to study in Germany on one of the many UO-sponsored exchange programs. Possibilities include the yearlong Baden-Württemberg program and the intensive Heidelberg accelerated program during spring term. 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 Global Education Oregon 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

Corinne Bayerl, senior instructor (16th- to early 18th-century French and German literature and philosophy; gender questions; history of pedagogy). See **Comparative Literature**.

Sonja Boos, associate professor (19th- through 21st-century German literature, culture, and film; critical thought). MA, 1997, Heinrich-Heine Universität Düsseldorf; MA, 2004, PhD, 2008, Princeton. (2013)

Kenneth S. Calhoon, professor (Enlightenment, Romanticism, literary and film history and theory). See **Comparative Literature**.

D. Gantt Gurley, associate professor (Scandinavian literature and folklore, Old Norse literature, Jewish studies). BA, 1994, Bard College; MA, 2002, PhD, 2007, California, Berkeley. (2009)

Martin Klebes, associate professor (18th- to 21st- century literature, philosophy, critical thought). PhD, 2003, Northwestern. (2007)

Jeffrey S. Librett, professor (literature since 1750, theoretical discourses, Jewish studies). BA, 1979, Yale; MA, 1981, Columbia; PhD, 1989, Cornell. (2004)

Dawn A. Marlan, senior lecturer (German and European literature and culture from 1700 forward; modernist novel). BA, 1989, Bennington College; MA, 1991, PhD, 2000, Chicago. (2004)

Dorothee Ostmeier, professor (18th- and 20th-century literature, culture, philosophy). Staatsexamen, 1984, MA, 1985, Ruhr; PhD, 1993, Johns Hopkins. (2001)

Michael Stern, associate professor (Nietzsche, Kierkegaard,19th-century Scandinavian literature). BA, 1993, MA, 1995, PhD, 2000, California, Berkeley. (2001)

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

Susan C. Anderson, professor emeritus. BA, 1978, North Carolina, Asheville; MA, 1981, PhD, 1985, North Carolina, Chapel Hill. (1986)

Alexander Mathäs, professor emeritus. Staatsexamen, 1981, Tübingen; MA, 1984, Oregon; PhD, 1990, Texas, Austin. (1996)

James R. McWilliams, associate professor emeritus. BA, 1951, MA, 1957, PhD, 1963, California, Berkeley. (1960)

Helmut R. Plant, associate professor emeritus. BA, 1957, Fairmont; MA, 1961, PhD, 1964, Cincinnati. (1966)

Karla L. Schultz, professor emerita. BA, 1967, Alma; MA, 1968, Washington (Seattle); MA, 1980, PhD, 1984, Oregon. (1987)

Ingrid A. Weatherhead, senior instructor emerita. BA, 1950, MA, 1951, Puget Sound. (1962)

Virpi Zuck, professor emerita. BA, 1964, MA, 1965, University of Helsinki; PhD, 1977, Wisconsin, Madison. (1974)

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

German Studies Participating Faculty

Susan C. Anderson, German and Scandinavian

Corinne Bayerl, comparative literature

Sonja Boos, German and Scandinavian

Jack Boss, music

Kenneth S. Calhoon, German and Scandinavian and comparative literature

Joyce Cheng, history of art and architecture

Gantt Gurley, German and Scandinavian

Martin Klebes, German and Scandinavian

Lori Kruckenberg, music

Jeffrey Librett, German and Scandinavian (German Studies program director)

David M. Luebke, history

Alexander Mathas, German and Scandinavian

John McCole, history

Ian F. McNeely, history

Dorothee Ostmeier, German and Scandinavian

Stephen Rodgers, music

Marian Smith, music

Michael Stern, German and Scandinavian

Daniela Vallega-Neu, philosophy

Matthias Vogel, German and Scandinavian

Peter Warnek, philosophy

- **Bachelor of Arts or Bachelor of Science: German Language, Literature, and Culture Focus**
- **Bachelor of Arts or Bachelor of Science: Scandinavian Focus**
- **Bachelor of Arts or Bachelor of Science: German and Scandinavian Studies Focus**
- Minor in German **(**p. **)**
- **Minor in Scandinavian**
- **Minor in German and Scandinavian Studies**

Undergraduate Studies

The Department of German and Scandinavian offers a bachelor of arts (BA) and bachelor of science (BS) 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 or science–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 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 used to fulfill requirements for a major in German.

German Language, Literature, and Culture Focus

Code	Title	Credits
Four upper-division German language courses		16
Eight upper-division German literature and culture courses		32
Total Credits		**48**

Of the requirements listed above, the following rules apply:

- Six courses must be taken in the UO Department of German and Scandinavian
- At least two courses must be 400-level courses with the GER subject code, and 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
- Up to two courses taught in English may count toward the major

The following courses may not be used to satisfy major requirements:

Code	Title	Credits
GER 199	Special Studies: [Topic]	1-5
GER 405	Reading and Conference: [Topic]	1-16
GER 406	Special Problems: [Topic]	1-16
GER 408	Workshop: [Topic]	1-16
GER 409	Practicum: [Topic] [1]	1-4

[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

Code	Title	Credits
One topical upper-division course from related field (advisor approved)		4
SWED 201–203	Second-Year Swedish (or the equivalent)	12
Eight Scandinavian literature or culture courses		32
Total Credits		**48**

Of the requirements listed above, the following rules apply:

- Three courses must be taken in the UO Department of German and Scandinavian
- One literature or culture course may be taken pass/no pass

Majors in Scandinavian must be proficient in Swedish at the third-year level, demonstrated either by evaluation by the Scandinavian advisor or by successful completion of work beyond Second-Year Swedish (SWED 203). Typically, this will occur through independent study in Reading and Conference: [Topic] (SWED 405), work with supplementary texts in advanced Swedish as extra requirements in the department's Scandinavian courses, and/or through study abroad in Scandinavia. Students should plan their course work carefully in consultation with a departmental undergraduate advisor in Scandinavian. They may also satisfy this requirement in Danish or Norwegian.

German and Scandinavian Studies Focus

Bachelor of Arts in German: German and Scandinavian Studies Focus

German and Scandinavian studies is a focus for the German major offered by the Department of German and Scandinavian.

Requirements

The German and Scandinavian studies focus requires second-year language proficiency. Of the 48 credits beyond second-year language, at least 24 must be in courses taught by the UO Department of German and Scandinavian; at least 44 must be taken for a letter grade.

Code	Title	Credits
16 upper-division credits in courses taught in German or a Scandinavian language [1]		16
16 additional upper-division credits in approved courses		16
16 additional lower- or upper-division credits in approved courses		16
Completion of an approved capstone project		
Total Credits		**48**

[1] Eligible courses in this category include GER 311–313, GER 340–341, GER 360–499, and SWED 405.

Approved Courses

- German (GER) and Scandinavian (SCAN) courses numbered 210–499
- Courses taken at a European university taught in German or a Scandinavian language above the second-year level
- Courses from the preapproved list, which count automatically toward the major and the minor: European Union History (EURO 415), German History: [Topic] (HIST 342), Europe in the 20th Century: [Topic] (HIST 428), Medieval Central Europe: [Topic] (HIST 436), 16th-Century European Reformations (HIST 441), , Modern Germany: [Topic] (HIST 443), , The Jewish Encounter with Modernity (JDST 213), The Music of Bach and Handel (MUS 351), History of Philosophy: 19th Century (PHIL 312), 19th-Century Philosophers: [Topic] (PHIL 453), Shadows of Modernity (PS 312), European Politics (PS 324)
- Other courses taken as part of an approved thematic pathway

Thematic Pathways. These are recommended course lists that include a significant number of approved course options beyond those on the preapproved list. Students are strongly encouraged to follow a thematic pathway, culminating in a capstone project, in consultation with a faculty advisor. Details are posted on the department's website and are also available from the director of undergraduate studies.

Capstone Project. This is a piece of guided independent scholarly or creative work integrating knowledge acquired in courses for the major, typically as the culmination of a thematic pathway. It must be preapproved and either supervised or cosupervised by a faculty member in the department. This requirement typically will be met by a research paper of at least 15 pages or by a comparable scholarly or creative project in a 400-level course in an appropriate department, or through at least one credit of GER 401, 403, or 405; SCAN 401, 403, or 405; or SWED 401, 403, or 405. Work with non-English materials is strongly encouraged.

Double-Counting. Majors who seek an additional minor in either German or Scandinavian may count all credits for both. The same rule applies to minors who seek an additional major in either German or Scandinavian. Majors may not seek an additional major in either German or Scandinavian. The department encourages, and imposes no restrictions on, major or minor combinations with other programs.

Honors

To earn a bachelor's 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.

Code	Title	Credits
Seven upper-division German courses [1]		28
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:

Code	Title	Credits
GER 199	Special Studies: [Topic]	4
GER 405	Reading and Conference: [Topic]	4
GER 406	Special Problems: [Topic]	4
GER 408	Workshop: [Topic]	4
GER 470	German for Reading Knowledge I	4
GER 471	German for Reading Knowledge II	4

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.

Code	Title	Credits
Successful completion of one year of Swedish or equivalent		12
Six Scandinavian literature or culture courses		24
Total Credits		**36**

Of the requirements listed above, the following rules apply:

- Three courses must be taken in the UO Department of German and Scandinavian
- One literature or culture course may be taken pass/no pass

Minors in Scandinavian must demonstrate basic aptitude in Swedish, demonstrated either by evaluation by the Scandinavian advisor or by successful completion of First-Year Swedish (SWED 103) with a grade of mid-C or better.

Specific questions about the Scandinavian minor should be addressed to departmental undergraduate advisors in Scandinavian.

Minor in German and Scandinavian Studies

The German and Scandinavian studies minor requires second-year language proficiency. Of the 24 credits beyond second-year language, at least 12 must be in courses taught by the UO Department of German and Scandinavian; at least 20 must be taken for a letter grade.

Code	Title	Credits
12 upper-division credits in courses taught in German or a Scandinavian language [1]		12
8 additional upper-division credits in approved courses		8
4 additional lower- or upper-division credits in approved courses		4
Completion of an approved capstone project		
Total Credits		**24**

1 Eligible courses in this category include GER 311–313, GER 340–341, GER 360–499, and SWED 405.

Approved courses are described in the Bachelor of Arts in German: German and Scandinavian Studies Focus section above.

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. 27**).**

Kindergarten through Secondary Teaching Careers

Students who complete the bachelor's 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. 294**)**
- German Studies Focus **(**p. 295**)**
- **Scandinavian Focus**

Bachelor of Arts in German: German Language, Literature, and Culture Focus

Course	Title	Credits Milestones
First Year		
Fall		
GER 101	First-Year German	5
General-education course in social science		4
Second-major or elective courses [1]		8
	Credits	**17**
Winter		
GER 102	First-Year German	5
General-education course in social science		4
Second-major or elective courses		8
	Credits	**17**
Spring		
GER 103	First-Year German	5
General-education course in social science		4
Second-major or elective courses		8
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits Milestones
Second Year		
Fall		
GER 201	Second-Year German	4
General-education course in social science		4
Second-major or elective courses		8
	Credits	**16**

Winter		
GER 202	Second-Year German	4
General-education course in science		4
Second-major or elective courses		8
	Credits	**16**
Spring		
GER 203	Second-Year German	4
General-education course in science		4
Second-major or elective courses		8
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
GER 311	Intermediate Language Training	4	
300-level German course (taught in English) [2]		4	
General-education course in science		4	
Second-major or elective course		4	
	Credits	**16**	
Winter			
GER 312	Intermediate Language Training	4	
300-level German course (taught in German)		4	
General-education course in science		4	
Second-major or elective course		4	
	Credits	**16**	
Spring			
GER 313	Intermediate Language Training	4	
300-level German course (taught in German)		4	
General-education course in arts and letters		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
GER 411	Advanced Language Training [3]	4	
300-level German course (taught in German)		4	
General-education course in arts and letters		4	
	Credits	**12**	
Winter			
300-level German course (taught in German)		4	
400-level German course (taught in German)		4	
General-education course in arts and letters or social science that also satisfies multicultural requirement		4	
	Credits	**12**	
Spring			
300-level German course (taught in German)		4	
400-level German course (taught in German)		4	
General-education course in arts and letters or social science that also satisfies multicultural requirement		4	
	Credits	**12**	
	Total Credits	**36**	

1 Beyond the German major and general-education requirements, this example includes 15 further courses for a second major and/or electives for a total of 180 credits, with only three courses each term senior year. With a full load of four courses per term, which would add up to 192 credits, there would room for 18 further courses.

2 The first of eight upper-division German literature and culture courses for the major, and the one that may be taken in English language. For this and subsequently listed upper-division literature and culture courses in the Department of German and Scandinavian, any other 300- or 400-level courses could be substituted.

3 Advanced German grammar review completed (for increased fluency). Four upper-division German language courses now complete (including 300-level language courses).

Bachelor of Arts in German: German Studies Focus

Course	Title	Credits	Milestones
First Year			
Fall			
GER 101	First-Year German	5	
General-education course in social science		4	
Second-major or elective courses [1]		8	
	Credits	**17**	
Winter			
GER 102	First-Year German	5	
General-education course in social science		4	
Second-major or elective courses		8	
	Credits	**17**	
Spring			
GER 103	First-Year German	5	
General-education course in social science		4	
Second-major or elective courses		8	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Second Year			
Fall			
GER 201	Second-Year German	4	
General-education course in social science		4	
Second-major or elective courses		8	
	Credits	**16**	
Winter			
GER 202	Second-Year German	4	
General-education course in science		4	
Second-major or elective courses		8	
	Credits	**16**	

Spring		
GER 203	Second-Year German	4
General-education course in science		4
Second-major or elective courses		8
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
GER 311	Intermediate Language Training	4	
Upper-division course with German focus		4	
General-education course in science		4	
Second-major or elective course		4	
	Credits	**16**	
Winter			
GER 312	Intermediate Language Training	4	
400-level course with German focus		4	
General-education course in science		4	
Second-major or elective course		4	
	Credits	**16**	
Spring			
GER 313	Intermediate Language Training	4	
400-level course with German focus		4	
General-education course in arts and letters		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
GER 411	Advanced Language Training [2]	4	
400-level course with German focus		4	
General-education course in arts and letters		4	
	Credits	**12**	
Winter			
Upper-division German course (taught in German) [3]		4	
400-level German course		4	
Upper-division general-education course in arts and letters or social science that also satisfies identity, pluralism, and tolerance multicultural requirement		4	
	Credits	**12**	
Spring			
Upper-division German course		4	
400-level German course		4	
Upper-division general-education course in arts and letters or social science that also satisfies international multicultural requirement		4	
	Credits	**12**	
	Total Credits	**36**	

1 Beyond the German major and general-education requirements, this example includes 15 further courses for a second major and/or electives for a total of 180 credits, with only three courses each term senior year. With a full load of four courses per term, which would add up to 192 credits, there would room for 18 further courses.

2 Advanced German grammar review completed (for increased fluency).

3 For this course and subsequently listed 300- or 400-level literature and culture courses in the department, others may be substituted that are at the same level or higher. In addition, courses from outside the Department of German and Scandinavian that are on the list of eligible courses for this major may be substituted.

Bachelor of Arts in German: Scandinavian Focus

Course	Title	Credits	Milestones
First Year			
Fall			
HIST 101 or HUM 101 or GER 221 or GER 251	Ancient Mediterranean or Introduction to the Humanities I or Postwar Germany: Nation Divided or Sexuality	4	
SWED 101	First-Year Swedish	5	
SCAN 251 or SCAN 259	Text and Interpretation or Vikings through the Icelandic Sagas	4	
Elective course		4	
	Credits	**17**	
Winter			
HIST 102 or HIST 105 or HIST 239	Making Modern Europe or World History or Classical and Medieval Warfare	4	
HUM 102 or GER 222 or GER 250	Introduction to the Humanities II or Voices of Dissent in Germany or The Culture of Money	4	
SWED 102	First-Year Swedish	5	
WR 121	College Composition I	4	
	Credits	**17**	
Spring			
SWED 103	First-Year Swedish	5	
HIST 105 or HIST 106	World History or World History	4	
GER 223 or GER 252	Germany: A Multicultural Society or War, Violence, Trauma	4	
Elective course		4	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Second Year			
Fall			
WR 122 or WR 123	College Composition II or College Composition III	4	
SWED 201	Second-Year Swedish	4	
CINE 265 or COLT 102 or ENG 225	History of the Motion Picture I or Introduction to Comparative Literature or Age of King Arthur	4	
General-education course in social science		4	
	Credits	**16**	
Winter			
ERTH 101	Exploring Planet Earth	4	
SWED 202	Second-Year Swedish	4	
HIST 332 or PHIL 211 or CINE 266 or FLR 250	British History: [Topic] (Medieval England) or Existentialism or History of the Motion Picture II or Introduction to Folklore	4	
Elective course		4	
	Credits	**16**	
Spring			
BI 150	The Ocean Planet	4	
SWED 203	Second-Year Swedish	4	
SCAN 220M	From Kierkegaard to Kafka	4	
ENG 260M or CINE 267 or COLT 232 or ARH 206 or ARH 327	Media Aesthetics or History of the Motion Picture III or Literature and Film or History of Western Art III or Medieval Art	4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
BI 121	Introduction to Human Physiology	4	
SCAN 316 or SCAN 341	History of Cinema or Revisions of the Scandinavian Dream	4	Beginning of upper-division course work in the major
HIST 342 or HIST 301 or WGS 331	German History: [Topic] (Modern Germany) or Modern Europe or Science, Technology, and Gender	4	
SWED 405	Reading and Conference: [Topic]	4	
	Credits	**16**	
Winter			
ASTR 122	Birth and Death of Stars	4	
COLT 303	Theories of the Novel	4	
SCAN 344 or SCAN 325 or SCAN 315	Medieval Hero and Monster or Constructions versus Constrictions of Identity or Nordic Cinema	4	
SWED 405	Reading and Conference: [Topic]	4	
	Credits	**16**	
Spring			
SCAN 315 or SCAN 351	Nordic Cinema or Periods in Scandinavian Literature	4	
ARH 206 or ARH 327 or PHIL 331	History of Western Art III or Medieval Art or Philosophy in Literature	4	
SWED 405	Reading and Conference: [Topic]	4	
Elective course [4]			Complete remaining general-education requiremer
	Credits	**12**	
	Total Credits	**44**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
SCAN 354	Genres in Scandinavian Literature (or any other 300-level SCAN course)	4	
FLR 350 or PHIL 311 or GER 356	Folklore and the Bible or History of Philosophy: Modern or German Fairy Tales	4	
Elective course		4	
	Credits	**12**	
Winter			
SCAN 317	Directors, Movements, and Manifestos	4	
CINE 350	Queer European Cinema	4	
Elective course		4	
	Credits	**12**	
Spring			
COLT 305	Cultural Studies	4	
SCAN 341	Revisions of the Scandinavian Dream (or any other 300-level SCAN course)	4	

SCAN 407	Seminar: [Topic]	Completion of major studies on an advanced level	4
	Credits		**12**
	Total Credits		**36**

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.

Code	Title	Credits
GER 621	Narrative	4
GER 622	Drama	4
GER 623	Lyric	4
GER 624	Critical and Philosophical Prose [1]	4
GER 625	Translations-Transformations [2]	4
GER 690	Literary Studies: [Topic] [3]	4

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 or to seek waivers or substitutions of core courses. 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 (https://translationstudies.uoregon.edu/graduate-specialization/).

Other relevant graduate certificate programs and graduate specializations with which students may supplement their PhD work in German include women's, gender, and sexuality studies; nonprofit management; and new media and culture. For details, visit gradschool.uoregon.edu/academic-programs (https://gradschool.uoregon.edu/academic-programs/).

Danish 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.

German 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 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 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.

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.

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.

GER 280M. The Quality of Life in Germany and Scandinavia. 4 Credits.
An interdisciplinary cultural-historical inquiry into a region with some of the highest quality of life indicators in the world. Examines family, community, work, leisure, security, health, education, and other topics. Taught in English with some German and Swedish (no prior language ability required). Multilisted with SCAN 280M.

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 345M. Food, Culture, and Identity in Germany and Scandinavia. 4 Credits.
Examines the relationships among food, culture, and identity in Germany and Scandinavia. Interdisciplinary readings, lectures, films, and discussions focus on literary and symbolic representations of food from production to consumption, and on images and depictions of cooking, eating, drinking, and feasting. Multilisted with SCAN 345M.

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 toculture. 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.
Coreq: 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.
Coreq: 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.
Coreq: 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.
Coreq: 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.
Coreq: 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.
Coreq: 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.
Coreq: 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 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 470. 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 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 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]. 1-5 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 up to four times 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.

Scandinavian 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 280M. The Quality of Life in Germany and Scandinavia. 4 Credits.
An interdisciplinary cultural-historical inquiry into a region with some of the highest quality of life indicators in the world. Examines family, community, work, leisure, security, health, education, and other topics. Taught in English with some German and Swedish (no prior language ability required). Multilisted with GER 280M.

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 345M. Food, Culture, and Identity in Germany and Scandinavia. 4 Credits.
Examines the relationships among food, culture, and identity in Germany and Scandinavia. Interdisciplinary readings, lectures, films, and discussions focus on literary and symbolic representations of food from production to consumption, and on images and depictions of cooking, eating, drinking, and feasting. Multilisted with GER 345M.

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.

Swedish 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.

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

SWED 201. Second-Year Swedish. 4 Credits.
Review of grammar; composition, conversation. Readings from contemporary texts in Swedish. Sequence.
Prereq: SWED 103.

SWED 202. Second-Year Swedish. 4 Credits.
Review of grammar; composition, conversation. Readings from contemporary texts in Swedish.
Prereq: SWED 201.

SWED 203. Second-Year Swedish. 4 Credits.
Review of grammar; composition, conversation. Readings from contemporary texts in Swedish.
Prereq: SWED 202.

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.

Global Studies

Kathie Carpenter, Department Head
541-346-5051
175 Prince Lucien Campbell Hall
5206 University of Oregon
Eugene, Oregon 97403-5206

The Department of Global Studies (formerly the Department of International Studies) offers bachelor of arts (BA), bachelor of science (BS), and master of arts (MA) degrees in global studies and minors in global studies and global health. The programs are 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 that enhances their intercultural knowledge, understanding, and skills; and help them develop a professional concentration area suitable for their career goals. For the Global Studies undergraduate programs, professional concentration and geographic focus options are listed in the Undergraduate section of the department page.

The Department of Global Studies is a member of the Association of Professional Schools of International Affairs and the International Studies Association. These associations provide more opportunities in research, internships, funding, and employment for global studies students.

Faculty

Yvonne A. Braun, professor (gender and development, social change, Africa). BA, 1994, State University of New York, Geneseo; MA, 2000, PhD, 2005, California, Irvine. (2005)

Kathie Carpenter, associate professor (childhood, children's museums, Southeast Asia). BA, 1975, California, San Diego; MA, 1983, PhD, 1987, Stanford. (1989)

Dennis C. Galvan, professor (comparative politics, international development, Africa and Indonesia). BA, 1987, Stanford; MA, 1990, PhD, 1996, California, Berkeley. (2001)

Derrick Hindery, associate professor (environment and development, global economic restructuring, indigenous movements, Latin America). BA, 1994, MA, 1997, PhD, 2003, California, Los Angeles. (2007)

Galen Martin, senior instructor II (environmental and cultural geography, global food security, Latin America). AA, 1977, Hesston College; BA, 1980, Goshen College; MA, 1985, Oregon; PhD, 2003, California, Davis. (1998)

David Meek, assistant professor (food sovereignty, popular education, India and Brazil). BA, 2004, Bard College; MSc, 2007, Antioch, New England; PhD, 2014, Georgia. (2018)

Gabe Paquette, professor (intellectual history, Portuguese and Spanish history, history of European empires). See **History**.

Lesley Jo Weaver, associate professor (health disparities, race, India and Brazil). BA, 2004, Smith College; MPH 2008, PhD, 2014, Emory University. (2018)

Anita M. Weiss, professor (gender and development, political Islam, South Asia). BA, 1975, Rutgers; MA, 1976, PhD, 1983, California, Berkeley. (1987)

Stephen R. Wooten, associate professor (local-global dynamics, food studies, Africa). BA, 1986, Massachusetts, Amherst; MA, 1993, PhD, 1997, Illinois, Urbana-Champaign. (1999)

Kristin Yarris, associate professor (global health, migration, Latin America). BA, 1994, Lewis and Clark College; MPH, MA, 2004, PhD, 2011, California, Los Angeles. (2012)

Emeritus

Gerald W. Fry, professor emeritus. BA, 1964, Stanford; MPA, 1966, Princeton; PhD, 1977, Stanford. (1981)

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

Participating

Carlos Aguirre, history

Ina Asim, history

Oluwakemi Balogun, women's, gender, and sexuality studies

Diane B. Baxter, anthropology

Erin Beck, political science

Bruce A. Blonigen, economics

Lindsay F. Braun, history

Daniel P. Buck, geography

Alfredo Burlando, economics

Mark Carey, honors college

Shankha Chakraborty, economics

Liska Chan, landscape architecture

Shaul E. Cohen, geography

Rick Colby, religious studies

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

Jeffrey Magoto, Yamada Language Center

Gabriela Martinez, journalism and communication

Michelle McKinley, law

Karen McPherson, Romance languages

Ronald B. Mitchell, political science

Alexander B. Murphy, geography

Michael Malek Najjar, theater arts

Kevin Nute, architecture

Eileen M. Otis, sociology

Craig Parsons, political science

Doris L. Payne, linguistics

Eric W. Pederson, linguistics

Philip W. Scher, anthropology

Carol T. Silverman, anthropology

Lars Skalnes, political science

Alison Snyder, architecture

H. Leslie Steeves, journalism and communication

Lynn Stephen, anthropology

Jeffrey Stolle, management

Xiaobo Su, geography

Tuong Vu, political science

Peter A. Walker, geography

Janis C. Weeks, biology

Undergraduate Programs

Majors

- Global Studies **(**p. 309**)**

Minors

- Global Health **(**p. 325**)**
- Global Service **(**p. 326**)**
- Global Studies **(**p. 328**)**

Advising

Advising about specific major requirements is provided by Global Connections Advisors in the Tykeson College & Career Advising unit.

Regular consultation with the Global Connections Advisors is strongly recommended for majors, premajors, and minors. Additionally, the role of the faculty 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 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.

Admission

The first step for students planning to major in global studies is to declare the premajor. Students should make an appointment with a Global Connections Advisor to declare the premajor. Global studies premajors must first complete the requirements listed below before they can apply to the global studies major.

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 the application process are available via appointments made with Global Connections Advisors in the Tykeson College & Career Advising unit. Applicants are required to meet with a Global Connections Advisor as part of the major application process. Applications are due on Monday of the fourth week of fall, winter, and spring terms.

In exceptional cases (and to accommodate transfer students), students entering the university may apply to become a global studies major without completing the required two terms. More information is available from the director of undergraduate studies.

Code	Title	Credits
GLBL 101	Introduction to International Issues	4
or GLBL 102	Foundations for Intercultural Competence	
Select two of the following:		
GLBL 230	Global Wellbeing	4
GLBL 240	Perspectives on International Development	4
GLBL 250	Value Systems in Cross-Cultural Perspective	4
GLBL 270	Globalization and the Global Economy	4
Second-language sequence or equivalency demonstrated		
WR 121	College Composition I	4
or WR 123	College Composition III	

Additional Requirements

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 (see below for details).

Courses applied to the major, with the exception of the language requirement and up to 8 credits in or , must be taken for letter grades.

A maximum of 12 credits in courses taken to fulfill the university group requirements may be applied toward the global studies major.

A maximum of 20 credits in courses taken in a single department other than global studies may be applied toward the global studies major, exclusive of the language requirement and the External Block B Professional Concentration option.

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 , by an examination, or by graduating from a high school in which English was not the medium of instruction.

A student may also fulfill the language requirement with two years' proficiency in two different languages exclusive of the student's native language. Students wishing to pursue this option must get approval from the director of undergraduate studies faculty.

Intercultural Experience

Majors must have a significant immersive intercultural experience to complete requirements for the major. One way that this can be satisfied is with at least one term (ten weeks) of study or work in another country that coincides with the student's geographic focus area. Contact the departmental advising office for information about other ways to satisfy this requirement. For information about study in another country, see Study Abroad in the **Supplementary Academic Programming** section of this catalog. Advice is available from the Office of International Affairs, 330 Oregon Hall. *Domestic (US-based) cultural experiences and internships must be preapproved by the advising team.*

Internship Option

Students may earn pass/no pass (P/N) credit for work done as interns. Interested students should consult with global studies 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.

Bachelor of Arts in Global Studies

Below is an example of how to complete a BA in global 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 global 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.

Course	Title	Credits	Milestones
First Year			
Fall			
ARB 101	First-Year Arabic	5	
GLBL 101	Introduction to International Issues	4	
WR 121	College Composition I	4	

General-education course in science		4
	Credits	**17**
Winter		
ARB 102	First-Year Arabic	5
WR 123	College Composition III	4
GLBL 250	Value Systems in Cross-Cultural Perspective	4
General-education course in social science		4
	Credits	**17**
Spring		
ARB 103	First-Year Arabic	5
GLBL 199	Special Studies: [Topic]	1-5
General-education course in arts and letters		4
General-education course in social science		4
	Credits	**14-18**
	Total Credits	**48-52**

Course	Title	Credits Milestones
Second Year		
Fall		
ARB 201	Second-Year Arabic	5
GLBL 240	Perspectives on International Development	4
General-education course in science		4
Elective course		4
	Credits	**17**
Winter		
ARB 202	Second-Year Arabic	5
GLBL 260	Culture, Capitalism, and Globalization	4
General-education course in social science		4
Elective course		4
	Credits	**17**
Spring		
ARB 203	Second-Year Arabic	5
GLBL 280	Global Environmental Issues and Alternatives	4
General-education course in arts and letters		4
Elective course		4
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits Milestones
Third Year		
Fall		
ARB 301	Language and Culture	4
REL 335	Introduction to the Qur'an	4
General-education course in arts and letters		4
Elective course		4
	Credits	**16**
Winter		
ARB 302	Language and Culture	4
GLBL 423	Development and the Muslim World	4
General-education course in science		4
Elective course		4
	Credits	**16**
Spring		
ARB 303	Language and Culture	4
GLBL 431	Cross-Cultural Communication	4
General-education course in social science		4
Elective course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Fourth Year		
Fall		
ENVS 435	Environmental Justice	4
General-education course in science		4
Elective courses		8
	Credits	**16**
Winter		
CRES 435	Israel and Palestine	4
SOC 465	Political Sociology	4
General-education course in arts and letters		4
Elective course		4
	Credits	**16**
Spring		
GLBL 422	Aid to Developing Countries	4
Elective courses		12
	Credits	**16**
	Total Credits	**48**

Bachelor of Science in Global Studies

Below is an example of how to complete a BS in global 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 global 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.

Course	Title	Credits Milestones
First Year		
Fall		
ARB 101	First-Year Arabic	5
GLBL 101	Introduction to International Issues	4
MATH 105	University Mathematics I	4
WR 121	College Composition I	4
	Credits	**17**
Winter		
ARB 102	First-Year Arabic	5
MATH 106	University Mathematics II	4
WR 123	College Composition III	4

GLBL 250	Value Systems in Cross-Cultural Perspective	4
	Credits	**17**
Spring		
ARB 103	First-Year Arabic	5
MATH 107	University Mathematics III	4
GLBL 199	Special Studies: [Topic]	1-5
General-education course in science		4
	Credits	**14-18**
	Total Credits	**48-52**

Course	Title	Credits Milestones
Second Year		
Fall		
ARB 201	Second-Year Arabic	5
GLBL 240	Perspectives on International Development	4
General-education course in arts and letters		4
General-education course in social science		4
	Credits	**17**
Winter		
ARB 202	Second-Year Arabic	5
GLBL 260	Culture, Capitalism, and Globalization	4
General-education course in social science		4
General-education course in science		4
	Credits	**17**
Spring		
ARB 203	Second-Year Arabic	5
GLBL 280	Global Environmental Issues and Alternatives	4
General-education course in arts and letters		4
General-education course in social science		4
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits Milestones
Third Year		
Fall		
ARB 301	Language and Culture	4
REL 335	Introduction to the Qur'an	4
General-education course in arts and letters		4
Elective course		4
	Credits	**16**
Winter		
ARB 302	Language and Culture	4
GLBL 423	Development and the Muslim World	4
General-education course in science		4
Elective course		4
	Credits	**16**
Spring		
ARB 303	Language and Culture	4
GLBL 431	Cross-Cultural Communication	4
General-education course in social science		4
Elective course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Fourth Year		
Fall		
ENVS 435	Environmental Justice	4
General-education course in science		4
Elective courses		8
	Credits	**16**
Winter		
SOC 465	Political Sociology	4
CRES 435	Israel and Palestine	4
General-education course in arts and letters		4
Elective course		4
	Credits	**16**
Spring		
GLBL 422	Aid to Developing Countries	4
Elective courses		12
	Credits	**16**
	Total Credits	**48**

Graduate Programs

Global Studies (MA) **(**p. 328**)**

Courses

GLBL 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.

GLBL 102. Foundations for Intercultural Competence. 4 Credits.
This course teaches practical skills and analytic frameworks that support safe, respectful, enlightening experiences of intercultural engagement.

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

GLBL 198. Colloquium: [Topic]. 1-2 Credits.
Repeatable.

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

GLBL 230. Global Wellbeing. 4 Credits.
Interdisciplinary introduction to human wellbeing, focusing on health, education, and the environment and the ways they impact wellbeing. Topics will be framed by the larger issue of whether or not something called "wellbeing" is a human universal, as well as how wellbeing can be improved.

GLBL 240. Perspectives on International Development. 4 Credits.
Introduction to major ideologies, theories, historical processes, and contemporary challenges in international development. Galvan.

GLBL 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.

GLBL 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.

GLBL 270. Globalization and the Global Economy. 4 Credits.
Introduction to the study of globalization and the global economy, analyzing ways the global economy is structured and maintained through various political interventions and regimes. This course aims to provide tools for understanding and explaining these structures and their impacts.

GLBL 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.

GLBL 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 GLBL 423. Offered alternate years.

GLBL 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.

GLBL 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.

GLBL 350. Education and Development. 4 Credits.
This course will introduce students to the foundational ideas in the field of international and comparative education, and help build a theoretical toolkit of the major approaches scholars utilize when analyzing education from a global perspective.

GLBL 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.

GLBL 370. International Human Rights. 4 Credits.
Survey of human rights, examining diverse perspectives on the concept, practice, and implementation of human rights and human rights regimes.

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

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

GLBL 403. Thesis. 1-12 Credits.
Repeatable.

GLBL 405. Reading and Conference: [Topic]. 1-12 Credits.
Repeatable.

GLBL 406. Field Studies: [Topic]. 1-12 Credits.
Repeatable.

GLBL 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Special topics in international studies.

GLBL 408. Workshop: [Topic]. 1-12 Credits.
Repeatable.

GLBL 409. Practicum: [Topic]. 1-12 Credits.
Repeatable. Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies.

GLBL 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Africa: Development and Social Change. Repeatable when topic changes.

GLBL 415. The Global Story of Race. 4 Credits.
Working from a historical and cultural perspective, this course uses global case studies to explore how race came to be a key principle of social organization around the world through colonialism and extractive capitalism, and how it manifests today.

GLBL 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: GLBL 240.

GLBL 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: GLBL 240.

GLBL 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: GLBL 240.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 435. Global Perspectives on Disability. 2 Credits.
This class uses a human rights paradigm to examine issues facing people with disabilities throughout the world. Readings and discussions will emphasize cross-disability and cross-cultural approaches to gender and disability, international development and disability, inclusive educational models, and cross-cultural aspects of disability.

GLBL 442. South Asia: Development and Social Change. 4 Credits.
Introduction to the vast social changes and development issues confronting the South Asian subcontinent.

GLBL 444. Development and Social Change in Southeast Asia. 4 Credits.
Introduction to the region and to the complex social issues facing the peoples of Southeast Asia.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 467. Global Mental Health. 4 Credits.
Overview of global mental health from a critical, anthropological, and historical perspective, with attention to cross-cultural differences in illness experience and treatment options.

GLBL 503. Thesis. 1-12 Credits.
Repeatable.

GLBL 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Special topics in international studies.

GLBL 508. Workshop: [Topic]. 1-12 Credits.
Repeatable.

GLBL 510. Experimental Course: [Topic). 1-5 Credits.
Repeatable. Recent topics include Africa: Development and Social Change. Repeatable when topic changes.

GLBL 515. The Global Story of Race. 4 Credits.
Working from a historical and cultural perspective, this course uses global case studies to explore how race came to be a key principle of social organization around the world through colonialism and extractive capitalism, and how it manifests today.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 535. Global Perspectives on Disability. 2 Credits.
This class uses a human rights paradigm to examine issues facing people with disabilities throughout the world. Readings and discussions will emphasize cross-disability and cross-cultural approaches to gender and disability, international development and disability, inclusive educational models, and cross-cultural aspects of disability.

GLBL 542. South Asia: Development and Social Change. 4 Credits.
Introduction to the vast social changes and development issues confronting the South Asian subcontinent.

GLBL 544. Development and Social Change in Southeast Asia. 4 Credits.
Introduction to the region and to the complex social issues facing the peoples of Southeast Asia.

GLBL 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.

GLBL 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.

GLBL 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.

GLBL 563. 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.

GLBL 565. 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.

GLBL 567. Global Mental Health. 4 Credits.
Overview of global mental health from a critical, anthropological, and historical perspective, with attention to cross-cultural differences in illness experience and treatment options.

GLBL 601. Research: [Topic]. 1-12 Credits.
Repeatable.

GLBL 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

GLBL 605. Reading and Conference: [Topic]. 1-12 Credits.
Repeatable.

GLBL 606. Field Studies: [Topic]. 1-12 Credits.
Repeatable.

GLBL 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

GLBL 608. Special Topics: [Topic]. 1-12 Credits.
Repeatable

GLBL 609. Practicum: [Topic]. 1-12 Credits.
Repeatable. Closely supervised participation in the activities of public or private organizations, institutes, and community service agencies.

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

GLBL 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.

GLBL 656. Research and Writing in International Studies. 1 Credit.
Focus on conceptualizing research topics; accessing bibliographic databases; writing grant applications, reports, and theses.

GLBL 657. Proseminar: Proposal Writing. 2 Credits.
An introduction to thesis proposal writing for first-year graduate students in international studies.

Bachelor of Arts and Science in Global 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.

Bachelor of Arts Degree Requirements

Code	Title	Credits
Preparatory Courses		**8**
GLBL 101	Introduction to International Issues	
GLBL 102	Foundations for Intercultural Competence	
Block A: International Core Foundation		**16**
GLBL 240	Perspectives on International Development	
GLBL 250	Value Systems in Cross-Cultural Perspective	
GLBL 230	Global Wellbeing (Course currently being regularized)	
GLBL 270	Globalization and the Global Economy (Course currently being regularized)	
Block B: Professional Concentration Area		**16**
Either Internal Block B Option 1: Four upper-division courses (16 credits) in one of 12 areas of concentration or External Block B Option 2: four upper-division INTL/GLBL courses (16 credits) plus a minor/certificate in any other UO department. See professional concentration areas list and tables. [3]		
1) Internal Block B Option: Choose 1 of 12 Professional Concentration options. Earn 16 credits total: A) 1 or 2 required INTL/GLBL course(s) (4-8 credits); B) 2 or 3 electives (8 or 12 credits); C) All credits must be upper division.		
2) External Block B Option: A) Complete any minor or certificate in any other UO department; B) In addition, breadth requirement of 4 additional INTL/GLBL courses; 3) If a INTL/GLBL course is counted towards the minor/ certificate, it may also count among those 4.		
Block C: Geographic Focus		**16**
Four upper-division courses on one of the following areas: Africa, Europe, Southeast & East Asia, South & Central Asia, Latin America & Caribbean, Middle East, and North America; at least one of the four must have the INTL/GLBL subject code. See geographic focus areas list and tables. [4]		
Total Credits		**56**

1. Should be taken before global core foundation courses. Must be taken prior to applying to the major.
2. INTL/GLBL courses at the 300- and 400-level may be used to fulfill this requirement if it is not already being used toward completion of a student's Block B or C requirements. More information is available from an global 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 Global 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.

Bachelor of Science Degree Requirements

Code	Title	Credits
Preparatory Courses		**8**
GLBL 101	Introduction to International Issues	
GLBL 102	Foundations for Intercultural Competence	
Block A: International Core Foundation		**16**
GLBL 240	Perspectives on International Development	
GLBL 250	Value Systems in Cross-Cultural Perspective	
GLBL 230	Global Wellbeing (Course currently being regularized)	
GLBL 270	Globalization and the Global Economy (Course currently being regularized)	
Block B: Professional Concentration Area		**16**
Either Internal Block B Option 1: Four upper-division courses (16 credits) in one of 12 areas of concentration or External Block B Option 2: four upper-division INTL/GLBL courses (16 credits) plus a minor/certificate in any other UO department. See professional concentration areas list and tables. [3]		
1) Internal Block B Option: Choose 1 of 12 Professional Concentration options. Earn 16 credits total: A) 1 or 2 required INTL/GLBL course(s) (4-8 credits); B) 2 or 3 electives (8 or 12 credits); C) All credits must be upper division.		
2) External Block B Option: A) Complete any minor or certificate in any other UO department; B) In addition, breadth requirement of 4 additional INTL/GLBL courses; 3) If a INTL/GLBL course is counted towards the minor/certificate, it may also count among those 4.		
Block C: Geographic Focus		**16**
Four upper-division courses on one of the following areas: Africa, Europe, Southeast & East Asia, South & Central Asia, Latin America & Caribbean, Middle East, and North America; at least one of the four must have the INTL/GLBL subject code. See geographic focus areas list and tables. [4]		
Total Credits		**56**

[1] Should be taken before global core foundation courses. Must be taken prior to applying to the major.

[2] INTL/GLBL courses at the 300- and 400-level may be used to fulfill this requirement if it is not already being used toward completion of a student's Block B or C requirements. More information is available from an global 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 Global 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.

Block B: Professional Concentration Areas

1) Internal Block B Option

Choose 1 of the following 12 Professional Concentration options. Earn 16 credits total:

A) 1 or 2 required GLBL course(s) (4-8 credits)

B) 2 or 3 electives (8 or 12 credits)

C) All credits must be upper division.

- Environmental Justice and Resilience (p. 310)
- Development Studies (p. 311)
- Migration, Refugees and Humanitarian Assistance (p. 312)
- Diplomacy, Peace, and Conflict Studies (p. 312)
- Media and Communications (p. 313)
- Business, Trade, and Tourism (p. 314)
- Arts and Identity (p. 315)
- Gender, Race and Inequality (p. 315)
- Law and Human Rights (p. 316)
- Food Studies (p. 317)
- Global Health (p. 317)
- Global Education (p. 318)

Environmental Justice and Resilience

Code	Title	Credits
Internal Block B Option		
Required Courses		**4**
GLBL 420	Global Community Development	
Elective Courses		**12**
Select two courses from the following or from the required course options:		
Global Studies		
GLBL 370	International Human Rights	
GLBL 415	The Global Story of Race	
GLBL 421	Gender and International Development	
GLBL 422	Aid to Developing Countries	
GLBL 423	Development and the Muslim World	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 425	Global Food Security	
GLBL 431	Cross-Cultural Communication	
GLBL 432	Indigenous Cultural Survival	
GLBL 433	Childhood in Cross-Cultural Perspective	
GLBL 434	Language Issues for International Studies	
GLBL 435	Global Perspectives on Disability	
GLBL 442	South Asia: Development and Social Change	

GLBL 444	Development and Social Change in Southeast Asia
GLBL 445	Development and Social Change in Sub-Saharan Africa
GLBL 446	Development and Social Change in Latin America
GLBL 448	Bollywood's Lens on Indian Society
GLBL 463	Population Displacement and Global Health
GLBL 465	Global Reproductive Health
GLBL 467	Global Mental Health
Biology	
BI 370	Ecology
Economics	
EC 333	Resource and Environmental Economic Issues
EC 430	Urban and Regional Economics
EC 435	Natural Resource Economics
Environmental Studies	
ENVS 335	Allocating Scarce Environmental Resources
ENVS 345	Environmental Ethics
ENVS 411	Environmental Issues: [Topic]
ENVS 435	Environmental Justice
ENVS 450	Political Ecology
Ethnic Studies	
ES 350	Native Americans and the Environment
Geography	
GEOG 341	Population and Environment
GEOG 361	Global Environmental Change
GEOG 430	Long-Term Environmental Change
GEOG 461	Environmental Alteration
GEOG 463	Geography, Law, and the Environment
GEOG 465	Environment and Development
GEOG 467	International Water Policy
GEOG 468	Contemporary Food Systems
Law	
LAW 310	Environmental Regulation
Philosophy	
PHIL 309	Global Justice
Planning, Public Policy and Management	
PPPM 331	Environmental Management
PPPM 340	Climate-Change Policy
PPPM 444	Environmental Policy
PPPM 445	Green Cities
Political Science	
PS 367	Science and Politics of Climate Change
PS 477	International Environmental Politics
Sociology	
SOC 304	Community, Environment, and Society
SOC 416	Issues in Environmental Sociology [Topic]
Women's Gender, and Sexuality Studies	
WGS 432	Gender, Environment, and Development
Total Credits	**16**

Development Studies

Code	Title	Credits
Internal Block B Option		
Required Courses		**8**
Both required:		
GLBL 420	Global Community Development	
GLBL 422	Aid to Developing Countries	
Elective Courses		**8**
Select two courses from the following:		
Global Studies		
GLBL 340	Global Health and Development	
GLBL 360	International Cooperation and Conflict	
GLBL 370	International Human Rights	
GLBL 415	The Global Story of Race	
GLBL 421	Gender and International Development	
GLBL 423	Development and the Muslim World	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 425	Global Food Security	
GLBL 431	Cross-Cultural Communication	
GLBL 432	Indigenous Cultural Survival	
GLBL 433	Childhood in Cross-Cultural Perspective	
GLBL 434	Language Issues for International Studies	
GLBL 435	Global Perspectives on Disability	
GLBL 442	South Asia: Development and Social Change	
GLBL 444	Development and Social Change in Southeast Asia	
GLBL 445	Development and Social Change in Sub-Saharan Africa	
GLBL 446	Development and Social Change in Latin America	
GLBL 448	Bollywood's Lens on Indian Society	
GLBL 463	Population Displacement and Global Health	
GLBL 465	Global Reproductive Health	
GLBL 467	Global Mental Health	
Business Administration		
BA 316	Management: Creating Value through People	
Conflict and Dispute Resolution		
CRES 351	Roles of a Diplomat	
Economics		
EC 380	International Economic Issues	
EC 390	Problems and Issues in the Developing Economies	
EC 480	International Finance	
EC 481	International Trade	
EC 482	Economics of Globalization	
EC 490	Economic Growth and Development	

EC 491	Issues in Economic Growth and Development
Finance	
FIN 463	International Finance
Geography	
GEOG 341	Population and Environment
GEOG 342	Geography of Globalization
GEOG 343	Society, Culture, and Place
GEOG 441	Political Geography
GEOG 442	Urban Geography
GEOG 465	Environment and Development
Law	
LAW 415	Human Rights, Law, and Culture
Planning, Public Policy and Management	
PPPM 370	Global Sustainable Development and Policy
PPPM 415	Policy and Planning Analysis
PPPM 432	Justice and Urban Revitalization
PPPM 443	Natural Resource Policy
PPPM 446	Socioeconomic Development Planning
PPPM 480	Nonprofit Management
Political Science	
PS 304	Democracy, Dictators, and Development
PS 337	The Politics of Development
PS 340	International Political Economy
PS 347	Political Power, Influence, and Control
PS 477	International Environmental Politics
PS 479	U.S. Interventions in Developing Nations
Sociology	
SOC 420	Political Economy
SOC 450	Sociology of Developing Areas
SOC 465	Political Sociology
Total Credits	**16**

Migration, Refugees and Humanitarian Assistance

Code	Title	Credits
Internal Block B Option		
Required Courses		**8**
GLBL 463	Population Displacement and Global Health	
GLBL 422	Aid to Developing Countries	
Elective Courses		**8**
Select two courses from the following:		
Global Studies		
GLBL 340	Global Health and Development	
GLBL 360	International Cooperation and Conflict	
GLBL 370	International Human Rights	
GLBL 415	The Global Story of Race	
GLBL 420	Global Community Development	
GLBL 421	Gender and International Development	
GLBL 423	Development and the Muslim World	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 425	Global Food Security	
GLBL 431	Cross-Cultural Communication	
GLBL 432	Indigenous Cultural Survival	
GLBL 433	Childhood in Cross-Cultural Perspective	
GLBL 434	Language Issues for International Studies	
GLBL 435	Global Perspectives on Disability	
GLBL 442	South Asia: Development and Social Change	
GLBL 444	Development and Social Change in Southeast Asia	
GLBL 445	Development and Social Change in Sub-Saharan Africa	
GLBL 446	Development and Social Change in Latin America	
GLBL 448	Bollywood's Lens on Indian Society	
GLBL 465	Global Reproductive Health	
GLBL 467	Global Mental Health	
Anthropology		
ANTH 329	Immigration and Farmworkers Political Culture	
Economics		
EC 430	Urban and Regional Economics	
Ethnic Studies		
ES 380	Race, Migration, and Rights	
Philisophy		
PHIL 309	Global Justice	
Sociology		
SOC 450	Sociology of Developing Areas	
SOC 452	Issues of Migration: [Topic]	
Total Credits		**16**

Diplomacy, Peace, and Conflict Studies

Code	Title	Credits
Internal Block B Option		
Required Courses		**8**
GLBL 360	International Cooperation and Conflict	
Plus one of the following:		
GLBL 370	International Human Rights	
GLBL 431	Cross-Cultural Communication	
Elective Courses		**8**
Select two courses from the following or from the required course options:		
Global Studies		
GLBL 323	Islam and Global Forces	
GLBL 415	The Global Story of Race	
GLBL 420	Global Community Development	
GLBL 421	Gender and International Development	
GLBL 422	Aid to Developing Countries	
GLBL 423	Development and the Muslim World	
GLBL 424	United Nations Intervention in Global Crises	

GLBL 425	Global Food Security
GLBL 432	Indigenous Cultural Survival
GLBL 433	Childhood in Cross-Cultural Perspective
GLBL 434	Language Issues for International Studies
GLBL 435	Global Perspectives on Disability
GLBL 442	South Asia: Development and Social Change
GLBL 444	Development and Social Change in Southeast Asia
GLBL 445	Development and Social Change in Sub-Saharan Africa
GLBL 446	Development and Social Change in Latin America
GLBL 448	Bollywood's Lens on Indian Society
GLBL 463	Population Displacement and Global Health
GLBL 465	Global Reproductive Health
GLBL 467	Global Mental Health
Conflict and Dispute Resolution	
CRES 351	Roles of a Diplomat
CRES 415	Conflict and Gender
CRES 420	Restorative Justice
CRES 435	Israel and Palestine
CRES 440	Dialogue across Differences
CRES 441	Dialogue Across Differences II
Economics	
EC 380	International Economic Issues
Environmental Studies	
ENVS 435	Environmental Justice
Ethnic Studies	
ES 352	Social Equity and Criminal Justice
Geography	
GEOG 441	Political Geography
GEOG 463	Geography, Law, and the Environment
History	
HIST 340	US Military History
Law	
LAW 415	Human Rights, Law, and Culture
Planning, Public Policy and Management	
PPPM 325	Community Leadership and Change
PPPM 415	Policy and Planning Analysis
PPPM 494	Practice of Leadership and Change
Political Science	
PS 304	Democracy, Dictators, and Development
PS 310	Roots of Democracy
PS 326	United States Foreign Policy I
PS 330	Governments and Politics in Latin America
PS 337	The Politics of Development
PS 340	International Political Economy
PS 346	Terrorism and Weapons Proliferation
PS 347	Political Power, Influence, and Control
PS 351	Democratic Dilemmas
PS 449	Racial Politics in the United States
PS 455	Theories of International Politics
PS 465	LGBT Rights in the Courts
PS 467	The United States Presidency
PS 477	International Environmental Politics
PS 479	U.S. Interventions in Developing Nations
Psychology	
PSY 459	Cultural Psychology
Religion	
REL 357	War, Terrorism, and Religion
Sociology	
SOC 380	Introduction: Deviance, Control, and Crime
SOC 420	Political Economy
SOC 465	Political Sociology
SOC 475	Marxist Sociological Theory
Total Credits	**16**

Media and Communications

Code	Title	Credits
Internal Block B Option		
Required Courses		**8**
J 396	International Communication	
Plus one of the following:		
GLBL 431	Cross-Cultural Communication	
GLBL 434	Language Issues for International Studies	
Elective Courses		**8**
Select two courses from the following:		
Global Studies		
GLBL 360	International Cooperation and Conflict	
GLBL 370	International Human Rights	
GLBL 415	The Global Story of Race	
GLBL 420	Global Community Development	
GLBL 421	Gender and International Development	
GLBL 422	Aid to Developing Countries	
GLBL 423	Development and the Muslim World	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 425	Global Food Security	
GLBL 431	Cross-Cultural Communication	
GLBL 432	Indigenous Cultural Survival	
GLBL 433	Childhood in Cross-Cultural Perspective	
GLBL 434	Language Issues for International Studies	
GLBL 435	Global Perspectives on Disability	
GLBL 442	South Asia: Development and Social Change	
GLBL 444	Development and Social Change in Southeast Asia	
GLBL 445	Development and Social Change in Sub-Saharan Africa	
GLBL 446	Development and Social Change in Latin America	
GLBL 448	Bollywood's Lens on Indian Society	
GLBL 463	Population Displacement and Global Health	

GLBL 465	Global Reproductive Health
GLBL 467	Global Mental Health
Cinema Studies	
CINE 440	National and Regional Cinema: [Topic]
CINE 381M	Film, Media, and Culture
Comparative Literature	
COLT 370	Comparative Comics
COLT 380	Comparative Media: [Topic]
COLT 450	Comparative Studies in Cinema: [Topic]
English	
ENG 381M	Film, Media, and Culture
Italian	
ITAL 305	Cultura e lingua: arte, musica, i mass media
Journalism	
J 320	Gender, Media, and Diversity
J 350	Principles of Public Relations
J 387	Media History
J 397	Media Ethics
Marketing	
MKTG 420	Marketing Communications
Political Science	
PS 350	Politics and Film
Sociology	
SOC 317	Sociology of the Mass Media
Total Credits	**16**

Business, Trade, and Tourism

This concentration area requires early planning to meet prerequisites. See departmental advisors for prerequisites specific to global studies majors.

Code	Title	Credits
Internal Block B Option		
Required Courses		**8**
Select two courses from the following:		
MGMT 420	Managing in a Global Economy	
MKTG 470	International Marketing	
GEOG 448	Tourism and Development	
Elective Courses		**8**
Select two courses from the following:		
Global Studies		
GLBL 323	Islam and Global Forces	
GLBL 415	The Global Story of Race	
GLBL 420	Global Community Development	
GLBL 421	Gender and International Development	
GLBL 422	Aid to Developing Countries	
GLBL 423	Development and the Muslim World	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 425	Global Food Security	
GLBL 431	Cross-Cultural Communication	
GLBL 432	Indigenous Cultural Survival	
GLBL 433	Childhood in Cross-Cultural Perspective	
GLBL 434	Language Issues for International Studies	
GLBL 435	Global Perspectives on Disability	
GLBL 442	South Asia: Development and Social Change	
GLBL 444	Development and Social Change in Southeast Asia	
GLBL 445	Development and Social Change in Sub-Saharan Africa	
GLBL 446	Development and Social Change in Latin America	
GLBL 448	Bollywood's Lens on Indian Society	
GLBL 463	Population Displacement and Global Health	
GLBL 465	Global Reproductive Health	
GLBL 467	Global Mental Health	
Business Administration		
BA 317	Marketing: Creating Value for Customers	
BA 361	Cross-Cultural Business Communication	
BA 365	Cross-Cultural Negotiation	
Economics		
EC 360	Issues in Industrial Organization	
EC 370	Money and Banking	
EC 380	International Economic Issues	
EC 421	Introduction to Econometrics	
EC 480	International Finance	
EC 481	International Trade	
EC 484	Multinational Corporations	
EC 490	Economic Growth and Development	
EC 491	Issues in Economic Growth and Development	
Finance		
FIN 463	International Finance	
Geography		
GEOG 341	Population and Environment	
GEOG 342	Geography of Globalization	
GEOG 441	Political Geography	
GEOG 465	Environment and Development	
Management		
MGMT 417	Negotiation Strategies	
Marketing		
MKTG 311	Marketing Management	
MKTG 435	Consumer Behavior	
Planning, Public Policy and Management		
PPPM 422	Grant Proposal Writing	
PPPM 484	Public and Nonprofit Financial Management	
Political Science		
PS 340	International Political Economy	
PS 477	International Environmental Politics	
Sociology		
SOC 304	Community, Environment, and Society	
SOC 346	Work and Occupations	

SOC 420	Political Economy
SOC 450	Sociology of Developing Areas
SOC 467	Economic Sociology
Total Credits	**16**

If double-majoring in business administration and global studies, other options apply.

Arts and Identity

Code	Title	Credits
Internal Block B Option		
Required Course		**4**
GLBL 448	Bollywood's Lens on Indian Society	
Elective Courses		**12**
Select three courses from the following:		
Global Studies		
GLBL 415	The Global Story of Race	
GLBL 420	Global Community Development	
GLBL 421	Gender and International Development	
GLBL 422	Aid to Developing Countries	
GLBL 423	Development and the Muslim World	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 425	Global Food Security	
GLBL 431	Cross-Cultural Communication	
GLBL 432	Indigenous Cultural Survival	
GLBL 433	Childhood in Cross-Cultural Perspective	
GLBL 434	Language Issues for International Studies	
GLBL 435	Global Perspectives on Disability	
GLBL 442	South Asia: Development and Social Change	
GLBL 444	Development and Social Change in Southeast Asia	
GLBL 445	Development and Social Change in Sub-Saharan Africa	
GLBL 446	Development and Social Change in Latin America	
GLBL 463	Population Displacement and Global Health	
GLBL 465	Global Reproductive Health	
GLBL 467	Global Mental Health	
Historic Preservation		
AAAP 411	Introduction to Historic Preservation	
Arts and Administration		
AAD 450	Art in Society	
AAD 451	Community Cultural Development	
AAD 462	Cultural Policy	
Anthropology		
ANTH 349	Origins of Art	
ANTH 449	Cultural Resource Management	
Art History		
ARH 358	History of Design	
ARH 457	Contemporary Art: [Topic]	
ARH 471	Latin American Art History: [Topic]	
Cinema Studies		
CINE 381M	Film, Media, and Culture	
Dance		
DAN 301	African Dance Aesthetics	
English		
ENG 381M	Film, Media, and Culture	
ENG 385	Graphic Narratives and Cultural Theory	
Folklore and Public Culture		
FLR 411	Folklore and Religion	
FLR 413	Folk Art and Material Culture	
Music		
MUS 358	Music in World Cultures	
MUS 451	Introduction to Ethnomusicology	
MUS 452	Musical Instruments of the World	
Philosophy		
PHIL 322	Philosophy of the Arts	
Planning, Public Policy and Management		
PPPM 422	Grant Proposal Writing	
Political Science		
PS 350	Politics and Film	
Sociology		
SOC 450	Sociology of Developing Areas	
Theater Arts		
TA 367	History of the Theater I	
TA 368	History of the Theater II	
TA 472	Multicultural Theater: [Topic]	
Total Credits		**16**

Gender, Race and Inequality

Code	Title	Credits
Internal Block B Option		
Required Course		**4**
GLBL 421	Gender and International Development	
Elective Courses		**12**
Select three courses from the following:		
Global Studies		
GLBL 323	Islam and Global Forces	
GLBL 340	Global Health and Development	
GLBL 345	Africa Today: Issues and Concerns	
GLBL 360	International Cooperation and Conflict	
GLBL 370	International Human Rights	
GLBL 415	The Global Story of Race	
GLBL 420	Global Community Development	
GLBL 422	Aid to Developing Countries	
GLBL 423	Development and the Muslim World	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 425	Global Food Security	
GLBL 431	Cross-Cultural Communication	
GLBL 432	Indigenous Cultural Survival	
GLBL 433	Childhood in Cross-Cultural Perspective	
GLBL 434	Language Issues for International Studies	

GLBL 435	Global Perspectives on Disability
GLBL 442	South Asia: Development and Social Change
GLBL 444	Development and Social Change in Southeast Asia
GLBL 445	Development and Social Change in Sub-Saharan Africa
GLBL 446	Development and Social Change in Latin America
GLBL 448	Bollywood's Lens on Indian Society
GLBL 463	Population Displacement and Global Health
GLBL 465	Global Reproductive Health
GLBL 467	Global Mental Health
Anthropology	
ANTH 315	Gender, Folklore, Inequality
ANTH 332	Human Attraction and Mating Strategies
Classics	
CLAS 314	Gender and Sexuality in Antiquity
Comparative Literature	
COLT 360	Gender and Identity in Literature
Conflict and Dispute Resolution	
CRES 415	Conflict and Gender
Ethnic Studies	
ES 330	Women of Color: Issues and Concerns
ES 352	Social Equity and Criminal Justice
Folklore and Public Culture	
FLR 370	Folklore and Sexuality
German	
GER 354	German Gender Studies
History	
HIST 416	Advanced Women's History: [Topic]
Journalism	
J 320	Gender, Media, and Diversity
Philosphy	
PHIL 315	Introduction to Feminist Philosophy
Political Science	
PS 348	Women and Politics
PS 380	Gender and Politics in Developing Countries
Sociology	
SOC 207	Social Inequality
SOC 355	Sociology of Gender
SOC 455	Issues in Sociology of Gender: [Topic]
SOC 456	Feminist Theory
Women's, Gender, and Sexuality Studies	
WGS 303	Women and Gender in American History
WGS 315	History and Development of Feminist Theory
WGS 321	Feminist Perspectives: Identity, Race, Culture
WGS 331	Science, Technology, and Gender
WGS 341	Women, Work, and Class
WGS 351	Decolonial Feminisms
WGS 361	Gender, Film, and the Media
WGS 411	Feminist Praxis
WGS 432	Gender, Environment, and Development
WGS 450	Literature and Feminist World-Making
WGS 451	Global Perspectives on Gender [Topic]
Total Credits	**16**

Law and Human Rights

Code	Title	Credits
Internal Block B Option		
Required Courses		**8**
GLBL 370	International Human Rights	
GLBL 422	Aid to Developing Countries	
Elective Courses		**8**
Select two courses from the following:		
Global Studies		
GLBL 323	Islam and Global Forces	
GLBL 340	Global Health and Development	
GLBL 360	International Cooperation and Conflict	
GLBL 415	The Global Story of Race	
GLBL 420	Global Community Development	
GLBL 421	Gender and International Development	
GLBL 423	Development and the Muslim World	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 425	Global Food Security	
GLBL 431	Cross-Cultural Communication	
GLBL 432	Indigenous Cultural Survival	
GLBL 433	Childhood in Cross-Cultural Perspective	
GLBL 434	Language Issues for International Studies	
GLBL 435	Global Perspectives on Disability	
GLBL 442	South Asia: Development and Social Change	
GLBL 444	Development and Social Change in Southeast Asia	
GLBL 445	Development and Social Change in Sub-Saharan Africa	
GLBL 446	Development and Social Change in Latin America	
GLBL 448	Bollywood's Lens on Indian Society	
GLBL 463	Population Displacement and Global Health	
GLBL 465	Global Reproductive Health	
GLBL 467	Global Mental Health	
Conflict and Dispute Resolution		
CRES 415	Conflict and Gender	
CRES 420	Restorative Justice	
CRES 440	Dialogue across Differences	
CRES 441	Dialogue Across Differences II	
Environmental Studies		
ENVS 435	Environmental Justice	
Ethnic Studies		

ES 352	Social Equity and Criminal Justice
ES 450	Race and Incarceration
ES 452	Race and Ethnicity and the Law: [Topic]
Geography	
GEOG 463	Geography, Law, and the Environment
Law [1]	
LAW 415	Human Rights, Law, and Culture
LAW 416	Transitional Justice
LAW 671	International Law
LAW 693	Human Rights and Environment
Philosophy	
PHIL 309	Global Justice
Planning, Public Policy and Management	
PPPM 418	Introduction to Public Law
Political Science	
PS 375	Race, Politics, and the Law
PS 465	LGBT Rights in the Courts
PS 485	Civil Rights and Civil Liberties
Sociology	
SOC 380	Introduction: Deviance, Control, and Crime
SOC 484	Issues in Deviance, Control, and Crime: [Topic]
Total Credits	**16**

[1] A special registration process is required for law courses.

Food Studies

Code	Title	Credits
Internal Block B Option		
Required Courses		**8**
GLBL 420	Global Community Development	
GLBL 425	Global Food Security	
Elective Courses		**8**
Select two courses from the following:		
Global Studies		
GLBL 323	Islam and Global Forces	
GLBL 340	Global Health and Development	
GLBL 345	Africa Today: Issues and Concerns	
GLBL 360	International Cooperation and Conflict	
GLBL 370	International Human Rights	
GLBL 415	The Global Story of Race	
GLBL 421	Gender and International Development	
GLBL 422	Aid to Developing Countries	
GLBL 423	Development and the Muslim World	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 431	Cross-Cultural Communication	
GLBL 432	Indigenous Cultural Survival	
GLBL 433	Childhood in Cross-Cultural Perspective	
GLBL 434	Language Issues for International Studies	
GLBL 435	Global Perspectives on Disability	
GLBL 442	South Asia: Development and Social Change	
GLBL 444	Development and Social Change in Southeast Asia	
GLBL 445	Development and Social Change in Sub-Saharan Africa	
GLBL 446	Development and Social Change in Latin America	
GLBL 448	Bollywood's Lens on Indian Society	
GLBL 463	Population Displacement and Global Health	
GLBL 465	Global Reproductive Health	
GLBL 467	Global Mental Health	
Economics		
EC 333	Resource and Environmental Economic Issues	
Environmental Studies		
ENVS 435	Environmental Justice	
ENVS 450	Political Ecology	
Geography		
GEOG 430	Long-Term Environmental Change	
GEOG 461	Environmental Alteration	
GEOG 463	Geography, Law, and the Environment	
GEOG 465	Environment and Development	
Planning, Public Policy and Management		
PPPM 443	Natural Resource Policy	
Political Science		
PS 477	International Environmental Politics	
Total Credits		**16**

Global Health

Code	Title	Credits
Internal Block B Option		
Required Course		**4**
GLBL 340	Global Health and Development	
Elective Courses		**12**
Select three courses from the following:		
Global Studies		
GLBL 323	Islam and Global Forces	
GLBL 345	Africa Today: Issues and Concerns	
GLBL 360	International Cooperation and Conflict	
GLBL 370	International Human Rights	
GLBL 415	The Global Story of Race	
GLBL 420	Global Community Development	
GLBL 421	Gender and International Development	
GLBL 422	Aid to Developing Countries	
GLBL 423	Development and the Muslim World	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 425	Global Food Security	
GLBL 431	Cross-Cultural Communication	
GLBL 432	Indigenous Cultural Survival	
GLBL 433	Childhood in Cross-Cultural Perspective	
GLBL 434	Language Issues for International Studies	
GLBL 435	Global Perspectives on Disability	

GLBL 442	South Asia: Development and Social Change
GLBL 444	Development and Social Change in Southeast Asia
GLBL 445	Development and Social Change in Sub-Saharan Africa
GLBL 446	Development and Social Change in Latin America
GLBL 448	Bollywood's Lens on Indian Society
GLBL 463	Population Displacement and Global Health
GLBL 465	Global Reproductive Health
GLBL 467	Global Mental Health
Anthropology	
ANTH 362	Human Biological Variation
ANTH 369	Human Growth and Development
ANTH 376	Genomics and Anthropology
ANTH 413	Culture and Psychology
ANTH 459	Advanced Evolutionary Medicine
ANTH 474	Human Skeletal Pathology
Biology	
BI 309	Tropical Diseases in Africa
BI 353	Sensory Physiology
BI 358	Investigations in Medical Physiology
BI 360	Neurobiology
BI 423	Human Molecular Genetics
BI 426	Genetics of Cancer
BI 471	Population Ecology
Economics	
EC 443	Health Economics
EC 490	Economic Growth and Development
Geography	
GEOG 341	Population and Environment
GEOG 468	Contemporary Food Systems
History	
Philosophy	
PHIL 309	Global Justice
PHIL 335	Medical Ethics
Planning, Public Policy and Management	
PPPM 370	Global Sustainable Development and Policy
PPPM 460	Health Policy
Psychology	
PSY 301	Scientific Thinking in Psychology
PSY 302	Statistical Methods in Psychology
PSY 366	Culture and Mental Health
PSY 459	Cultural Psychology
PSY 472	Psychology of Trauma
Sociology	
SOC 311	Research Methods
SOC 312	Statistical Analysis in Sociology
Women's, Gender, and Sexuality Studies	
WGS 331	Science, Technology, and Gender
WGS 421	Bodies and Embodiment
Total Credits	**16**

Global Education

Code	Title	Credits
Internal Block B Option		
Required Courses		**8**
GLBL 431	Cross-Cultural Communication	
GLBL 433	Childhood in Cross-Cultural Perspective	
Elective Courses		**8**
Select two courses from the following:		
Global Studies		
GLBL 415	The Global Story of Race	
GLBL 420	Global Community Development	
GLBL 421	Gender and International Development	
GLBL 422	Aid to Developing Countries	
GLBL 423	Development and the Muslim World	
GLBL 424	United Nations Intervention in Global Crises	
GLBL 425	Global Food Security	
GLBL 432	Indigenous Cultural Survival	
GLBL 434	Language Issues for International Studies	
GLBL 435	Global Perspectives on Disability	
GLBL 442	South Asia: Development and Social Change	
GLBL 444	Development and Social Change in Southeast Asia	
GLBL 445	Development and Social Change in Sub-Saharan Africa	
GLBL 446	Development and Social Change in Latin America	
GLBL 448	Bollywood's Lens on Indian Society	
GLBL 463	Population Displacement and Global Health	
GLBL 465	Global Reproductive Health	
GLBL 467	Global Mental Health	
Business Administration		
BA 361	Cross-Cultural Business Communication	
Conflict and Dispute Resolution		
CRES 430	Working Internationally: Culture and Context	
CRES 440	Dialogue across Differences	
CRES 441	Dialogue Across Differences II	
Education Studies		
EDST 456	Decolonization and Education	
English		
ENG 335	Inventing Arguments	
Geography		
GEOG 343	Society, Culture, and Place	
GEOG 445	Culture, Ethnicity, and Nationalism	
Journalism		
J 396	International Communication	
Linguistics		

LING 211	Languages of the World
LING 491	Sociolinguistics
Music	
MUS 358	Music in World Cultures
Planning, Public Policy and Management	
PPPM 422	Grant Proposal Writing
PPPM 452	Public Participation in Diverse Communities
Political Science	
PS 372	Music and Politics
Psychology	
PSY 459	Cultural Psychology
Sociology	
SOC 491	Sociology of Education
Total Credits	**16**

External Block B Option

A) Complete any minor or certificate in any other UO department;

B) In addition, breadth requirement of 4 additional INTL/GLBL courses;

3) If a INTL/GLBL course is counted towards the minor/certificate, it may also count among those 4.

Code	Title	Credits
External Block B Option		
Non-GLBL Minor		
Complete all requirements for a minor or certificate in any other UO department.		
GLBL Required Courses		**16**
Select any four upper division courses with an GLBL prefix.		
Total Credits		**16**

Block C: Geographic Focus Areas

Choose 1 of the following 7 Geographic Focus options. Earn 16 credits total:

A) 1 required GLBL course (4 credits)

B) 2 or 3 electives (12 credits)

C) All credits must be upper division.

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.

Students may submit a substitution request to use one term (4.00 or 5.00 credits) of introductory (100 or 200-level) language for their geographic focus requirement, and, as long as it is confirmed as different from the language the student is using for their 3-year language requirement for the major, the substitution will be approved. Students seeking this exceptional substitution should discuss the matter with Global Connections Advisors in the Tykeson College & Career Advising unit.

- Africa (p. 319)
- Europe (p. 320)
- Southeast & East Asia (p. 321)
- South & Central Asia (p. 322)
- Latin America & Caribbean (p. 323)
- Middle East (p. 323)
- North America (p. 324)

Africa

Code	Title	Credits
Required Course		**4**
Select one of the following Global Studies courses:		
Recommended GLBL course options		
GLBL 345	Africa Today: Issues and Concerns	
GLBL 445	Development and Social Change in Sub-Saharan Africa	
Other GLBL course options		
GLBL 323	Islam and Global Forces	
GLBL 423	Development and the Muslim World	
GLBL 432	Indigenous Cultural Survival	
Elective Courses		**12**
Select three courses from the following:		
Non-Language Elective course options		
Anthropology		
ANTH 342	Archaeology of Egypt and Near East	
ANTH 453	African Archaeology	
Biology		
BI 309	Tropical Diseases in Africa	
Dance		
DAN 301	African Dance Aesthetics	
Folklore and Public Culture		
FLR 225	Voices of Africa	
French		
FR 361	French Cinema for Nonmajors	
FR 425	French-English Translation	
Geography		
GEOG 209	Geography of the Middle East and North Africa	
History		
HIST 325	Precolonial Africa	
HIST 326	Colonial and Postcolonial Africa	
HIST 417	Society and Culture in Modern Africa: [Topic]	
HIST 419	African Regional Histories: [Topic]	
Music		
MUS 452	Musical Instruments of the World	
MUS 462	Popular Musics in the African Diaspora	
Language Elective course options (As many as 4 credits in a third-year language sequence may be used to fulfill the geographic focus requirement.)		
Arabic		

ARB 301	Language and Culture	
ARB 302	Language and Culture	
ARB 303	Language and Culture	
ARB 331	Reading Classical Arabic	
French		
FR 301	Culture et langage: la France contemporaine	
FR 307	Oral Skills	
Total Credits		**16**

Europe

Code	Title	Credits
Required Course		**4**
Select one of the following Global Studies courses:		
Recommended GLBL course options		
GLBL 424	United Nations Intervention in Global Crises	
Other GLBL course options		
GLBL 432	Indigenous Cultural Survival	
Elective Courses		**12**
Select three courses from the following:		
Non-Language Elective course options		
Anthropology		
ANTH 430	Balkan Society and Folklore	
Art History		
ARH 421	Ancient Mediterranean Art: [Topic]	
ARH 314	History of World Architecture I	
ARH 315	History of World Architecture II	
ARH 322	Ancient Greek Art & Architecture	
ARH 327	Medieval Art	
ARH 348	Rome in Age of Bernini	
ARH 352	Art of the Enlightenment	
ARH 425	Medieval Art and Architecture: [Topic]	
Classics		
CLAS 301	Greek and Roman Epic	
CLAS 302	Greek and Roman Tragedy	
CLAS 303	Classical Greek Philosophers	
English		
ENG 321	English Novel	
ENG 425	Medieval Romance	
ENG 427	Chaucer	
ENG 428	Old English I	
French		
FR 317	French Survey: Medieval and Renaissance	
FR 318	Monarchy, Liberty, Revolution	
FR 319	French Survey: 19th and 20th Centuries	
FR 330	French Poetry	
FR 331	French Theater	
FR 333	French Narrative	
FR 361	French Cinema for Nonmajors	
FR 362	French Film	
FR 451	Baroque Theater: [Topic]	
FR 480	19th-Century Literature: [Topic]	
FR 490	20th-Century Literature: [Topic]	
German		
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 425	Play Performance: [Topic]	
History		
HIST 301	Modern Europe	
HIST 302	Modern Europe	
HIST 303	Modern Europe	
HIST 320	High Middle Ages in Europe	
HIST 321	Late Middle Ages in Europe	
HIST 332	British History: [Topic]	
HIST 336	France	
HIST 337	France	
HIST 342	German History: [Topic]	
HIST 345	Early Russia	
HIST 347	Soviet Union and Contemporary Russia	
HIST 412	Ancient Greece: [Topic]	
HIST 414	Ancient Rome: [Topic]	
HIST 420	The Idea of Europe	
HIST 425	Economic History of Modern Europe: [Topic]	
HIST 427	Intellectual History of Modern Europe: [Topic]	
HIST 428	Europe in the 20th Century: [Topic]	
HIST 443	Modern Germany: [Topic]	
Italian		
ITAL 305	Cultura e lingua: arte, musica, i mass media	
ITAL 319	Italian Survey: 19th and 20th Centuries	
ITAL 449	Humanism and the Renaissance	
Political Science		
PS 324	European Politics	
PS 387	Russian Politics	
PS 433	Marxism and Radical Thought	
Russian		
RUSS 309	Russian through Theater	
RUSS 331	Russian Short Story	
RUSS 351	Russian Literature and Film	
RUSS 426	Classics of Russian Poetry: [Topic]	
RUSS 434	Russian Literature: [Topic]	
Scandanavian		
SCAN 315	Nordic Cinema	
SCAN 317	Directors, Movements, and Manifestos	

SCAN 325	Constructions versus Constrictions of Identity
SCAN 341	Revisions of the Scandinavian Dream
SCAN 343	Norse Mythology
SCAN 354	Genres in Scandinavian Literature
Spanish	
SPAN 312	Spanish in the Media
SPAN 322	Introduction to Hispanic Linguistics
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
SPAN 350	Introduction to Poetry
SPAN 350	Introduction to Poetry
SPAN 351	Introduction to Theater
SPAN 353	Introduction to Narrative
SPAN 355	Creative Writing in Spanish
SPAN 424	History of the Spanish Language
SPAN 450	Colonial Latin American Literature: [Topic]
SPAN 466	Introduction to Spanish Golden Age
SPAN 480	19th-Century Spanish American Literature: [Topic]
SPAN 490	20th-Century Latin American Literature: [Topic]
Sociology	
SOC 475	Marxist Sociological Theory
Language Elective course options (As many as 4 credits in a third-year language sequence may be used to fulfill the geographic focus requirement.)	
French	
FR 301	Culture et langage: la France contemporaine
FR 302	Culture et langage: Le monde francophone contemporain
FR 307	Oral Skills
FR 331	French Theater
FR 425	French-English Translation
German	
GER 311	Intermediate Language Training
GER 411	Advanced Language Training
GER 412	Advanced Language Training
Greek	
GRK 301	Authors: [Topic]
GRK 302	Authors: [Topic]
GRK 411	Authors: [Topic]
Italian	
ITAL 301	Cultura e lingua: l'Italia contemporanea
ITAL 305	Cultura e lingua: arte, musica, i mass media
ITAL 307	Oral Skills
ITAL 318	Italian Survey: Baroque and Enlightenment
ITAL 320	Intensive Italian Grammar Review
Latin	
LAT 301	Authors: [Topic]
LAT 411	Authors: [Topic]
Russian	
RUSS 316	Third-Year Russian
RUSS 317	Third-Year Russian
RUSS 318	Third-Year Russian
RUSS 436	Advanced Russian: [Topic]
Spanish	
SPAN 301	Cultura y Lengua: Identidades Hispanas
SPAN 303	Cultura y lengua: expresiones artisticas
SPAN 305	Cultura y lengua: cambios sociales
SPAN 307	Oral Skills
SPAN 308	Cultura y lengua: comunidades bilingues
SPAN 312	Spanish in the Media
SPAN 322	Introduction to Hispanic Linguistics
SPAN 344	Hispanic Cultures through Literature IV
Portuguese	
PORT 305	Cultura e lingua: Brasil ontem e hoje
Total Credits	**16**

Southeast & East Asia

Code	Title	Credits
Required Course		**4**
Select one of the following Global Studies courses:		
Recommended GLBL course options		
GLBL 444	Development and Social Change in Southeast Asia	
Other GLBL course options		
GLBL 323	Islam and Global Forces	
Elective Courses		**12**
Select three courses from the following:		
Non-Language Elective course options		
Anthropology		
ANTH 343	Pacific Islands Archaeology	
ANTH 345	Archaeology of East Asia	
Art History		
ARH 387	Chinese Buddhist Art	
ARH 485	Japanese Art: [Topic]	
ARH 488	Japanese Prints	
Asian Studies		
ASIA 350	What Is Asia: Theoretical Debates	
ASIA 425	Asian Foodways	
Chinese		
CHN 308	Literature of Modern Taiwan	
CHN 399	Special Studies: [Topic]	
CHN 407	Seminar: [Topic]	
CHN 410	Experimental Course: [Topic]	
CHN 411	Fourth-Year Chinese	
CHN 412	Fourth-Year Chinese	
CHN 413	Modern Chinese Texts: [Topic]	
CHN 421	Intermediate Language Strategies	
CHN 422	Intermediate Language Strategies	

CHN 436	Literary Chinese
CHN 437	Literary Chinese
CHN 439	Chinese Academic Writing
CHN 445	Advanced Chinese: [Topic]
CHN 452	Chinese Film and Theory
CHN 480	Chinese Linguistics
CHN 481	Pedagogical Grammar of Chinese
CHN 482	History of the Chinese Language
Cinema Studies	
CINE 362M	Contemporary Korean Film
East Asian Languages & Literatures	
EALL 399	Special Studies: [Topic]
EALL 407	Seminar: [Topic]
EALL 410	Experimental Course: [Topic]
EALL 442	Second-Language Acquisition
English	
ENG 362	Asian American Writers
History	
HIST 387	Early China
HIST 396	Samurai in Film
HIST 487	China: [Topic]
HIST 498	Early Japanese Culture and Society: [Topic]
Japanese	
JPN 305	Introduction to Japanese Literature
JPN 306	Introduction to Japanese Literature
JPN 307	Introduction to Japanese Literature
JPN 399	Special Studies: [Topic]
JPN 407	Seminar: [Topic]
JPN 410	Experimental Course: [Topic]
JPN 411	Fourth-Year Spoken Japanese
JPN 412	Fourth-Year Spoken Japanese
JPN 413	Fourth-Year Spoken Japanese
JPN 414	Fourth-Year Reading and Writing Japanese
JPN 415	Fourth-Year Reading and Writing Japanese
JPN 416	Fourth-Year Reading and Writing Japanese
JPN 425	Modern Japanese Literature: [Topic]
JPN 434	Advanced Readings in Japanese Literature
JPN 435	Advanced Readings in Japanese Literature
JPN 471	The Japanese Cinema
Korean	
KRN 315	Introduction to Korean Linguistics
KRN 361	Korean Popular Culture and Transnationalism
KRN 362M	Contemporary Korean Film
KRN 399	Special Studies: [Topic]
KRN 410	Experimental Course: [Topic]
Political Science	
PS 342	Politics of China
PS 345	Southeast Asian Politics
PS 460	Political Economy of East Asia
Religious Studies	
REL 302	Chinese Religions
REL 303	Japanese Religions
REL 353	Dark Self, East and West
REL 440	Readings in Buddhist Scriptures
Language Elective course options (As many as 4 credits in a third-year language sequence may be used to fulfill the geographic focus requirement.)	
Chinese	
CHN 301	Third-Year Chinese
CHN 302	Third-Year Chinese
CHN 303	Third-Year Chinese
CHN 305	History of Chinese Literature
CHN 306	History of Chinese Literature
CHN 307	History of Chinese Literature
CHN 350	Gender and Sexuality in Traditional Chinese Literature
CHN 351	Gender and Sexuality in Modern Chinese Literature
Japanese	
JPN 301	Third-Year Japanese
JPN 302	Third-Year Japanese
JPN 303	Third-Year Japanese
Korean	
KRN 301	Third Year Korean
KRN 302	Third-Year Korean
KRN 303	Third-Year Korean
Total Credits	**16**

South & Central Asia

Code	Title	Credits
Required Course		**4**
Select one of the following Global Studies courses:		
Recommended GLBL course options		
GLBL 442	South Asia: Development and Social Change	
Other GLBL course options		
GLBL 415	The Global Story of Race	
GLBL 423	Development and the Muslim World	
GLBL 448	Bollywood's Lens on Indian Society	
Elective Courses		**12**
Select three courses from the following:		
Non-Language Elective course options		
Asian Studies		
ASIA 350	What Is Asia: Theoretical Debates	
Anthropology		
ANTH 331	Cultures of India and South Asia	
History		
HIST 386	India	
Religious Studies		
REL 353	Dark Self, East and West	
REL 440	Readings in Buddhist Scriptures	
Total Credits		**16**

Latin America & Caribbean

Code	Title	Credits
Required Course		**4**
Select one of the following Global Studies courses:		
Recommended GLBL course options		
GLBL 446	Development and Social Change in Latin America	
Elective Courses		**12**
Select three courses from the following:		
Non-Language Elective course options		
Anthropology		
ANTH 329	Immigration and Farmworkers Political Culture	
ANTH 427M	Latino Roots I	
ANTH 438	Race and Gender in Latin America	
Art History		
ARH 471	Latin American Art History: [Topic]	
Education Studies		
EDST 456	Decolonization and Education	
Ethnic Studies		
ES 442	Caribbean Literature and Politics	
History		
HIST 380	Latin America	
HIST 381	Latin America	
HIST 382	Latin America, 1910 to the Present	
HIST 480	Mexico	
HIST 483	Latin America: [Topic]	
Music		
MUS 359	Music of the Americas	
Philosophy		
PHIL 342	Introduction to Latin American Philosophy	
Political Science		
PS 330	Governments and Politics in Latin America	
Spanish		
SPAN 312	Spanish in the Media	
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	
SPAN 348	United States Latino Literature and Culture	
SPAN 350	Introduction to Poetry	
SPAN 351	Introduction to Theater	
SPAN 353	Introduction to Narrative	
SPAN 355	Creative Writing in Spanish	
SPAN 399	Special Studies: [Topic]	
SPAN 407	Seminar: [Topic]	
SPAN 410	Experimental Course: [Topic]	
SPAN 424	History of the Spanish Language	
SPAN 448	National Identities and Border Cultures in the Americas	
SPAN 450	Colonial Latin American Literature: [Topic]	
SPAN 466	Introduction to Spanish Golden Age	
SPAN 480	19th-Century Spanish American Literature: [Topic]	
SPAN 490	20th-Century Latin American Literature: [Topic]	
Language Elective course options (As many as 4 credits in a third-year language sequence may be used to fulfill the geographic focus requirement.)		
French		
FR 301	Culture et langage: la France contemporaine	
FR 302	Culture et langage: Le monde francophone contemporain	
FR 307	Oral Skills	
FR 425	French-English Translation	
Spanish		
SPAN 301	Cultura y Lengua: Identidades Hispanas	
SPAN 303	Cultura y lengua: expresiones artisticas	
SPAN 305	Cultura y lengua: cambios sociales	
SPAN 307	Oral Skills	
SPAN 308	Cultura y lengua: comunidades bilingues	
SPAN 312	Spanish in the Media	
SPAN 322	Introduction to Hispanic Linguistics	
SPAN 344	Hispanic Cultures through Literature IV	
Portuguese		
PORT 305	Cultura e lingua: Brasil ontem e hoje	
Total Credits		**16**

Middle East

Code	Title	Credits
Required Course		**4**
Select one of the following Global Studies courses:		
Recommended GLBL course options		
GLBL 323	Islam and Global Forces	
GLBL 423	Development and the Muslim World	
Other GLBL course options		
GLBL 345	Africa Today: Issues and Concerns	
Elective Courses		**12**
Select three courses from the following:		
Non-Language Elective course options		
Anthropology		
ANTH 342	Archaeology of Egypt and Near East	
ANTH 429	Jewish Folklore and Ethnology	
Arabic		
ARB 331	Reading Classical Arabic	
ARB 353	Arab Cinema	
ARB 399	Special Studies: [Topic]	
ARB 407	Seminar: [Topic]	
ARB 410	Experimental Course: [Topic]	
Conflict and Dispute Resolution		
CRES 435	Israel and Palestine	
English		
ENG 340	Jewish Writers	
Folklore and Public Culture		

FLR 350	Folklore and the Bible
History	
HIST 450	The Iraq War
Religious Studies	
REL 317	Jesus and the Gospels
REL 335	Introduction to the Qur'an
REL 353	Dark Self, East and West
REL 357	War, Terrorism, and Religion
REL 414	Biblical Book: [Topic]
REL 432	Islamic Mysticism: [Topic]
Language Elective course options (As many as 4 credits in a third-year language sequence may be used to fulfill the geographic focus requirement.)	
Arabic	
ARB 301	Language and Culture
ARB 302	Language and Culture
ARB 303	Language and Culture
ARB 331	Reading Classical Arabic
Hebrew	
HBRW 311	Biblical Narrative
HBRW 312	Biblical Poetry
Total Credits	**16**

North America

Code	Title	Credits
Required Course		**4**
Select one of the following Global Studies courses:		
Recommended GLBL course options		
GLBL 432	Indigenous Cultural Survival	
Elective Courses		**12**
Select three courses from the following:		
Non-Language Elective course options		
Anthropology		
ANTH 320	Native North Americans	
ANTH 322	Anthropology of the United States	
ANTH 344	Oregon Archaeology	
ANTH 427M	Latino Roots I	
ANTH 443	North American Archaeology	
Art History		
ARH 466	American Architecture III	
American Sign Language		
ASL 301	American Deaf Culture	
Cinema Studies		
CINE 411M	US Film Industry	
English		
ENG 325	Literature of the Northwest	
ENG 360	African American Writers	
ENG 361	Native American Writers	
ENG 362	Asian American Writers	
ENG 363	Chicano and Latino Writers	
ENG 364	Comparative Ethnic American Literatures	
ENG 391	American Novel	
ENG 392	American Novel	
ENG 480	Modern American Superhero	
Ethnic Studies		
ES 310	Race and Popular Culture: [Topic]	
ES 330	Women of Color: Issues and Concerns	
ES 350	Native Americans and the Environment	
ES 352	Social Equity and Criminal Justice	
ES 452	Race and Ethnicity and the Law: [Topic]	
ES 456	History of Native American Education	
Geography		
GEOG 471	North American Historical Landscapes	
History		
HIST 308	History of Women in the United States I	
HIST 309	History of Women in the United States II	
HIST 340	US Military History	
HIST 352	The United States in the 1960s	
HIST 363	American Business History	
HIST 388	Vietnam War and the United States	
HIST 416	Advanced Women's History: [Topic]	
HIST 449	Race and Ethnicity in the American West	
HIST 455	Colonial American History	
HIST 456	Revolutionary America	
HIST 457	19th-Century United States: [Topic]	
HIST 463	American Economic History: [Topic]	
HIST 468	The Pacific Northwest	
HIST 469	American Indian History: [Topic]	
HIST 470	African American History to 1877: [Topic]	
HIST 471	African American History since 1877: [Topic]	
HIST 473	American Environmental History: [Topic]	
Journalism		
J 411M	US Film Industry	
J 412	Issues in Communication Studies: [Topic]	
Music		
MUS 360	Hip-Hop Music: History, Culture, Aesthetics	
Philosophy		
PHIL 420	American Philosophy: [Topic]	
PHIL 451	Native American Philosophy	
Political Science		
PS 302	States' Rights (and Wrongs)	
PS 308	United States Political Thought	
PS 326	United States Foreign Policy I	
PS 346	Terrorism and Weapons Proliferation	
PS 347	Political Power, Influence, and Control	
PS 349	Mass Media and American Politics	
PS 350	Politics and Film	
PS 351	Democratic Dilemmas	
PS 352	Political Parties and Elections	
PS 372	Music and Politics	
PS 386	United States Social Movements and Political Change	
PS 433	Marxism and Radical Thought	

PS 449	Racial Politics in the United States
PS 465	LGBT Rights in the Courts
PS 467	The United States Presidency
PS 479	U.S. Interventions in Developing Nations
PS 484	United States Supreme Court
PS 495	United States Political Economy
Sociology	
SOC 301	American Society
SOC 475	Marxist Sociological Theory
Spanish	
SPAN 348	United States Latino Literature and Culture
SPAN 448	National Identities and Border Cultures in the Americas
SPAN 480	19th-Century Spanish American Literature: [Topic]
Women's, Gender, and Sexuality Studies	
WGS 303	Women and Gender in American History
WGS 321	Feminist Perspectives: Identity, Race, Culture
Total Credits	**16**

Global Health Minor

The College of Arts and Sciences administers an undergraduate minor in global health, overseen by the global health program director and a faculty advisory committee.

To earn a minor, students must complete a total of 24 graded credits from approved courses, at least 12 of which must be at the upper-division level, as well as a 400-level field experience or internship, to be arranged in consultation with a faculty advisor from an affiliated program.

The courses that satisfy the minor are distributed as follows: two core courses and four elective courses. Core and elective courses applied to the minor must be taken for letter grades and passed with grades of C– or better.

Students seeking to qualify for a minor should, as early as possible, consult the global health program director as well as advisors in the Tykeson College & Career Advising unit. Developing the plan for elective courses with the advisors' help ensures that the courses selected satisfy the minor requirements and may be completed in a timely fashion.

No later than two terms before graduation, the student must notify the advisors in the Tykeson College & Career Advising unit of intent to graduate for verification of the global health minor coursework and transcript evaluation. The student must also indicate the global health minor on the application for graduation. Students must complete major requirements for an undergraduate degree in another department or school of the university.

Requirements

Code	Title	Credits
Core Courses		
GLBL 340	Global Health and Development	4
400-level course providing field experience (preferably from the student's home department)		4
Electives		
Two approved natural science courses from list below		8
Two approved social science or humanities courses from list below		8
Total Credits		**24**

Electives

Code	Title	Credits
Natural Science Courses		
ANTH 175	Evolutionary Medicine	4
ANTH 260	Domestic Animals	4
ANTH 362	Human Biological Variation	4
ANTH 369	Human Growth and Development	4
ANTH 376	Genomics and Anthropology	4
ANTH 459	Advanced Evolutionary Medicine	4
BI 121	Introduction to Human Physiology	4
BI 309	Tropical Diseases in Africa	4
BI 358	Investigations in Medical Physiology	4
BI 426	Genetics of Cancer	4
BI 472	Community Ecology	4
HPHY 105	Principles of Nutrition	4
HPHY 112	The Science of Health	4
HPHY 212	Scientific Investigation in Physiology	4
PSY 301	Scientific Thinking in Psychology	4
PSY 399	Special Studies: [Topic] (Global Child Development)	1-5
PSY 459	Cultural Psychology	4
Social Science or Humanities Courses		
ANTH 162	Introduction to Medical Anthropology	4
EC 443	Health Economics	4
EC 490	Economic Growth and Development	4
GEOG 142	Human Geography	4
GEOG 181	Our Digital Earth	4
GEOG 341	Population and Environment	4
GEOG 481	GIScience I	4
HC 231H	Social Science Inquiry: [Topic] (Epidemics and Epistemologies)	4
HC 232H	Honors College Social Science (Disease and Public Health in the Modern World)	4
HIST 461	American Medical History	4
HUM 240	Medical Humanities	4
GLBL 425	Global Food Security	4
GLBL 463	Population Displacement and Global Health	4
GLBL 465	Global Reproductive Health	4
GLBL 467	Global Mental Health	4
PHIL 220	Food Ethics	4
PHIL 307	Social and Political Philosophy	4
PHIL 309	Global Justice	4
PHIL 335	Medical Ethics	4
PHIL 410	Experimental Course: [Topic] (Clinical Ethics)	1-5
PPPM 202	Healthy Communities	4
PPPM 407	Seminar: [Topic] (Hazard Mitigation)	1-5

PPPM 407	Seminar: [Topic] (Public Health)	1-5
PPPM 460	Health Policy	4
PSY 366	Culture and Mental Health	4
SOC 311	Research Methods	4
SOC 312	Statistical Analysis in Sociology	4
SOC 399	Special Studies: [Topic] (Sociology of Health and Medicine)	1-5
SOC 410	Experimental Course: [Topic] (Science and Society)	1-5
SOC 410	Experimental Course: [Topic] (Sex and Gender in China)	1-5
SOC 450	Sociology of Developing Areas	4
WGS 407	Seminar: [Topic] (Gender and Bodies)	1-5

Deviations from the requirements listed must be approved by a global health advisor.

Restrictions

No more than three courses (12 credits) from a single department (courses with the same subject code) may count toward the minor. No more than three courses may count for both the global health minor and the student's major field of study. Twenty credits toward the minor and all upper-division courses must be taken in residence at the University of Oregon. Course work within the minor, including the field experience or internship, must be taken for a letter grade and passed with a grace of C– or better.

Global Service Minor

The global service minor provides students with the opportunity to add a global perspective to any major, in addition to providing a solid grounding in intercultural communication and the foundations of global citizenship. Students are able to tailor coursework to their own professional and personal objectives, so the minor is a suitable complement to a BA or BS degree in any school or department.

Global studies minors must complete 24 global studies (subject code GLBL) course credits, 12 of which must be upper division, with a grade of C– or better or P. Course selection is up to the individual student, but for advising purposes tracks are suggested for students coming from different majors. Tracks have been designed to align with particular career goals. Student may elect up to 12 lower-division credits, which share a common purpose of fostering critical and cross-cultural thinking as well as encouraging students to seek out and understand diverse perspectives and ways of approaching and communicating about current global issues. The 12 required upper-division credits allow a deeper investigation of issues, regions, and cultures and also hone skills in research, effective writing, and oral presentation to address rapidly changing and complex current and future issues.

Students select a professional sector concentration and a world region concentration.

• The six sector concentrations are: *Youth in Development, Health, Environment, Community Economic Development, Education and Agriculture*

• The three world region concentrations are: Latin America, West Africa, World at large

All students complete four required core competencies and students who select Latin America or West Africa complete a fifth.

• Core competency 1: Professional Sector Concentration (12 credits)

• Core competency 2: Intercultural Competence (12 credits)

• Core competency 3: Practical experience (non-credit)

- Students complete 50 hours practical experience related to their professional sector concentration. Site supervisor certifies satisfactory completion of hours and tasks.

• Core competency 4: Professional and leadership development - 3 activities (non-credit)

- Resume review/critique with UO Career Center or Faculty Mentor

- Attend a workshop on interview skills with the UO Career Center

- Develop and carry out a significant leadership experience and submit a 2-page reflection paper on it.

• Core competency 5: Language proficiency (variable; up to 8 credits)

- Latin America-focused students: Two 200-level Spanish courses or equivalent proficiency

- West Africa-focused students: One 200-level course in a Romance language, or equivalent proficiency

Education Concentration

Code	Title	Credits
Education Concentration		
Three Courses from the Professional Sector:		12
EDST 111	Education and Social Change	
CPSY 217	Foundations of Student Health and Well-Being	
GLBL 199	Special Studies: [Topic]	
FHS 430	Foundations in Early Childhood Education	
LT 436	Design for Learning Language Systems	
LT 441	Teaching English Pronunciation	
SPED 426	Behavior and Classroom Management	
SPED 440	Early Literacy for Diverse Learners	
GLBL 433	Childhood in Cross-Cultural Perspective	
ENVS 425	Environmental Education Theory and Practice	
Intercultural Competence:		12
GLBL 431	Cross-Cultural Communication	
or CRES 44(	Dialogue across Differences	
or BA 365	Cross-Cultural Negotiation	
Two Intercultural Competence Electives		

Health Concentration

Code	Title	Credits
Health Concentration		
Three Courses from the Professional Sector:		12
CDS 201	Communication Disorders in Society and Media	
HPHY 211	Medical Terminology	

FHS 216	Diversity in Human Services	
PPPM 202	Healthy Communities	
ENVS 225	Introduction to Food Studies	
GLBL 340	Global Health and Development	
PPPM 407	Seminar: [Topic]	
SPED 411	Foundations of Disability I	
HPHY 410	Experimental Course: [Topic]	
ENVS 410	Experimental Course: [Topic]	
GLBL 467	Global Mental Health	
GLBL 465	Global Reproductive Health	
GLBL 463	Population Displacement and Global Health	
BI 309	Tropical Diseases in Africa	
Intercultural Competence:		12
GLBL 431	Cross-Cultural Communication	
or CRES 440	Dialogue across Differences	
or BA 365	Cross-Cultural Negotiation	
Two Intercultural Competence Electives		

Environment Concentration

Code	Title	Credits
Environment Concentration		
Three Courses from the Professional Sector:		12
ENVS 202	Introduction to Environmental Studies: Natural Sciences	
ERTH 202	Earth's Surface and Environment	
LA 199	Special Studies: [Topic]	
GLBL 280	Global Environmental Issues and Alternatives	
ENVS 345	Environmental Ethics	
ENVS 435	Environmental Justice	
CH 401	Research: [Topic]	
GEOG 421	Advanced Climatology: [Topic]	
ERTH 310	Earth Resources and the Environment	
GEOG 341	Population and Environment	
GEOG 465	Environment and Development	
LA 410	Experimental Course: [Topic]	
PPPM 331	Environmental Management	
PPPM 445	Green Cities	
PS 477	International Environmental Politics	
SOC 304	Community, Environment, and Society	
PPPM 443	Natural Resource Policy	
HPHY 470	Environmental Physiology	
Intercultural Competence:		12
GLBL 431	Cross-Cultural Communication	
or CRES 440	Dialogue across Differences	
or BA 365	Cross-Cultural Negotiation	
Two Intercultural Competence Electives		

Agriculture Concentration

Code	Title	Credits
Agriculture Concentration		
Three Courses from the Professional Sector:		12
BI 130	Introduction to Ecology	
GEOG 141	The Natural Environment	
PS 297	Introduction to Environmental Politics	
ENVS 225	Introduction to Food Studies	
ANTH 331	Cultures of India and South Asia	
GEOG 467	International Water Policy	
GEOG 468	Contemporary Food Systems	
ENVS 455	Sustainability	
ENVS 450	Political Ecology	
ENVS 477	Soil Science	
LA 326 & LA 327 & LA 328	Plants: Fall and Plants: Winter and Spring Plants	
LA 390	Urban Farm	
LA 413	Analyzing Landscape Systems	
FLR 415	Folklore and Foodways	
ANTH 329	Immigration and Farmworkers Political Culture	
LA 410	Experimental Course: [Topic]	
ENVS 410	Experimental Course: [Topic]	
ENVS 411	Environmental Issues: [Topic]	
ENVS 467	Sustainable Agriculture	
GLBL 425	Global Food Security	
GLBL 410	Experimental Course: [Topic]	
Intercultural Competence:		12
GLBL 431	Cross-Cultural Communication	
or CRES 440	Dialogue across Differences	
or BA 365	Cross-Cultural Negotiation	
Two Intercultural Competence Electives		

Youth in Development Concentration

Code	Title	Credits
Youth in Development Concentration		
Three Courses from the Professional Sector:		12
CPSY 217	Foundations of Student Health and Well-Being	
FHS 213	Issues for Children and Families	
ANTH 255	Atlantis, Aliens, and Archaeology	
GLBL 199	Special Studies: [Topic]	
GLBL 431	Cross-Cultural Communication	
CDS 455	Child and Adolescent Development	
J 320	Gender, Media, and Diversity	
ES 310	Race and Popular Culture: [Topic]	
SOC 330	Sociology of the Family	
SPED 410	Experimental Course: [Topic]	
FHS 482	Prevention of Youth Violence	
PSY 308	Developmental Psychology	
PSY 450	Hormones and Behavior	
PSY 473	Intimate Relationships	
PSY 475	Cognitive Development	
FHS 328	Human Development in the Family Context	
ANTH 369	Human Growth and Development	
Intercultural Competence:		12

GLBL 431	Cross-Cultural Communication	
or CRES 440	Dialogue across Differences	
or BA 365	Cross-Cultural Negotiation	
Two Intercultural Competence Electives		

Community Economic Development Concentration

Code	Title	Credits
Community Economic Development		
Three Courses from the Professional Sector:		12
GLBL 199	Special Studies: [Topic]	1-5
GLBL 260	Culture, Capitalism, and Globalization	4
CIS 122	Introduction to Programming and Problem Solving	4
BA 316	Management: Creating Value through People	4
GLBL 420	Global Community Development	4
GLBL 422	Aid to Developing Countries	4
PS 340	International Political Economy	4
PS 348	Women and Politics	4
EC 330	Urban and Regional Economic Problems	4
EC 340	Issues in Public Economics	4
EC 350	Labor Market Issues	4
EC 370	Money and Banking	4
EC 390	Problems and Issues in the Developing Economies	4
EC 440	Public Economics	4
EC 462	Economics of Transportation	4
PPPM 407	Seminar: [Topic]	1-5
PPPM 440	Land-Use Planning and Policy	4
ANTH 329	Immigration and Farmworkers Political Culture	4
Intercultural Competence:		12
GLBL 431	Cross-Cultural Communication	
or CRES 440	Dialogue across Differences	
or BA 365	Cross-Cultural Negotiation	
or BA 361	Cross-Cultural Business Communication	
Two Intercultural Competence Electives		

Intercultural Competence Approved Electives

Code	Title	Credits
Intercultural Competence Approved Elective List		
CRES 440	Dialogue across Differences	2
BA 361	Cross-Cultural Business Communication	4
BA 365	Cross-Cultural Negotiation	4
GLBL 434	Language Issues for International Studies	4
CRES 351	Roles of a Diplomat	2
ES 256	Introduction to Native American Studies	4
ANTH 414	Activist Anthropology	4
GLBL 370	International Human Rights	4
LT 428	Teaching English Culture and Literature	4
LING 101	Introduction to Language	4

Global Studies Minor

The Global Studies minor provides students with the opportunity to add a global health perspective to any major, in addition to providing a solid grounding in intercultural communication and the foundations of global citizenship. Students are able to tailor course work to their own professional and personal objectives, so the minor is a suitable complement to a BA or BS degree in any school or department.

International studies minors must complete 24 international studies (subject code GLBL) course credits, 12 of which must be upper division, with a grade of C– or better or P. Course selection is up to the individual student, but for advising purposes optional, nonrigid tracks are suggested for students coming from different majors, tracks that can especially complement particular career goals. Student may elect up to 12 lower-division credits, which share a common purpose of fostering critical and cross-cultural thinking as well as encouraging students to seek out and understand diverse perspectives and ways of approaching and communicating about current global issues. The 12 required upper-division credits allow a deeper investigation of issues, regions, and cultures and also hone skills in research, effective writing, and oral presentation to address rapidly changing and complex current and future issues.

Master of Arts in Global Studies

Graduate Studies

The interdisciplinary MA degree in global 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 65 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 global 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 Global 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 5 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 especially encouraged to apply. Study programs are designed to meet students' professional needs and those of their home countries.

Additional Requirements

Students must take a minimum of 24 graded credits 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 capstone project. Students are required to present a thesis or capstone 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 or capstone project.

Concurrent Doctor of Jurisprudence/Master of Arts 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.

Master of Arts Degree Requirements

Code	Title	Credits
Interdisciplinary Core		
GLBL 655	International Studies Graduate Core Seminar	4
Proseminar Series		
GLBL 656	Research and Writing in International Studies	1
GLBL 657	Proseminar: Proposal Writing	2
Professional Concentration Area [1]		
Concentration area courses from relevant departments or professional schools [2]		24
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 capstone project		9
Total Credits		**64**

1. Three of the four courses (12 credits) must have the INTL subject code.
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.

History

Brett Rushforth, Department Head
541-346-5913
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

Carlos Aguirre, Professor (Latin America). BA, 1986, Lima (Peru); MA, 1990, Peru; PhD, 1996, Minnesota. (1996)

Ina Asim, Associate Professor (Premodern China). MA, 1982, PhD, 1992, Dr. phil. habil., 2001, Wurzburg. (2002)

Steven Beda, Assistant Professor (20th-century United States, history of labor, environmental history). BA, 2002, Colorado, Boulder; MA, 2008, PhD, 2014, Washington (Seattle). (2015)

Lindsay F. Braun, Associate Professor (Africa). BS, 1994, Eastern Michigan; MA, 1997, Michigan State; PhD, 2008, Rutgers. (2009)

Jamie M. Bufalino, Instructor (Women and Gender in history). BA, 1997, MA, 2001, PhD, 2009, California, Riverside. (2012)

Cobbins-Modica, Quin'Nita, Visiting Assistant Professor (African American, women, civil rights, Pacific NW). PhD, Univ. of Washington, 2018.

Alexander Dracobly, Senior Instructor (Modern Europe, military, medical). BA, 1987, Grinnell; MA, 1989, PhD, 1996, Chicago. (1995)

Andrew E. Goble, Professor (Premodern Japan, Medical History, East Asia). BA, 1975, MA, 1981, Queensland; PhD, 1987, Stanford. (1990)

Bryna Goodman, Professor (modern China). BA, 1978, Wesleyan; MA, 1982, PhD, 1990, Stanford. (1991)

Jeffrey E. Hanes, Associate Professor (modern Japan). AB, 1973, Williams; MA, 1978, PhD, 1988, California, Berkeley. (1993)

Annelise Heinz, Assistant Professor (US women's & gender, LGBTQ, race/ethnicity). BA, 2003, Whitman College, Walla Walla, WA. PhD, 2015, Stanford.

Ellen Herman, Professor (Modern United States). BA, 1979, Michigan; PhD, 1993, Brandeis. (1997)

Julie Hessler, Associate Professor (20th-century Russia, Europe). BA, 1988, Yale; MA, 1989, PhD, 1996, Chicago. (1995)

Ocean Howell, Associate Professor (Urban City history US). PhD, 2009, Berkeley (Univ. of California).

Ryan Tucker Jones, Associate Professor (early modern Europe, Russian empire, Atlantic history); Ann Swindells Chair in History. BA, 1998, Walla Walla; MA, 2001, Georgetown; PhD, 2008, Columbia. (2016)

Vera Keller, Associate Professor (history of science). BA, 2002, Harvard; PhD, 2008, Princeton. (2010)

David M. Luebke, Professor (early modern Europe, Germany). BA, 1983, Nebraska; PhD, 1990, Yale. (1997)

Allison Madar, Assistant Professor (early America, Atlantic world).

John McCole, Associate Professor (European intellectual, cultural, and social; modern Europe; historiography and theory). BA, 1975, Brown; MA, 1982, PhD, 1988, Boston. (1994)

Ian F. McNeely, Professor (Europe, the world). AB, 1992, Harvard; MA, 1993, PhD, 1998, Michigan. (2000)

Jeffrey Ostler, Carrie C. Beekman Professor of Northwest and Pacific History (American West). BA, 1979, Utah; MA, 1984, Oregon; PhD, 1990, Iowa. (1990)

Gabe Paquette, Professor (Intellectual History, Portuguese and Spanish history, History of European Empires); dean, honors college. BA, 1999, Wesleyan; MA, 2001, National University of Ireland; MPhil, 2002, PhD, 2006, Cambridge. (2018)

Brett Rushforth, Associate Professor (Colonial America, Atlantic world). BA, 1995, Utah; MA, 1998, Utah State; PhD, 2003, California, Davis. (2016)

George J. Sheridan Jr., Professor (France, European Socioeconomic). BA, 1969, Princeton; MA, 1974, PhD, 1978, Yale. (1976)

Arafaat Valiani, Associate Professor (South Asia). BFA, 1996, Concordia; MA, 1997, London School of Economics and Political Science; PhD, 2005, Columbia. (2012)

Marsha Weisiger, Associate Professor (Environmental, Native American, American West); Julie and Rocky Dixon Chair in US Western History. BA, 1978, Arizona State; MA, 1991, PhD, 2000, Wisconsin, Madison. (2010)

Julie Weise, Associate Professor (20th-century United States, modern Mexico, global migration). BA, 2000, MA 2005, MPhil, 2006, PhD, 2009, Yale. (2013)

Lisa Wolverton, Professor (medieval Europe). BSFS, 1986, Georgetown; MMS, 1991, PhD, 1997, Notre Dame. (2000)

Reuben Zahler, Associate Professor (Latin America). BA, 1991, Cornell; MA, 1999, PhD, 2005, Chicago. (2012)

Emeriti

Matthew Dennis, Professor Emeritus. BA, 1977, California, Irvine; MA, 1979, PhD, 1986, California, Berkeley. (1988)

Robert S. Haskett, Professor (Latin America). BA, 1975, California, Long Beach; MA, 1978, PhD, 1985, California, Los Angeles. (1988)

R. Alan Kimball, Professor Emeritus. (modern Russia). BA, 1961, Kansas; MA, 1963; PhD, 1967, Washington (Seattle).

Jack P. Maddex, Professor Emeritus. BA, 1963, Princeton; PhD, 1966, North Carolina. (1966)

Glenn A. May, Professor Emeritus. BA, 1966, MPhil, 1971, PhD, 1975, Yale. (1983)

Randall E. McGowen, Professor Emeritus. BA, 1970, American; MA, 1971, PhD, 1979, Illinois. (1982)

James C. Mohr, Professor Emeritus. BA, 1965, Yale; MA, 1966, PhD, 1969, Stanford. (1992)

John Nicols, Professor Emeritus. AB, 1966, California, Berkeley; MA, 1968, PhD, 1974, California, Los Angeles. (1980)

Daniel A. Pope, Professor Emeritus. BA, 1966, Swarthmore; MA, 1968, PhD, 1973, Columbia. (1975)

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

Charise Cheney, Ethnic Studies

James D. Fox, Library

Melissa Graboyes, Honors College

Kevin Hatfield, Office of University Housing

Roxann Prazniak, Honors College

Elizabeth Reis, Women's and Gender Studies

Daniel Rosenberg, Honors College

Gretchen Soderlund, Journalism and Communication

- **Bachelor of Arts**
- **Bachelor of Science**
- **Minor**

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 directs each student to our 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 at historyadvising@uoregon.edu.

A staff of advisors is available from Tykeson College and Career Advising to help prospective majors. These advisors are trained in university and history major requirements, and they are a resource for information about our program, 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 from the Tykeson College and Career Advising office.

Forms and checklists for majors and minors may be found online at history.uoregon.edu/undergraduate/forms (http://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 a letter grade and that grade must be a C- or better. Specific requirements follow:

Bachelor of Arts and Bachelor of Science Requirements

Code	Title	Credits
Upper-Division History Courses		**33**
21 credits at the 400 level, including a 5-credit Seminar (HIST 407) [1]		
8 credits in history before 1800		
8 credits in each of three concentration areas selected from a list of six historical fields [2]		
Additional History Courses [3]		**12**
HIST 290	Historian's Craft	4
Total Credits		**49**

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 Seminar: [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:

Code	Title	Credits
History Courses		**28**
24 upper-division credits [1]		
4 credits in a course on history before 1800		
4 upper-division credits in a course that does not focus on either European or United States history		

[1] 12 of the 24 credits must be at the 400 level (three courses from among HIST 408, 410–499).

Additional Requirements

A grade point average (GPA) of 2.50 or higher is required in history courses taken at the University of Oregon.

Advising and Entering the Minor

To declare a minor in history, students must first have a formal advising session with the director of undergraduate studies. The director aids the student in developing and directing a plan of study that ensures timely completion of the requirements.

The faculty advisor is available for initial advising and periodic review of the progress in the minor at historyadvising@uoregon.edu.

Kindergarten through Secondary Teaching Careers

Students completing a degree with a major in history are eligible to apply for the College of Education's fifth-year licensure program in middle-secondary teaching in social studies. Students may also apply to the fifth-year licensure program to become an elementary teacher. More information is available at the **College of Education** section of this catalog and at the College of Education 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 History: Environmental History Emphasis

Course	Title	Credits Milestones
First Year		
Fall		
ITAL 101	First-Year Italian	5
WR 121	College Composition I	4
ANTH 150	World Archaeology	4
HIST 215	Food in World History	4
	Credits	**17**
Winter		
ITAL 102	First-Year Italian	5
WR 123	College Composition III	4
ARH 205	History of Western Art II	4
History course to be chosen in consultation with advisor		4
	Credits	**17**
Spring		
ITAL 103	First-Year Italian	5
HIST 106	World History	4
ANTH 173	Evolution of Human Sexuality	4
	Credits	**13**
	Total Credits	**47**

Course	Title	Credits Milestones
Second Year		
Fall		
ITAL 201	Second-Year Italian	4
MUS 265	US Popular Music 1965 to 2000	4
HIST 290	Historian's Craft	4
HIST 380	Latin America	4
	Credits	**16**
Winter		
ITAL 202	Second-Year Italian	4

PS 205	Introduction to International Relations		4
ARH 211	Survey of Latin American Arts		4
HIST 325	Precolonial Africa		4
	Credits		**16**
Spring			
GEOG 141	The Natural Environment		4
ITAL 203	Second-Year Italian		4
ANTH 361	Human Evolution		4
HIST 382	Latin America, 1910 to the Present	Latin America field credits (completec	4
	Credits		**16**
	Total Credits		**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
FLR 320	Car Cultures		4
CINE 350	Queer European Cinema		4
ENG 362	Asian American Writers		4
	Credits		**12**
Winter			
ARH 315	History of World Architecture II		4
PS 326	United States Foreign Policy I		4
ENVS 345	Environmental Ethics		4
HIST 415	Advanced World History: [Topic] (Environmental History of the Pacific)		4
	Credits		**16**
Spring			
ARH 352	Art of the Enlightenment		4
ENVS 411	Environmental Issues: [Topic] (H2O: Life and Death)		4
HIST 415	Advanced World History: [Topic] (Energy and World Politics)		4
PS 440	Causes and Prevention of War		4
	Credits		**16**
	Total Credits		**44**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
ARH 457	Contemporary Art: [Topic] (Global Asia)		4
HIST 473	American Environmental History: [Topic] (United States Environmental History)		4
PS 477	International Environmental Politics		4
	Credits		**12**
Winter			
ARH 407	Seminar: [Topic] (Chinese Cinema)		4
REL 357	War, Terrorism, and Religion		4
ENVS 435	Environmental Justice		4
HIST 473	American Environmental History: [Topic] (Colonial Environmental History)		4
	Credits		**16**
Spring			
HIST 407	Seminar: [Topic] (Environment and Colonialism)		5
PS 460	Political Economy of East Asia		4
Upper-division environmental studies course			4
Upper-division art history course			4
	Credits		**17**
	Total Credits		**45**

- **Master of Arts**
- **Doctor of Philosophy**

Graduate Studies

The department offers graduate instruction leading to the degrees of master of arts (MA) and doctor of philosophy (PhD) specializing in colonial & Native 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 employee positions (previously known as graduate teaching fellowships) are available each year for entering graduate students.

Fields of Study

The primary fields are include medieval Europe, Europe 1400–1815, Europe since 1789, Russia, colonial America and the United States, US West, Native American history, environmental history, 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.

Code	Title	Credits
HIST 611	Field Readings [1]	5
HIST 612	Historical Methods and Writings [2]	5
HIST 615	Professional Development [3]	1
HIST 616	Graduate Student Conference [4]	1
HIST 507	Seminar: [Topic] (two seminars)	5
or HIST 607	Seminar: [Topic]	
HIST 608	Colloquium: [Topic] (two colloquia) [5]	5

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.

Code	Title	Credits
HIST 611	Field Readings [1]	5
HIST 612	Historical Methods and Writings [2]	5
HIST 615	Professional Development [3]	1
HIST 616	Graduate Student Conference [4]	1
HIST 507	Seminar: [Topic] (two seminars)	5
or HIST 607	Seminar: [Topic]	
HIST 608	Colloquium: [Topic] (two colloquia) [5]	5

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. Ancient Mediterranean. 4 Credits.
Historical development of the ancient world focusing on the Near East, Egypt, Greece, Rome. Examines major changes in value systems, ideas, social structures, economic institutions, forms of political life.

HIST 102. Making Modern Europe. 4 Credits.
Historical development of Europe; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. From the Renaissance to Napoleon.

HIST 103. Europe and the World. 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 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.
Development of the North American continent socially, economically, politically, culturally. Native America, European colonization, colonial development, origins of slavery, Revolution, early Republic.

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, Gilded Age, imperialism, and the Progressive Era.

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

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.

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 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. Three years of high school Spanish, SPAN 103 with a grade of C or better, or raised in a bilingual household 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.
The 20th-century African American experience including the great migration, World War II, the Civil Rights Movement, post-1970 African America.

HIST 273. Introduction to Global 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 290. Historian's Craft. 4 Credits.
Gateway course to the History major. Explores the diverse meanings and methods of modern historical interpretation. Trains students to work with original historical sources and become more effective consumers and producers of historical writing, preparing them for upper-division coursework.

HIST 298. Temporary Group-Satisfying Course. 4 Credits.
Repeatable when topic changes.

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 325. Precolonial Africa. 4 Credits.
Survey of African history to 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 332. 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.
Middle Ages to the end of the 20th century. I: Middle Ages and Reformation (1410–1648). II: Germany in the Old Regime and Age of Revolution (1648–1848). III: Modern Germany (1848–present). Repeatable twice when topic changes for a maximum of 12 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.
Motives, strategies, successes, and failures of radical movements and their significance for American society. American Revolution, slave revolts, abolitionism, women's rights.

HIST 351. American Radicalism. 4 Credits.
Motives, strategies, successes, and failures of radical movements and their significance for American society. Workers' movements, socialism, communism, African American freedom struggle, nationalist movements of people of color, feminism, student activism.

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 361. Early Modern Science. 4 Credits.
Explores the subject, practive, 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 368. 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 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, 1910 to the Present. 4 Credits.
A survey of major economic, political, social, and cultural changes in Latin America since 1910.

HIST 383. Soccer and Society in Latin America. 4 Credits.
Exploring the complexities of Latin American societies using soccer as a historical, cultural, and sociological window to issues of race, class, gender, and national identity.

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

HIST 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

HIST 401. Research: [Topic]. 1-9 Credits.
Repeatable.

HIST 403. Thesis. 1-9 Credits.
Repeatable.

HIST 404. Internship. 1-3 Credits.
Repeatable once for a maximum of 6 credits.

HIST 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

HIST 407. Seminar: [Topic]. 5 Credits.
Recent topics include History of Los Angeles, Modern Japanese Culture, Rethinking America in the 1960s, and Stalinism. Repeatable.

HIST 408. Colloquium: [Topic]. 1-6 Credits.
Current topics include Southeast Asia Interpretations. Repeatable.

HIST 409. Supervised Tutoring. 1-4 Credits.
Repeatable four times for maximum of 8 credits.

HIST 410. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

HIST 411. Advanced Reacting to the Past: [Topic]. 4 Credits.
Intensive exploration of historical events through interactive games. Possible topics include U.S. 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 three times for a maximum of 16 credits 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. Offered alternate years. Repeatable twice for a maximum of 12 credits when topic changes.

HIST 417. 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 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.
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 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. Offered alternate years. Repeatable three times for a maximum of 16 credits when topic changes.

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 443. Modern Germany: [Topic]. 4 Credits.
Topics include class formation, revolutionary movements, the socialist tradition, the Third Reich. Repeatable twice for a maximum of 12 credits when topic changes.

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. 4 Credits.
A history of the Iraq War including the US decision to invade, the subsequent civil war, the rise and fall of the Islamic State in Iraq and Syria (ISIS), and beyond.

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 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 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 470. African American History to 1877: [Topic]. 4 Credits.
Explores aspects of the African American experience in the era of slavery and Reconstruction. Repeatable twice when the topic changes for a maximum of 12 credits.

HIST 471. African American History since 1877: [Topic]. 4 Credits.
In-depth exploration of specific topics in African American history from the late 19th century to the present. Repeatable twice when the topic changes for a 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 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.
Political, social, and cultural history from ancient through contemporary. Origins, aristocratic society, medieval age, Zen, warrior class, urban growth, modernization, imperialism, Pacific war, postwar society. I: Classical Age. II: Shogun’s Japan, 1550–1800. III: Modern Age. Repeatable twice when topic changes for maximum of 12 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 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 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

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.
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 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 three times for a maximum of 16 credits 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. Offered alternate years. Repeatable twice for a maximum of 12 credits when topic changes.

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. Offered alternate years. Repeatable three times for a maximum of 16 credits when topic changes.

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 543. Modern Germany: [Topic]. 4 Credits.
Topics include class formation, revolutionary movements, the socialist tradition, the Third Reich. Repeatable twice for a maximum of 12 credits when topic changes.

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. 4 Credits.
A history of the Iraq War including the US decision to invade, the subsequent civil war, the rise and fall of the Islamic State in Iraq and Syria (ISIS), and beyond.

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 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 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 570. African American History to 1877: [Topic]. 4 Credits.
Explores aspects of the African American experience in the era of slavery and Reconstruction. Repeatable twice when topic changes for a maximum of 12 credits.

HIST 571. African American History since 1877: [Topic]. 4 Credits.
In-depth exploration of specific topics in African American history from the late 19th century to the present. Repeatable twice when the topic changes for a 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 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.
Political, social, and cultural history from ancient through contemporary. Origins, aristocratic society, medieval age, Zen, warrior class, urban growth, modernization, imperialism, Pacific war, postwar society. I: Classical Age. II: Shogun's Japan, 1550–1800. III: Modern Age. Repeatable twice when topic changes for maximum of 12 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 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.
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. Repeatable.

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. Offeredonce 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

Martha Bayless, **Program Director**
541-346-3930
541-346-4118 fax
344 Prince Lucien Campbell Hall
mjbayles@uoregon.edu

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

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

Code	Title	Credits
Introductory Courses		
Option 1		8
Select two of the following:		
HUM 101	Introduction to the Humanities I	
HUM 102	Introduction to the Humanities II	
HUM 103	Introduction to the Humanities III	
Option 2		
HUM 300	Themes in the Humanities [1]	4
Breadth Requirement [2]		
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

Course	Title	Credits	Milestones
First Year			
Fall			
HUM 101	Introduction to the Humanities I	4	
WR 121	College Composition I	4	
First term of first-year second-language sequence		5	
Elective course		4	
	Credits	**17**	
Winter			
HUM 102	Introduction to the Humanities II	4	
WR 122 or WR 123	College Composition II or College Composition III	4	
Second term of first-year second-language sequence		5	
General education course in social science		4	
	Credits	**17**	
Spring			
HUM 103	Introduction to the Humanities III	4	
Third term of first-year second-language sequence		5	
General education course that also satisfies a multicultural requirement		4	
General education course in arts and letters		4	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Second Year			
Fall			
Lower-division course that fulfills the humanities breadth requirement		4	
First term of second-year second-language sequence		4	
General-education course in social science		4	
General-education course in natural science		4	
	Credits	**16**	
Winter			
Lower-division course that fulfills the humanities breadth requirement		4	
Second term of second-year second-language sequence		4	
General-education course that also satisfies a multicultural requirement		4	
General-education course in arts and letters		4	
	Credits	**16**	
Spring			
Third term of second-year second-language sequence		4	
General education course in social science		4	
General education course in science		4	
General education course in arts and letters		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
	Upper-division course that fulfills the humanities breadth requirement	4	
	Upper-division elective course	4	
	General education course in science	4	
	General education course in arts and letters	4	
	Credits	**16**	
Winter			
	Upper-division course that fulfills the humanities breadth requirement	4	
	Upper-division elective course	4	
	General education course in social science	4	
	General education course in science	4	
	Credits	**16**	
Spring			
	Upper-division elective course	4	
	General education course in social science	4	
	Elective courses	8	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
	Upper-division elective course	4	
	Elective courses	8	
	Credits	**12**	
Winter			
	Upper-division elective course	4	
	Elective courses	8	
	Credits	**12**	
Spring			
	Elective courses	12	
	Credits	**12**	
	Total Credits	**36**	

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 up to four times.

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.
Repeatable when topic changes.

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 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 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

Human Physiology

John Halliwill, Department Head
541-346-4107
541-346-2841 fax
181 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

Damien Callahan, assistant professor. BA, 2001, Boston; PhD, 2011, Massachusetts, Amherst. (2017)

Hans Dreyer, associate professor. BS, 1998, California State, Long Beach; MS, 2002, PhD, 2004, Southern California. (2009)

Grace Golden, senior lecturer. BS, 1989, MS, 1991, Oregon; PhD, 2007, Oregon State. (2009)

Ian Greenhouse, assistant professor. BA, 2004, Tufts; PhD, 2012, California, San Diego. (2017)

Michael Hahn, associate professor. BS, 1996, Colorado Mesa; MS, 2000, Iowa State; PhD, 2003, Oregon. (2012)

John Halliwill, professor. BS, 1991, Ohio State; PhD, 1995, Medical College of Virginia. (2002)

Robin Hopkins, senior instructor. BS, 2005, Simon Fraser; MS, 2009, Western Ontario; PhD, 2014, British Columbia. (2014)

Adrianne Huxtable, associate professor. BS, 2003, British Columbia; PhD, 2009, Alberta. (2015)

Andrew Karduna, professor. BS, 1989, Massachusetts Institute of Technology; MS, 1991, Johns Hopkins; PhD, 1995, Pennsylvania. (2002)

Andrew Lovering, professor. BS, 1995, PhD, 2003, Texas Tech. (2007)

Michelle Marneweck, assistant professor. BA, 2020, MS/PhD, 2014, Western Australia. (2020)

Philip Matern, senior instructor. BS, 2003, Gonzaga; MS, 2005, Central Washington. (2014)

Carrie McCurdy, associate professor. BS, 1998, Notre Dame; PhD, 2004, Wisconsin, Madison.(2013)

Christopher Minson, Kenneth and Kenda Singer Endowed Professor in Human Physiology. BS, 1989, Arizona; MA, 1993, San Diego State; PhD, 1997, Pennsylvania State. (2000)

Jon Runyeon, senior instructor. BS, 1996, MS, 2010, Oregon. (2012)

Elinor Sullivan, research associate professor. BA, 2000, Willamette; PhD, 2006, Oregon Health and Science. (2017)

Nicole Swann, assistant professor. BA, 2006, California, Berkeley; PhD, 2012, California, San Diego. (2017)

Ashley Walker, assistant professor. BS, 2003, Oregon State; PhD, 2010, Colorado, Boulder. (2017)

Affiliated

Balamurali Ambati, MD, PhD. Courtesy research professor, Phil and Penny Knight Campus for Accelerating Scientific Impact.

Sierra Dawson, PhD. Associate Vice Provost for Academic Affairs.

Jon Elliot, PhD. Instructor pro tem. (2019)

Robert Guldberg, professor; vice president and executive director, Phil and Penny Knight Campus for Accelerating Scientific Impact. BS, 1989, MS, 1992, PhD, 1995, Michigan, Ann Arbor. (2018)

Marian Hettiaratchi, PhD. Assistant Professor, Phil and Penny Knight Campus for Accelerating Scientific Impact.

Austin Hocker, PhD. Assistant Director for Research and Assessment, Teaching Engagement Program.

Brett Kirby, instructor pro tem. BS, 2000, Northern Arizona; BS, 2004, MS, 2007, PhD, 2010, Colorado State. (2016)

Benjamin McKay, MS. Sports Science Coordinator, Intercollegiate Athletics.

Keat Ghee Ong, PhD. Professor, Phil and Penny Knight Campus for Accelerating Scientific Impact.

Shannon Pomeroy, courtesy instructor. BS, 2013, Michigan; MS, 2016, Oregon. (2018)

Kimberly Terrell, courtesy instructor. BS 1981, MS, 1983, Oregon. (2006)

Ann Zeidman-Karpinski, associate professor. See **Libraries**.

Courtesy

John Bagdade, courtesy research professor. AB, 1958, Harvard; MD, 1962, Cornell. (2017)

Patrick Bergin, courtesy professor. BA, 1976, Columbia College; MD, 1980, Dartmouth College. (2000)

Mark Chesnutt, courtesy research associate. BS, 1982, Pacific Lutheran; MD, 1986, Oregon Health and Science. (2012)

Michael Colasurdo, courtesy professor. BS 1980, Portland State; MD, 1984, Oregon Health and Science. (2009)

William Cornwell, courtesy research assistant professor. BS, 2004, Ohio State; MD, 2008, Wright State. (2021)

JJ Duke, courtesy research assistant professor. BS, 2005, Arizona State; MA 2008, North Carolina; MS, 2012, PhD, 2012, Indiana. (2021)

Daniel Erichsen, courtesy professor. MD, 2003, Karolinska Institute. (2017)

Mathews Fish, courtesy professor. AB, 1956, California, Berkeley; MD, 1959, California, San Francisco. (2002)

Daniel Fitzpatrick, courtesy associate professor. BS, 1991, MS, 1993, MD, 1997, Iowa. (2007)

Eben Futral, courtesy research associate. BS, 1988, Stanford; MBA, 1999, Arizona State. (2015)

Andrew Gilchrist, courtesy professor. BS, 1990, Washington; MD, 1994, Nevada. (2021)

Igor Gladstone, courtesy professor. BS, 1973, MD, 1981, Washington (Seattle). (2009)

Randall Goodman, courtesy research assistant. BS, 1994, Oregon. (2010)

Jerold Hawn, courtesy professor. BS, 1963, Santa Clara; MD, 1967, Georgetown. (2009)

Rudolf Hoellrich, courtesy research professor. BS, 1993, Willamette; MD, 1997, OHSU. (2021)

Stanley James, courtesy professor. BS, 1953, MD, 1962, Iowa. (1979)

Brian Jewett, courtesy associate professor. BS, 1990, MS, 1991, Stanford; MD, 1995, Vanderbilt. (2007)

Donald Jones, courtesy professor. BS, 1969, Centenary (Hackettstown); MD, 1973, Louisiana State. (1983)

Hirosuke Kadono, courtesy associate professor. BS, 2005, PhD, 2015, Tsukuba. (2021)

Paul Kaplan, courtesy research associate; university physician. AB, 1970, Stanford; MD, 1974, California, Los Angeles. (2005)

Vern Katz, courtesy professor. BA, 1971, MD, 1979, California, Los Angeles. (2001)

Sean Kohles, courtesy professor. BS, 1987, MS, 1988, PhD, 1994, Wisconsin. (2021).

Peter Kosek, courtesy professor. BA, 1984, Grinnell College; MD, 1988, California, Los Angeles. (2009)

Brett "Brick" Lantz, courtesy professor. BA, 1981, Stanford; MD, 1985, Oklahoma. (2007)

Samuel Lau, courtesy professor. BS, 1984, MD, 1988, Creighton. (2009)

Fuzhong Li, courtesy senior research associate. BS, 1994, Shanghai; MS, 1990, Oregon; PhD, 1996, Oregon State. (2013)

Victor Lin, courtesy associate professor. BS, 1988, Massachusetts Institute of Technology; MS, 1991, California, Berkeley; MD, California, San Francisco. (2002)

Elizabeth McCorkle, courtesy research associate. BA, 1987, Rollins College; MD, 1992, Augusta. (2016)

Benjamin McKay, courtesy research assistant professor. BS, 2016, MS, 2017, Wollongong. (2021)

Gregory Moore, courtesy assistant professor. BS, 1995 Southern Methodist; MS, 1999, Oregon State; MD, 2003, Texas, San Antonio. (2013)

Richard Padgett, courtesy professor. BS, 1984, East Carolina; MD, 1988, North Carolina, Chapel Hill. (2005)

Robert Roach, courtesy research associate professor. BS, 1979, Evergreen; MS, 1985, Cornell; PhD, 1994, New Mexico. (2021)

Matthew Shapiro, courtesy research associate. BA, 1979, Cornell; MD, 1983, Columbia. (2015)

Grant Simmons, courtesy research associate. BS, 2003, MS, 2005, PhD, 2008 Oregon. (2018)

Kenneth Singer, courtesy professor; team physician. BS, 1961, Massachusetts Institute of Technology; MD, 1965, Columbia University College of Physicians and Surgeons. (1994)

Nicholas Strasser, courtesy associate clinical professor. BS, 2002, Sioux Falls; MD, 2006, South Dakota. (2021)

Andrew Subudhi, courtesy research professor. BA, 1992, Colorado College; MS, 1996, Colorado State; PhD, 2000, Utah. (2021)

Yuta Suzuki, courtesy research associate professor. BS, 2006, MS, 2008, Kyoto; PhD, 2014, Tsukuba. (2021)

Jeffrey Tuman, courtesy associate clinical professor. BA, 2005, Virginia; MD, 2009, Drexel. (2021)

Brad Wilkins, courtesy instructor. BS, 1993, Oregon State; MS, 1996, Northern Michigan; PhD, 2003, Oregon. (2014)

Emeriti

Barry Bates, professor emeritus. BSE, 1960, Princeton; MEd, 1971, East Stroudsburg; PhD, 1973, Indiana. (1974)

Gary Klug, professor emeritus. BS, 1970, MS, 1973, Wisconsin, La Crosse; PhD, 1980, Washington State. (1985)

Louis Osternig, professor emeritus. BS, 1965, MS, 1967, California State, Hayward; PhD, 1971, Oregon. (1971)

Richard Troxel, senior instructor emeritus. BS, 1975, MS, 1977, Oregon. (1976)

Marjorie Woollacott, professor emerita. BA, 1968, PhD, 1973, Southern California. (1980)

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

Code	Title	Credits
Lower-Division Requirements		
CH 221 & CH 222 & CH 223	General Chemistry I and General Chemistry II and General Chemistry III [1]	12
or CH 224H & CH 225H & CH 226H	Advanced General Chemistry I and Advanced General Chemistry II and Advanced General Chemistry III	
CH 227 & CH 228 & CH 229	General Chemistry Laboratory and General Chemistry Laboratory and General Chemistry Laboratory	6
or PHYS 204 & PHYS 205 & PHYS 206	Introductory Physics Laboratory and Introductory Physics Laboratory and Introductory Physics Laboratory	
BI 211 & BI 212 & BI 213	General Biology I: Cells and General Biology II: Organisms and General Biology III: Populations (may substitute BI 214 for BI 213)	12-15
or BI 281H & BI 282H & BI 283H	Honors Biology I: Cells, Biochemistry and Physiology and Honors Biology II: Genetics and Molecular Biology and Honors Biology III: Evolution, Diversity and Ecology	
MATH 246	Calculus for the Biological Sciences I [1]	4
or MATH 251	Calculus I	
PHYS 201 & PHYS 202 & PHYS 203	General Physics and General Physics and General Physics	12
or PHYS 251 & PHYS 252 & PHYS 253	Foundations of Physics I and Foundations of Physics I and Foundations of Physics I	
HPHY 211	Medical Terminology	3
HPHY 212	Scientific Investigation in Physiology	4
Upper-Division Requirements		
HPHY 321	Human Anatomy I [2]	5
HPHY 322	Human Physiology I [2]	5
HPHY 323	Human Anatomy II [2]	5
HPHY 324	Human Physiology II [2]	5
HPHY 325	Human Anatomy and Physiology III [2]	5
HPHY 371	Physiology of Exercise	4
Upper-Division Electives		**16**
Select at least two of the following:		
HPHY 333	Motor Control	
HPHY 362	Tissue Injury and Repair	
HPHY 374	Clinical Electrocardiography and Exercise	
HPHY 375	Metabolism and Nutrition	
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	
Select at least one of the following capstone courses:		
HPHY 412	Sleep Physiology	
HPHY 413	Muscle Structure, Function, and Plasticity	
HPHY 414	Muscle Metabolism	
HPHY 422	Physiology of Obesity	
HPHY 423	Physiology of Aging	
HPHY 432	Neural Development	
HPHY 433	Neurophysiology of Concussion	
HPHY 434	Movement Disorders	
HPHY 436	Clinical Neuroscience	
HPHY 444	Clinical Anatomy	
HPHY 462	Therapeutic Techniques	
HPHY 470	Environmental Physiology	
HPHY 472	Science of Athletic Performance	
HPHY 473	High Altitude Physiology and Medicine	
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] (Anatomy and Physiology Teaching Assistant)
HPHY 411	Scientific Teaching
HPHY 420	Human Anatomy Dissection

1 Should be taken in the first year.

2 Must be taken in residence at the University of Oregon.

Bachelor of Science Degree Requirements

Code	Title	Credits
Lower-Division Requirements		
CH 221–223	General Chemistry [1]	12
or CH 224H–226H	Honors General Chemistry	
PHYS 201–203	General Physics	12
or PHYS 251–253	Foundations of Physics I	
CH 227–229	General Chemistry Laboratory	6
or PHYS 204–206	Introductory Physics Laboratory	
BI 211–213	General Biology I-III (may substitute BI 214 for BI 213)	12-15
or BI 281H–283H	Honors Biology I-III	
MATH 246	Calculus for the Biological Sciences I [1]	4
or MATH 251	Calculus I	
HPHY 211	Medical Terminology	3
HPHY 212	Scientific Investigation in Physiology	4
Upper-Division Requirements		
HPHY 321	Human Anatomy I [2]	5
HPHY 322	Human Physiology I [2]	5
HPHY 323	Human Anatomy II [2]	5
HPHY 324	Human Physiology II [2]	5
HPHY 325	Human Anatomy and Physiology III [2]	5
HPHY 371	Physiology of Exercise	4
Upper-Division Electives		**16**
Select at least two of the following:		
HPHY 333	Motor Control	
HPHY 362	Tissue Injury and Repair	
HPHY 374	Clinical Electrocardiography and Exercise	
HPHY 375	Metabolism and Nutrition	
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	
Select at least one of the following capstone courses:		
HPHY 412	Sleep Physiology	
HPHY 413	Muscle Structure, Function, and Plasticity	
HPHY 414	Muscle Metabolism	
HPHY 422	Physiology of Obesity	
HPHY 423	Physiology of Aging	
HPHY 433	Neurophysiology of Concussion	
HPHY 432	Neural Development	
HPHY 434	Movement Disorders	
HPHY 436	Clinical Neuroscience	
HPHY 444	Clinical Anatomy	
HPHY 462	Therapeutic Techniques	
HPHY 470	Environmental Physiology	
HPHY 472	Science of Athletic Performance	
HPHY 473	High Altitude Physiology and Medicine	
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 411	Scientific Teaching	
HPHY 420	Human Anatomy Dissection	

1 Should be taken in the first year.

2 Must be taken in residence at the University of Oregon.

Courses required for the major must be taken for letter grades and passed with grades of C- or better. Additional requirements for the bachelor's degree are described in the **Bachelor's Degree Requirements** section of this catalog.

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

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 112	Elementary Functions [1]	4	
CH 221	General Chemistry I	4	
CH 227	General Chemistry Laboratory	2	
General-education course [2]		4	
Elective course		1	
	Credits	**15**	
Winter			
WR 121	College Composition I	4	
CH 222	General Chemistry II	4	
CH 228	General Chemistry Laboratory	2	
MATH 251 or MATH 246	Calculus I or Calculus for the Biological Sciences I	4	
Elective course		2	
	Credits	**16**	
Spring			
CH 223	General Chemistry III	4	Completion of General Chemistry & Calculus
CH 229	General Chemistry Laboratory	2	
MATH 243	Introduction to Methods of Probability and Statistics	4	
General-education course [2]		4	
Elective Course		2	
	Credits	**16**	
	Total Credits	**47**	

Course	Title	Credits	Milestones
Second Year			
Fall			
BI 211	General Biology I: Cells	4	
HPHY 211	Medical Terminology	3	
General-education course [2]		4	
Elective course		4	
	Credits	**15**	
Winter			
BI 212	General Biology II: Organisms	4	
HPHY 212	Scientific Investigation in Physiology	4	
General-education course [2]		4	
Elective course		4	
	Credits	**16**	
Spring			
WR 122 or WR 123	College Composition II or College Composition III	4	
BI 213 or BI 214	General Biology III: Populations or General Biology IV: Mechanisms	4	
General-education course [2]		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**47**	

Course	Title	Credits	Milestones
Third Year			
Fall			
HPHY 321	Human Anatomy I	5	
HPHY 322	Human Physiology I	5	
Upper-division elective courses		3	
	Credits	**13**	
Winter			
HPHY 323	Human Anatomy II	5	
HPHY 324	Human Physiology II	5	
Upper-division elective courses		3	
	Credits	**13**	
Spring			
HPHY 325	Human Anatomy and Physiology III	5	
HPHY 371	Physiology of Exercise	4	Completion of HPHY 321-325 & 371
General-education course [2]		4	
Upper-division elective course		2	
	Credits	**15**	
	Total Credits	**41**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
PHYS 201	General Physics	4	
Human physiology course chosen from List A [3]		4	
General-education course [2]		4	
Upper-division elective course		3	
	Credits	**15**	
Winter			
PHYS 202	General Physics	4	
Human physiology course chosen from List A [3]		4	
Human physiology course chosen from List B [3]		4	
Upper-division elective course		3	
	Credits	**15**	
Spring			
PHYS 203	General Physics	4	
Human physiology course chosen from List A or List B [3]		4	
General-education course [2]		4	
Upper-division elective course		3	
	Credits	**15**	
	Total Credits	**45**	

[1] Students not starting in Elementary Functions (MATH 112) may require additional terms to graduate.

[2] To complete general-education requirements within eight courses, students must take arts and letters or social science group-satisfying courses that also satisfy multicultural requirements.

[3] List A and List B options may be found online (https://physiology.uoregon.edu/wp-content/uploads/sites/5/2013/03/HPHY-Major-Requirements.pdf).

- **Master of Science: Athletic Training Emphasis**
- **Master of Science–Doctor of Philosophy: Research-Intensive Emphasis**

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 who are certified as athletic trainers. 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

Code	Title	Credits
HPHY 520	Human Anatomy Dissection	2
HPHY 533	Neurophysiology of Concussion	4
HPHY 570	Environmental Physiology	4
HPHY 611	Professional Skills I: Effective Teaching	1
HPHY 660	Basic Science in Clinical Decisions	4
HPHY 661	Manual Therapy: Movement Patterns, Core Stability	2
HPHY 662	Manual Therapy: Spine, Lower Quadrant	2
HPHY 669	The Female Athlete	4
HPHY 671	Therapeutic Restoration of Biomotor Abilities	3
EDUC 614	Educational Statistics	4
HPHY 607	Seminar: [Topic] (Administrative Skills for Clinical Careers)	1
HPHY 607	Seminar: [Topic] (Clinical Research Presentations [two terms])	2
HPHY 607	Seminar: [Topic] (Contemporary Clinical Techniques I,II)	2
HPHY 607	Seminar: [Topic] (Current Professional Topics)	1
HPHY 607	Seminar: [Topic] (Evidence-Based Clinical Practice and Research)	2
HPHY 607	Seminar: [Topic] (Human Physiology [six terms])	6
HPHY 607	Seminar: [Topic] (Leadership Development)	1
HPHY 609	Practicum: [Topic[(Sports Medicine)	3
Select one of the following:		4
HPHY 601	Research: [Topic]	
HPHY 606	Special Problems: [Topic]	
HPHY 609	Practicum: [Topic[(Preceptor)	
Other human physiology courses		
Total Credits		**52**

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 graduate employee (GE) 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 employee (GE) opportunities and research fellowships are available for highly qualified students to teach undergraduate laboratories or assist in research projects. The GE 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

Code	Title	Credits
HPHY 611 & HPHY 612 & HPHY 613	Professional Skills I: Effective Teaching and Professional Skills II: Responsible Research and Professional Skills III: Career Development	3
HPHY 621 & HPHY 622 & HPHY 623	Systems Physiology I and Systems Physiology II and Systems Physiology III	12
EDUC 614	Educational Statistics [1]	3
EDUC 640	Applied Statistical Design and Analysis [1]	3
Human physiology courses or other courses most appropriate to student's line of study [2]		4
Total Credits		**25**

1. 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.
2. 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

Code	Title	Credits
HPHY 611 & HPHY 612 & HPHY 613	Professional Skills I: Effective Teaching and Professional Skills II: Responsible Research and Professional Skills III: Career Development	3
HPHY 621 & HPHY 622 & HPHY 623	Systems Physiology I and Systems Physiology II and Systems Physiology III	12
EDUC 614	Educational Statistics [1]	3
EDUC 640	Applied Statistical Design and Analysis [1]	3
Human physiology courses or other courses most appropriate to student's line of study [2]		4
Select one of the following:		4
HPHY 670	Advanced Respiratory Physiology	
HPHY 676	Human Cardiovascular Control	
HPHY 684	Kinematics of Human Movement	
HPHY 685	Kinetics of Human Movement	
HPHY 603	Dissertation [3]	1-16
Total Credits		**30-45**

1. 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.
2. Determined in conjunction with program committee.
3. 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
- Completed course work with a grade of B+ or better 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
- Completed course work with a grade of B– or better 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

In addition, for graduate studies in athletic training:

- Recommended GRE scores of 153 or better on each of the verbal and quantitative sections (institution code: 4846; department code: 0217); minimum GRE scores of 148 or better on each of the verbal and quantitative sections
- Completed course work with a grade of B– or better in physics and biomechanics
- Must be a certified athletics trainer at time of matriculation

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 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. Scientific Investigation in Physiology. 4 Credits.
Explores the process of conducting and communicating scientific research, and how data and statistics help us build and understand scientific knowledge about physiology and medicine.

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.

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, 323, 324, 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.

HPHY 323. Human Anatomy II. 5 Credits.
Heart, lungs, and vasculature in addition to regional exploration of the musculosketetal 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, HPHY 321, HPHY 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.

HPHY 333. Motor Control. 4 Credits.
Introduction to the processes of control and coordination in the performance of motor skills. Neurophysiological, mechanical, and cognitive bases of motor skill acquisition.
Prereq: HPHY 321, HPHY 322; or PSY 304.

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.

HPHY 374. Clinical Electrocardiography and Exercise. 4 Credits.
Overview of pathophysiology, diagnostic testing, exercise prescription and rehabilitation of cardiovascular diseases. Incorporated throughout the course, students will learn the fundamentals of electrocardiography and how this tool is applied in both the diagnostic and rehabilitative settings.
Prereq: HPHY 371. Must be passed with grades 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.

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.
Prereq: HPHY 325 or HPHY 371.

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.

HPHY 411. Scientific Teaching. 1 Credit.
For students currently completing the human anatomy and physiology core sequence; focuses on how people learn, evidence-based teaching practices, and strategies to improve student inclusion and representation.
Prereq: HPHY 211, HPHY 212.

HPHY 412. Sleep Physiology. 4 Credits.
Fundamental principles of sleep and how physiology is affected by sleep.
Prereq: HPHY 325.

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.

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.

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.

HPHY 423. Physiology of Aging. 4 Credits.
Examines changes that occur to cells and organs in old age and the causes of age-related disease and dysfunction (cardiovascular disease, diabetes, osteoporosis, Alzheimer's); interventions to increase longevity.
Prereq: HPHY 325.

HPHY 432. Neural Development. 4 Credits.
Exploration of development of the cells in the nervous system. We will discuss the importance of "critical periods" in development and how interventions or dysfunction during critical periods can lead to neurodevelopmental disorders using the respiratory system as a model system.
Prereq: HPHY 323, HPHY 324.

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.

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.

HPHY 436. Clinical Neuroscience. 4 Credits.
This course covers neurological diseases and disorders from a neuroscience perspective. The focus will be on applying basic neuroscience principles to better understand clinical practices including patient diagnosis and treatments.
Prereq: HPHY 323 and 324.

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.

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.

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. Must be passed with grades of 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 523. Physiology of Aging. 4 Credits.
Examines changes that occur to cells and organs in old age and the causes of age-related disease and dysfunction (cardiovascular disease, diabetes, osteoporosis, Alzheimer's); interventions to increase longevity.

HPHY 532. Neural Development. 4 Credits.
Exploration of development of the cells in the nervous system. We will discuss the importance of "critical periods" in development and how interventions or dysfunction during critical periods can lead to neurodevelopmental disorders using the respiratory system as a model system.

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 536. Clinical Neuroscience. 4 Credits.
This course covers neurological diseases and disorders from a neuroscience perspective. The focus will be on applying basic neuroscience principles to better understand clinical practices including patient diagnosis and treatments.

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 pathophysiologic conditions at high altitude. Offered alternate years.

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.

HPHY 623. Systems Physiology III. 4 Credits.
Advanced overview of renal and respiratory physiology.

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 non-majors only.

HPHY 631M. 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. Multilisted with SPM 631M.

HPHY 632. Human Biomechanics and Sports Product Design. 2 Credits.
Exploration of sciences of human biomechanics, which inform the Sports Product Industry at the level of product development, product design and marketing. Sequence with HPHY 631.
Prereq: HPHY 631.

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.

HPHY 662. Manual Therapy: Spine, Lower Quadrant. 2 Credits.
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.
Prereq: HPHY 623.

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.

Indigenous, Race, and Ethnic Studies

Brian Klopotek, Department Head
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Eugene, Oregon 97403-5268

IRES classes examine the construction and context of indigeneity, race, and ethnicity in the United States, highlighting the histories, experiences, and movements of people of color and Indigenous peoples in the Americas. As elements of identity that cut across disciplinary categories, indigeneity, 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.

IRES scholars investigate race and racism alongside settler colonialism and other 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, sexuality, indigeneity, immigration, transnational migration, and the diasporic formations resulting from the slave trade, indentured labor, colonialism, postcolonialism, imperialism, and globalization.

IRES 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

Charise L. Cheney, associate professor (African American popular and political cultures; Black nationalist ideologies and practices; gender and sexuality). BSJ, 1993, Northwestern; PhD, 1999, Illinois, Urbana-Champaign. (2009)

Courtney M. Cox, assistant professor (Race and Sport, cultural, political and economic effects of global sport, advanced analytics in sport). BJ, 2008, University of Texas at Austin; MA, 2013, University of Texas at Austin; MA, 2017, University of Southern California; PhD, 2019, University of Southern California. (2019)

Lynn H. Fujiwara, associate professor (women of color, Asian American studies, labor). BA, 1990, California, San Diego; MA, 1993, PhD, 1999, California, Santa Cruz. (2000)

Michael Hames-García, professor (policing and mass incarceration; literary and cultural studies; politics of identity). BA, 1993, Willamette; PhD, 1998, Cornell. (2005)

Brian Klopotek, associate professor (federal recognition of Indian tribes, Native American education, environmentalism). BA, 1994, Yale; PhD, 2004, Minnesota, Twin Cities. (2003)

Sharon Luk, associate professor (racism and racial capitalism, ethnic ontologies, epistemology). BA, 2001, Brown; MA, 2008, PhD, 2012, Southern California. (2014)

Ernesto J. Martínez, associate professor (comparative ethnic studies, queer studies, feminist theory). BA, 1998, Stanford; MA, 2003, PhD, 2005, Cornell. (2006)

Jennifer R. O'Neal, acting assistant professor (Native American and Indigenous history, American West history, decolonizing methodologies, cultural heritage archives, traditional knowledge systems, digital humanities). BS, 1999, Utah State University; MA, 2002, Utah State University; MA, 2003, University of Arizona; (ABD) PhD, 2019, Georgetown University. (2019)

Laura Pulido, professor (critical human geography, environmental justice, Chicano studies). BA, 1984, California State, Fresno; MA, 1987, Wisconsin, Madison; PhD, 1991, California, Los Angeles. (2016)

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 in Ethnic Studies**
- **Minor in Latinx Studies**

Undergraduate Studies

Students may earn a major or minor in ethnic studies. One learning outcome of the program is to raise student awareness of the racial, ethnic and political dimensions and applications of other major fields. As such, 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 the IRES Director of Undergraduate Studies.

Specific details and course approvals must be obtained from the Department of Ethnic Studies.

Bachelor of Arts Degree Requirements

Code	Title	Credits
Lower Division		
ES 101	Introduction to Ethnic Studies	4

Select one of the following:		4
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	
Additional 100- or 200-level course		4
Upper Division		
ES 301	Theoretical Perspectives in Ethnic Studies	4
Two 400-level courses		8
Six additional 300- or 400-level courses		24
Total Credits		**48**

Bachelor of Science Degree Requirements

Code	Title	Credits
Lower Division		
ES 101	Introduction to Ethnic Studies	4
Select one of the following:		4
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	
Additional 100- or 200-level course		4
Upper Division		
ES 301	Theoretical Perspectives in Ethnic Studies	4
Two 400-level courses		8
Six additional 300- or 400-level courses		24
Total Credits		**48**

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

Code	Title	Credits
Lower Division		
ES 101	Introduction to Ethnic Studies	4
Two 200-level courses with ES subject code		8
Upper Division		
Four approved courses, including two with ES subject code		16
Total Credits		**28**

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. Credits in Practicum: [Topic] (ES 409) may be applied toward the minor on a graded or pass/no pass basis.

Minor in Latinx Studies

The Latinx Studies Minor will require a broad introduction to the study of race and ethnicity in the United States as well as a focused introduction to the study of Latinx peoples in the United States.

Code	Title	Credits
ES 101	Introduction to Ethnic Studies	4
At least one of the following courses:		
ENG 243	Introduction to Chicano and Latino Literature	
ES 254	Introduction to Chicanx and Latinx Studies	
HIST 248	Latinos in the Americas	
SPAN 218	Latino Heritage I	
SPAN 228	Latino Heritage II	
At least one qualifying course from any of the following humanities subjects: [1]		
ENG 243	Introduction to Chicano and Latino Literature	
ENG 363	Chicano and Latino Writers	
LING 297	Introduction to Bilingualism	
SPAN 218	Latino Heritage I	
SPAN 228	Latino Heritage II	
SPAN 308	Cultura y lengua: comunidades bilingues	
SPAN 312	Spanish in the Media	
SPAN 348	United States Latino Literature and Culture	
SPAN 428	Spanish in the United States	
SPAN 448	National Identities and Border Cultures in the Americas	
TA 472	Multicultural Theater: [Topic]	
At least one qualifying course from any of the following professional subjects: [1]		
DSGN 321	Inclusive Urbanism	
EDST 225	School and Representation in Media	
EDST 457	Immigration, Diaspora and Education	
J 427M	Latino Roots I	
J 428M	Latino Roots II	
J 467	Issues in International Communication: [Topic]	
MUS 349	American Ethnic and Protest Music	
MUS 359	Music of the Americas	
MUS 365	Regional Ethnomusicology: [Topic]	
At least one qualifying course from any of the following social science subjects:		
ANTH 329	Immigration and Farmworkers Political Culture	
ANTH 427M	Latino Roots I	
ANTH 428M	Latino Roots II	
ES 254	Introduction to Chicanx and Latinx Studies	

ES 310	Race and Popular Culture: [Topic]	
ES 442	Caribbean Literature and Politics	
ES 345M	Music, Politics, and Race	
ES 354	Environmental Racism	
ES 370	Race, Ethnicity, and Cinema: [Topic]	
ES 380	Race, Migration, and Rights	
ES 440	Race, Literature, and Culture: [Topic]	
ES 452	Race and Ethnicity and the Law: [Topic]	
ES 460	Race, Culture, Empire: [Topic]	
HIST 248	Latinos in the Americas	
SOC 445	Sociology of Race and Ethnicity: [Topic]	
WGS 250	Gender, Literature, and Culture	
WGS 261	Gender and Popular Culture	
WGS 321	Feminist Perspectives: Identity, Race, Culture	
WGS 350	Literature as Feminist Theory	
Total Credits: [2]		24

[1] Some topics courses might also apply. See https://ethnicstudies.uoregon.edu (http://catalog.uoregon.eduhttps:ethnicstudies.uoregon.edu) for details.

[2] The final 4 credits may be selected from any of the above lists or from other qualifying courses approved each year based on approval by the Latinx Studies Coordinating Committee. Qualifying courses will have at least two-thirds content covering Latinx peoples in the United States.

At least 16 credits must be completed for a letter grade and passed with a mid-C or better to count toward the minor. Coursework must include 12 upper-division credits and must represent a range of disciplinary and professional approaches to the subject of Latinx Studies. All 12 upper-division credits must be taken in residence.

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

Course	Title	Credits	Milestones
First Year			
Fall			
ES 101	Introduction to Ethnic Studies	4	
WR 121	College Composition I	4	
First term of first-year second-language sequence		4	
Elective course		4	
	Credits	**16**	
Winter			
ES 250 or ES 252 or ES 254 or ES 256 or ES 258	Introduction to African American Studies or Introduction to Asian American Studies or Introduction to Chicanx and Latinx Studies or Introduction to Native American Studies or Introduction to Pacific Islander Studies	4	
Second term of first-year second-language sequence		4	
WR 122	College Composition II	4	
Multicultural course		4	
	Credits	**16**	
Spring			
Lower-division ethnic studies course		4	
Third term of first-year second-language sequence		4	
Multicultural course		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
Upper-division ethnic studies course		4	
First term of second-year second-language sequence		4	
General-education course in social science		4	
Elective course		4	
	Credits	**16**	
Winter			
Upper-division ethnic studies course		4	
Second term of second-year second-language sequence		4	
General-education course in social science		4	
Elective course		4	
	Credits	**16**	
Spring			
Upper-division ethnic studies course		4	
Third term of second-year second-language sequence		4	
General-education course in social science		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
ES 301	Theoretical Perspectives in Ethnic Studies	4	
General-education course in arts and letters		4	
General-education course in science		4	

Elective course		4
	Credits	**16**
Winter		
Upper-division ethnic studies course		4
General-education course in arts and letters		4
General-education course in social science		4
Elective course		4
	Credits	**16**
Spring		
Upper-division ethnic studies course		4
General-education course in arts and letters		4
General-education course in social science		4
Elective course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Fourth Year		
Fall		
Upper-division course with an ES subject code		4
General-education course in social science		4
General-education course in arts and letters		4
General-education course in science		4
	Credits	**16**
Winter		
Three elective courses		12
400-level ethnic studies elective		4
	Credits	**16**
Spring		
Three elective courses		12
400-level ethnic studies elective		4
	Credits	**16**
	Total Credits	**48**

Bachelor of Science in Ethnic Studies

Course	Title	Credits Milestones
First Year		
Fall		
ES 101	Introduction to Ethnic Studies	4
WR 121	College Composition I	4
Mathematics course		4
Elective course		4
	Credits	**16**
Winter		
ES 250 or ES 252 or ES 254 or ES 256 or ES 258	Introduction to African American Studies or Introduction to Asian American Studies or Introduction to Chicanx and Latinx Studies or Introduction to Native American Studies or Introduction to Pacific Islander Studies	4
Mathematics course		4
WR 122	College Composition II	4
Elective course		4
	Credits	**16**
Spring		
Lower-division ethnic studies course		4
Mathematics course		4
Elective courses		8
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Second Year		
Fall		
Upper-division ethnic studies course		4
Multicultural course		4
General-education course in social science		4
Elective course		4
	Credits	**16**
Winter		
Upper-division ethnic studies course		4
Multicultural course		4
General-education course in social science		4
Elective course		4
	Credits	**16**
Spring		
Upper-division ethnic studies course		4
General-education course in social science		4
Elective courses		8
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Third Year		
Fall		
ES 301	Theoretical Perspectives in Ethnic Studies	4
General-education course in arts and letters		4
General-education course in science		4
Elective course		4
	Credits	**16**
Winter		
Upper-division ethnic studies course		4

General-education course in arts and letters		4
General-education course in science		4
Elective course		4
	Credits	**16**
Spring		
Upper-division ethnic studies course		4
General-education course in arts and letters		4
General-education course in science		4
Elective course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Upper-division ethnic studies course		4	
General-education course in social science		4	
General-education course in arts and letters		4	
General-education course in science		4	
	Credits	**16**	
Winter			
Three elective courses		12	
400-level ethnic studies elective		4	
	Credits	**16**	
Spring			
Three elective courses		12	
400-level ethnic studies elective		4	
	Credits	**16**	
	Total Credits	**48**	

Graduate Certificate in Indigenous, Race, and Ethnic Studies

The graduate Certificate in Ethnic Studies provides graduate students across campus the opportunity to enroll in a concentrated program of study centered on race, indigeneity, and intersectionality.

Code	Title	Credits
ES 615	Theoretical Foundations in Ethnic Studies	5
ES 623	Race, Gender and Sexuality Studies: [Topic]	5
ES 621	Cultural Production: [Topic]	5
ES 556	History of Native American Education	4
ES 540	Race, Literature, and Culture: [Topic]	4
ES 560	Race, Culture, Empire: [Topic]	4

This is an example of a Course of Study. The student here will take ES 615 as a required ES graduate core seminar, ES 623 as a required graduate substantive seminar, and ES 621, 556, 540, and 560 as their ES graduate electives.

Here are a list of Graduate Seminars that students can choose from. This list does not include the graduate seminars taught by Graduate Faculty in other departments.

Code	Title	Credits
ES 507	Seminar: [Topic]	1-5
ES 510	Experimental Course: [Topic]	1-5
ES 540	Race, Literature, and Culture: [Topic]	4
ES 542	Caribbean Literature and Politics	4
ES 550	Race and Incarceration	4
ES 552	Race and Ethnicity and the Law: [Topic]	4
ES 556	History of Native American Education	4
ES 560	Race, Culture, Empire: [Topic]	4
ES 607	Seminar: [Topic]	1-5
ES 610	Experimental Course: [Topic]	1-5
ES 615	Theoretical Foundations in Ethnic Studies	5
ES 616	Interdisciplinary Research Methods in Ethnic Studies	5
ES 617	Genealogies of Ethnic Studies	5
ES 620	Race, Space, and Power: [Topic]	5
ES 621	Cultural Production: [Topic]	5
ES 622	Resistance and Dissent: [Topic]	5
ES 623	Race, Gender and Sexuality Studies: [Topic]	5

Courses

ES 101. Introduction to Ethnic Studies. 4 Credits.
This course is an introduction to the academic field of Ethnic Studies, the interdisciplinary, comparative and relational study of race, ethnicity and indigeneity in the United States. Special attention paid to how systems of domination and acts of resistance (re)create racial subjects.

ES 196. Field Studies: [Topic]. 1-5 Credits.
Repeatable.
Prereq: approval of program administrators.

ES 198. Colloquium: [Topic]. 1-2 Credits.
Repeatable.

ES 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable up to five times.

ES 200M. Temporary Multilisted Course. 4 Credits.

ES 224M. Introduction to Anthropology of the African Diaspora. 4 Credits.
Introduction to theoretical questions and methodological concerns framing an anthropology of the African Diaspora. Multilisted with ANTH 224M.

ES 250. Introduction to African American Studies. 4 Credits.
This course introduces students to the theoretical models used in the interdisciplinary study of African-America. Using a thematic approach, students will learn to critically engage the development of and dynamics between race, racism and blackness in the United States.

ES 252. Introduction to Asian American Studies. 4 Credits.
Focuses on historical, cultural, and social issues in Asian America and surveys scholarship in Asian American studies.

ES 254. Introduction to Chicanx and Latinx Studies. 4 Credits.
Focuses on historical, social, and cultural issues in Chicanx and Latinx communities and surveys scholarship in Chicanx and Latinx studies.

ES 256. Introduction to Native American Studies. 4 Credits.
Interdisciplinary approaches to understanding Native American lives, examining Native American identities, practices, histories, creative works, cultures, and political status in context.

ES 258. Introduction to Pacific Islander Studies. 4 Credits.
Focuses on historical, social, and cultural issues in Pacific Islander communities and surveys scholarship in Pacific Island Studies.

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 ofpopular culture in the United States. Repeatable four times for a maximum of 20 credits when topic changes. Offered alternate years.

ES 321. Indigenous Peoples of Oregon. 4 Credits.
This course examines the history, culture, social and political issues of the Indigenous peoples of Oregon through oral traditions, primary sources, and secondary sources, focused on the major themes of sovereignty, traditional knowledge, and decolonization.

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 354. Environmental Racism. 4 Credits.
Explores environmental justice as both a field of scholarship and organizing framework that links power, justice, and inequality to environmental issues. Special attention is given to the specific forms of racism which produce environmental injustice.

ES 360. Black Sexual Politics. 4 Credits.
Explores the gender and sexuality politics that influence the social, political, economic and cultural development of black communities in the diaspora, including the United States.

ES 370. Race, Ethnicity, and Cinema: [Topic]. 4 Credits.
Examines the history and politics of race, ethnicity, and indigenousness 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 380. Race, Migration, and Rights. 4 Credits.
Examines historical and contemporary politics in race, immigration, and migration.

ES 385. Critical Whiteness Studies: [Topic]. 4 Credits.
This course explores the social construction of race by investigating and historicizing “whiteness” as a racial category in the U.S. Repeatable once for a maximum of 8 credits.
Prereq: ES 101 or one 200 level ES course.

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. Repeatable up to 5 times.

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.

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 450. 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 464. Relational Studies of Indigeneity, Race and Culture: [Topic]. 4 Credits.
Seminar centers relation between Indigenous peoples and peoples of color instead of focusing on white/non-white line. Called comparative or relational studies, the approach yields unique insights into how race and settler-colonialism work in the United States and beyond.

ES 465. Feminist Theories of Race: [Topic]. 4 Credits.
This course focuses on the political and theoretical trajectory of feminist and race theories associated with particular groups, such as Asian American feminisms, or comparatively in relation to Women of Color and queer politics.Repeatable up to 3 times for a maximum of 16 credits when topic changes.

ES 466. Native American Ethnohistory. 4 Credits.
In this seminar, we read, evaluate, analyze, and critique major texts in Native American ethnohistory (a combination of anthropological and historical methods) with a focus on perspectives and concerns of contemporary Indigenous peoples.

ES 468. Indigenous Research Methods and Ethics. 4 Credits.
This course addresses methodological and ethical issues related to conducting research about and with Indigenous peoples. The course introduces students to the principles of Indigenous research, including practices, collaboration, ethics, and Indigenous approaches to the construction of knowledge.
Prereq: ES 256.

ES 470. Native American and Indigenous Feminisms. 4 Credits.
This class will acquaint students with critical issues in Native American and Indigenous feminisms. We will review past and present struggles, including gendered violence, cultural systems of gender and sexuality, successes and failures in efforts towards alliance, life stories, film, and literature, in comparative perspective.

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 credtis 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.

ES 564. Relational Studies of Indigeneity, Race and Culture: [Topic]. 4 Credits.
Seminar centers relation between Indigenous peoples and peoples of color instead of focusing on white/non-white line. Called comparative or relational studies, the approach yields unique insights into how race and settler-colonialism work in the United States and beyond.

ES 565. Feminist Theories of Race: [Topic]. 4 Credits.
This course focuses on the political and theoretical trajectory of feminist and race theories associated with particular groups, such as Asian American feminisms, or comparatively in relation to Women of Color and queer politics.Repeatable three times for a maximum of 16 credits when topic changes.

ES 566. Native American Ethnohistory. 4 Credits.
In this seminar, we read, evaluate, analyze, and critique major texts in Native American ethnohistory (a combination of anthropological and historical methods) with a focus on perspectives and concerns of contemporary Indigenous peoples.

ES 568. Indigenous Research Methods and Ethics. 4 Credits.
This course addresses methodological and ethical issues related to conducting research about and with Indigenous peoples. The course introduces students to the principles of Indigenous research, including practices, collaboration, ethics, and Indigenous approaches to the construction of knowledge.

ES 570. Native American and Indigenous Feminisms. 4 Credits.
This class will acquaint students with critical issues in Native American and Indigenous feminisms. We will review past and present struggles, including gendered violence, cultural systems of gender and sexuality, successes and failures in efforts towards alliance, life stories, film, and literature, in comparative perspective.

ES 604. Internship: [Topic]. 1-5 Credits.
Repeatable for a maximum of 10 credits.

ES 605. Reading and Conference: [Topic]. 1-9 Credits.
Repeatable.

ES 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

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

ES 614. Colloquium: Professional Development. 1 Credit.
Professional development, teaching skills, and mentorship for first year Ethnic Studies PhD students. Repeatable twice for a total of three credits.

ES 615. Theoretical Foundations in Ethnic Studies. 5 Credits.
Introduction to the theoretical foundations and debates in Ethnic Studies scholarship.

ES 616. Interdisciplinary Research Methods in Ethnic Studies. 5 Credits.
Introduction to interdisciplinary methodologies in the various fields of ethnic studies, with an eye towards developing interdisciplinary competence and students applying it to their own work.

ES 617. Genealogies of Ethnic Studies. 5 Credits.
Examines the emergence and evolution of the discipline of Ethnic Studies, including major intellectual shifts in the field, particularly as they relate to changes in the social science and humanities; and the state of the discipline today.

ES 620. Race, Space, and Power: [Topic]. 5 Credits.
This course questions the variety of ways that social constructions of race and space are inextricable from one another and constitute, as much as they are constituted by, modern power relations. Repeatable once for a maximum of 10 credits.

ES 621. Cultural Production: [Topic]. 5 Credits.
Graduate introduction to the theories and methods utilized within Cultural Studies scholarship with attention to race, gender, nation, sexuality and indigeneity. Repeatable twice for a maximum of 15 credits.

ES 622. Resistance and Dissent: [Topic]. 5 Credits.
Surveys historical and contemporary methods people of color have used to subvert and challenge white power and privilege in the United States. Repeatable twice for a maximum of 15 credits.

ES 623. Race, Gender and Sexuality Studies: [Topic]. 5 Credits.
This course closely examines the ways in which race is deeply intertwined with gender and sexuality in the production of racial, gender, and sexual violence since the inception of European settler colonialism in the Americas. Repeatable twice for a maximum of 15 credits.

Judaic Studies

D. Gantt Gurley, 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

D. Gantt Gurley, associate professor. See **German and Scandinavian**.

Emerita

Judith R. Baskin, professor emerita. See **Religious Studies**.

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

Deborah A. Green, religious studies

D. Gantt Gurley (chair), German and Scandinavian

Gina Herrmann, Romance languages

Heidi N. Kaufman, English

Anne Kreps, religious studies

Jeffrey S. Librett, German and Scandinavian

David M. Luebke, history

David Wacks, Romance languages

Participating

Michael G. Aronson, English

Monique Balbuena, honors college

Diane B. Baxter, anthropology

Shaul E. Cohen, geography

Evlyn Gould, Romance languages

Deborah Green, religious studies

Gina Herrmann, Romance languages

Heidi N. Kaufman, English

Jeffrey S. Librett, German and Scandinavian

David M. Luebke, history

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 and public culture, 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

Code	Title	Credits
Lower-Division Requirements		
HBRW 111 & HBRW 112 & HBRW 113	Biblical Hebrew I and Biblical Hebrew II and Biblical Hebrew III	12
REL 211	Early Judaism	4

JDST 212	Medieval and Early Modern Judaism	4
JDST 213	The Jewish Encounter with Modernity	4
REL 222	Introduction to the Bible I	4
Upper-Division Requirements		
Select three of the following:		12
HBRW 311	Biblical Narrative	
HBRW 312	Biblical Poetry	
HBRW 313	Postbiblical Literature	
JDST 330	American Jewish Cultures	4
HBRW 399	Special Studies: [Topic]	1-12
Six approved elective courses [1]		24
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

Code	Title	Credits
ANTH 429	Jewish Folklore and Ethnology	4
ENG 340	Jewish Writers	4
ENG 380	Film, Media, and History	4
FLR 411	Folklore and Religion	4
GER 368	Themes in German Literature	4
HIST 415	Advanced World History: [Topic]	4
HIST 428	Europe in the 20th Century: [Topic]	4
JDST 330	American Jewish Cultures	4
PHIL 320	Philosophy of Religion	4
REL 414	Biblical Book: [Topic]	4

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

Code	Title	Credits
Lower-Division Requirements		
REL 211	Early Judaism	4
JDST 212	Medieval and Early Modern Judaism	4
JDST 213	The Jewish Encounter with Modernity	4
Upper-Division Requirements		
Four courses including one about the American Jewish experience [1]		16
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

Course	Title	Credits Milestones
First Year		
Fall		
HBRW 111	Biblical Hebrew I	4
WR 121	College Composition I	4
REL 211	Early Judaism	4
General-education course in arts and letters		4
	Credits	**16**
Winter		
HBRW 112	Biblical Hebrew II	4
WR 122 or WR 123	College Composition II or College Composition III	4
JDST 212	Medieval and Early Modern Judaism	4
REL 222	Introduction to the Bible I	4
	Credits	**16**
Spring		
HBRW 113	Biblical Hebrew III	4
JDST 213	The Jewish Encounter with Modernity	4
General-education course in social science		4
General-education course in science		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Second Year		
Fall		
HBRW 311	Biblical Narrative	4
General-education course in social science		4
General-education course that also satisfies a multicultural requirement		4
Upper-division elective course		4
	Credits	**16**
Winter		
HBRW 312	Biblical Poetry	4
General-education course in arts and letters		4
General-education course in science		4
Upper-division elective course		4
	Credits	**16**

Spring		
HBRW 313	Postbiblical Literature	4
JDST 330	American Jewish Cultures	4
General-education course in social science		4
General-education course in science		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
General-education course in arts and letters		4	
General-education course in science		4	
Upper-division elective courses (Must begin HBRW 111 by this term)		8	
	Credits	**16**	
Winter			
General-education course in arts and letters		4	
General-education course that also satisfies a multicultural requirement		4	
Upper-division elective course		4	
Elective course		4	
	Credits	**16**	
Spring			
General-education course in social science		4	
Upper-division elective courses		4	
Elective courses		8	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Upper-division general-education courses		8	
Electives		8	
	Credits	**16**	
Winter			
Upper-division general-education courses		8	
Electives		8	
	Credits	**16**	
Spring			
Upper-division general-education courses		8	
Electives		8	
	Credits	**16**	
	Total Credits	**48**	

Hebrew 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.
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.
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.
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.

Judaic Studies 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 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
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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. 68**),** History **(**p. 330**),** International Studies **(**p. 302**),** 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. 894) 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

Mark Carey, honors college

Christopher Chavez, journalism and communication

Alexandre Dossin, music

Michael Dreiling, sociology

Cecilia Enjuto Rangel, Romance languages

Dennis Galvan, international studies

Pedro García-Caro, 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

Craig Kauffman, political science

Ana M. Lara, anthropology

Kathryn A. Lynch, environmental studies

Galen Martin, international studies

Gabriela Martinez, journalism and communication

Michelle McKinley, law

Lanie Millar, Romance languages

Juan-Carlos Molleda, journalism and communication

Edward Olivos, education studies

Priscilla P. Ovalle, English

Doris Payne, linguistics

Gerardo Sandoval, planning, public policy and management

Alaí Reyes-Santos, ethnic studies

Philip W. Scher, anthropology

Lynn Stephen, anthropology

Analisa Taylor, Romance languages

Alejandro Vallega, philosophy

Jessica Vasquez-Tokos, sociology

Julie Weise, history

Peter B. Wetherwax, biology

Juan Wolf, music

Stephanie Wood, College of Education

Kristin Yarris, international studies

Reuben Zahler, history

Emeriti

Juan A. Epple, Romance languages

Linda O. Fuller, women's and gender studies

Leonardo García-Pabón, 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

Code	Title	Credits
LAS 200	Introduction to Latin American Studies	4
LAS 211	Latin American Humanities: [Topic]	4
or LAS 212	Latin American Social Sciences: [Topic]	
Two courses chosen from the following:		8
SPAN 342	Hispanic Cultures through Literature II	
SPAN 343	Hispanic Cultures through Literature III	
SPAN 344	Hispanic Cultures through Literature IV	
Two courses chosen from the following:		8
HIST 380	Latin America	
HIST 381	Latin America	
HIST 382	Latin America	
LAS 407	Seminar: [Topic] [1]	4
Elective courses related to Latin America		20
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, Portuguese, or an Indigenous language from our area of study. 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 artisticas (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

Code	Title	Credits
LAS 200	Introduction to Latin American Studies	4
Select one of the following:		4
LAS 211	Latin American Humanities: [Topic]	
LAS 212	Latin American Social Sciences: [Topic]	
LAS 407	Seminar: [Topic]	
Elective courses		20
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

Code	Title	Credits
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

Course	Title	Credits Milestones
First Year		
Fall		
SPAN 101	First-Year Spanish	5
WR 121	College Composition I	4
LAS 200	Introduction to Latin American Studies	4
General-education course in science		4
	Credits	**17**
Winter		
SPAN 102	First-Year Spanish	5
WR 122	College Composition II	4
LAS 211	Latin American Humanities: [Topic]	4
General-education course in social science		4
	Credits	**17**
Spring		
SPAN 103	First-Year Spanish	5
HIST 380	Latin America	4
General-education course in arts and letters		4
General-education course in social science		4
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits Milestones
Second Year		
Fall		
SPAN 201	Second-Year Spanish	4
GLBL 280	Global Environmental Issues and Alternatives	4
General-education course in science		4
General-education, non-Spanish arts and letters course		4
	Credits	**16**
Winter		
SPAN 202	Second-Year Spanish	4
General-education course in social science		4
Elective course		4
	Credits	**12**
Spring		
SPAN 203	Second-Year Spanish	4

HIST 381	Latin America	4
General-education course in arts and letters		4
Elective course		4
	Credits	**16**
	Total Credits	**44**

Course	Title	Credits	Milestones
Third Year			
Fall			
SPAN 301	Cultura y Lengua: Identidades Hispanas	4	
SPAN 312	Spanish in the Media	4	
LAS 407	Seminar: [Topic]	4	
General-education course in arts and letters		4	
	Credits	**16**	
Winter			
SPAN 305	Cultura y lengua: cambios sociales	4	
SPAN 311	Advanced Writing in Spanish	4	
General-education course in science		4	
Elective course		4	
	Credits	**16**	
Spring			
GLBL 446	Development and Social Change in Latin America	4	
SPAN 303	Cultura y lengua: expresiones artisticas	4	
General-education course in social science		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
SPAN 344	Hispanic Cultures through Literature IV	4	
General-education course in science		4	
Elective courses		8	
	Credits	**16**	
Winter			
SPAN 342	Hispanic Cultures through Literature II	4	
General-education, non-Spanish arts and letters course		4	
Elective courses		8	
	Credits	**16**	
Spring			
PS 330	Governments and Politics in Latin America	4	
Elective courses		8	
	Credits	**12**	
	Total Credits	**44**	

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 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable twice when topic changes for a maximum of 15 credits.

LAS 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

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 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

LAS 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable twice when topic changes for a maximum of 15 credits.

Linguistics

Melissa Redford, Department Head
541-346-3906
161 Straub Hall
1290 University of Oregon
Eugene, Oregon 97403-1290

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. A master of arts in language teaching studies in also offered. 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

Melissa Michaud Baese-Berk, associate professor (second-language acquisition, phonetics, laboratory phonology, psycholinguistics). BA, 2004, Boston; PhD, 2010, Northwestern. (2013)

B. Mokaya Bosire, senior instructor (Swahili). BA, 1991, MA, 1993, Nairobi; PhD, 2008, State University of New York, Albany. (2012)

Don Daniels, assistant professor (languages of Papua New Guinea, language change and reconstruction, linguistic fieldwork, morphosyntax). BA, 2006, Dartmouth College; PhD, 2015, California, Santa Barbara. (2018)

Spike Gildea, professor (language description, diachronic syntax, typology, phonology, comparative linguistics, field methods and ethics, Cariban and other South American languages). BA, 1983, MA, 1989, PhD, 1992, Oregon. (2000)

Vsevolod M. Kapatsinski, associate professor (psycholinguistics, corpus linguistics, experimental morphology and phonology, language learning in the lab). BA, 2003, MA, 2005, New Mexico; PhD, 2009, Indiana. (2009)

Tyler S. Kendall, associate professor (sociolinguistics, corpus linguistics, phonetics, language and law). BA, 1998, Cornell; PhD, 2009, Duke. (2010)

Kristopher Kyle, assistant professor (second language acquisition, language assessment, natural language processing, second language writing). BA, 2005, Harding; MA, 2011, Colorado State; PhD, 2016, Georgia State. (2019)

Doris L. Payne, professor (morphology, syntax, semantics, discourse; Amerindian and African languages). BS, 1974, Wheaton; MA, 1976, Texas, Arlington; PhD, 1985, California, Los Angeles. (1987)

Eric W. Pederson, associate professor (cognitive and psycholinguistics, language and culture; South Indian languages). BA, 1982, MA, 1985, PhD, 1991, California, Berkeley. (1997)

Gabriela Pérez Báez, assistant professor (language documentation and description, language revitalization, semantic typology, language and cognition, Zapotec languages). BFA, 1997, MA, 2005, PhD 2009, State University of New York, Buffalo. (2018)

Melissa Redford, professor (phonetics, laboratory phonology, psycholinguistics, cognitive science). BA, 1992, California, Berkeley; MA, 1995, PhD, 1999, Texas, Austin. (2002)

Julie M. Sykes, associate professor (second language acquisition, interlanguage pragmatics, transformative pedagogy). BA, 2001, MA, 2005, Arizona State; PhD, 2008, Minnesota. (2016)

Charlotte R. Vaughn, instructor (speech perception, psycholinguistics, talker variability, sociophonetics). BA, 2005, Duke; MA, 2011, PhD, 2014, Northwestern. (2014)

Keli D. Yerian, senior lecturer (language teacher education, curriculum development, gesture in discourse); director, Language Teaching Specialization MA Program. BA, 1991, North Carolina, Chapel Hill; MS, 1994, PhD, 2000, Georgetown. (2007)

Emeriti

Scott DeLancey, professor emeritus. BA, 1972, Cornell; PhD, 1980, Indiana. (1982)

T. Givón, professor emeritus. BSc, 1959, Jerusalem; MS, 1962, MA, 1966, PhD, 1969, California, Los Angeles. (1981)

Russell S. Tomlin, professor emeritus. BA, 1973, Knox; MA, 1975, PhD, 1979, Michigan. (1979)

Cynthia M. Vakareliyska, professor emerita. BA, 1973, Princeton; JD, 1976, Columbia; PhD, 1990, Harvard. (1994)

Participating

Gregory D. Anderson, linguistics

Dare A. Baldwin, psychology

Marjorie S. Barker, linguistics

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

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 and Bachelor of Science**
- **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. The undergraduate major requirements changed in Fall of 2020. Students admitted to the major before Fall of 2020 can choose to follow the current degree requirements or the previous major requirements. The Linguistics Department website provides more information.

Bachelor of Arts Degree and Bachelor of Science Requirements

Code	Title	Credits
Core Courses		
LING 301	Introduction to Linguistics Analysis	4
LING 302	Introduction to Linguistic Behavior	4
LING 411	Phonetics	4
LING 450	Introduction to Phonology	4
LING 435	Morphology and Syntax	4
LING 451	Functional Syntax I	4
Specialization Courses		
Choose three of the following:		12
LING 415	Semantics	
LING 416	Language and Cognition	
LING 444	Second-Language Acquisition	
LING 452	Functional Syntax II	
LING 460	Historical and Comparative Linguistics	
LING 491	Sociolinguistics	
Electives		**8**
LING 407	Seminar: [Topic] (Proseminar)	
Any 200-level or greater LING course		
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.
- **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. The undergraduate minor requirements will change in Fall of 2020. Students admitted to the minor before Fall of 2020 can choose to follow the current degree requirements or the previous major requirements. The Linguistics Department website provides more information.

Minor Degree Requirements

Code	Title	Credits
Required Courses:		16
LING 301	Introduction to Linguistics Analysis	
LING 302	Introduction to Linguistic Behavior	
LING 311	Phonetics and Phonology	
LING 312	Morphosyntax	
Electives [1]		12
Total Credits		**28**

[1] Two electives must be at the 400+ level with a third elective at the 200+ level.

Language Requirement

The language requirement for the minor is the same as the language requirement that is required for the Bachelor of Arts at the UO. See the UO Academic Policies (http://uocatalog.uoregon.edu/admissiontograduation/bachelorrequirements/); scroll down to the "Bachelor of Arts Requirements" for an explanation of the BA second language 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.

Bachelor of Arts in Linguistics

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
First term of first-year second-language sequence		4-5	
Elective course with LING subject code		4	
Arts and letters group-satisfying course		4	
	Credits	**16-17**	
Winter			
WR 122 or WR 123	College Composition II or College Composition III	4	
LING 302	Introduction to Linguistic Behavior	4	
Second term of first-year second-language sequence		4-5	
Social science group-satisfying course		4	
	Credits	**16-17**	
Spring			
LING 301	Introduction to Linguistics Analysis	4	Complete before Fall 2nd year
Third term of first-year second-language sequence		4-5	
Social science group-satisfying course		4	
Science group-satisfying course		4	
	Credits	**16-17**	
	Total Credits	**48-51**	

Course	Title	Credits	Milestones
Second Year			
Fall			
LING 311	Phonetics and Phonology	4	
First term of second-year second-language sequence		4-5	
Social science group-satisfying course		4	
Arts and letters group-satisfying course		4	
	Credits	**16-17**	
Winter			
LING 312	Morphosyntax	4	
Second term of second-year second-language sequence		4-5	
Science group-satisfying course		4	
Elective course with LING subject code		4	
	Credits	**16-17**	
Spring			
Any 400-level LING course		4	
Third term of second-year second-language sequence		4-5	
Social science group satisfying course		4	Complete multicultural requirement
Science group satisfying course		4	
	Credits	**16-17**	
	Total Credits	**48-51**	

Course	Title	Credits	Milestones
Third Year			
Fall			
Any two 400-level LING courses		8	
First term of a third-language sequence		5	
Arts and letters group satisfying course		4	
	Credits	**17**	
Winter			
Any two 400-level LING courses		8	
Second term of a third-language sequence		5	
General-education course in social science		4	
	Credits	**17**	
Spring			
LING 407	Seminar: [Topic]	4	
Third term of a third-language sequence		5	
Any 400-level LING course		4	

Science group satisfying course			4
	Credits		**17**
	Total Credits		**51**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Arts and letters group satisfying course		4	
Elective courses		12	
	Credits	**16**	
Winter			
Elective courses		16	
	Credits	**16**	
Spring			
Elective courses		16	Apply for graduation
	Credits	**16**	
	Total Credits	**48**	

- **Master of Arts in Linguistics**
- Master of Arts in Language Teaching Studies **(**p. 371**)**
- **Doctoral Degree**

Graduate Studies

Solid preparation in linguistics is indispensable 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 in Linguistics

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

Code	Title	Credits
Core Courses		
LING 550	Introduction to Phonology	4
LING 551 & LING 552	Functional Syntax I and Functional Syntax II	8
LING 507	Seminar: [Topic]	4
or LING 607	Seminar: [Topic]	
LING 614	Linguistic Theory: Phonology	4
LING 615	Linguistic Theory: Syntax	4
LING 616	Linguistic Theory: Semantics	4
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.

Master of Arts in Language Teaching Studies

The MA in Language Teaching Studies does not require a background in linguistics or second-language teaching preparation, but experience in these areas is encouraged. For more information, visit the website (https://lts.uoregon.edu/).

Prerequisites. It is preferred that students should have a BS or BA degree in linguistics or a related field.

Master of Arts in Language Teaching Studies

Code	Title	Credits
LING 520	Language, Mind and Society	4
LT 510	Experimental Course: [Topic] (Language Learning in Context)	4
LT 535	Language Learning Design	4
LING 544	Second-Language Acquisition	4
LT 536	Design for Learning Language Systems	4
LT 537	Second-Language Teaching Practice	4
LING 530	Research Methods for Applied Linguistics	4
LT 510	Experimental Course: [Topic] (Design for Language Learning Pragmatics)	4
LT 548	Curriculum and Materials Development	5
LT 539	Design for Language Learning Pronunciation	4
LT 549	Measuring Language Ability	5
LT 608	Workshop: [Topic] (Digitally Mediated Language Learning)	1
LT 608	Workshop: [Topic] (Microteaching & Materials)	3
LT 611	Terminal Project	7
Total Credits		**57**

Students who choose to take 2 years to complete the program can delay some coursework to the 2nd year, but must take LT 535 before LT 536 or LT 548. Electives credits are described after the required courses.

Electives

Students may take additional elective course work, which may include any number of language or education related coursework, internships, or supervised tutoring or teaching opportunities.

Students who have already taken any of the required courses or their equivalents previous to entering LTS should replace them with elective credits in consultation with the LTS Director. Students who have taken any of the required LTS courses at the 400 level as undergraduates or as UO Community Education Program credits may be able to have up to 15 of these credits waived from the 60 credit total. Students who already have two years or more of language teaching experience can choose to focus on additional coursework for their elective credit, while students with less than two years are advised to gain additional practical experience through the many supervised teaching opportunities noted below.

Courses that can count as electives include additional LT seminars and any graduate Linguistics course (e.g. LING 507 Heritage Language Acquisition; LING 507 Bilingualism, and LING 507 Speech Perception and Production; LING 591 Sociolinguistics; or LING 644 Advanced Second Language Acquisition), as well as graduate level courses in other language departments, the School of Education, International Studies, Psychology, and others. Any course that relates to topics in education, language, or both is a potential elective choice, with Director approval. A few examples of the many possible electives courses are EDLD 530 Comparative Education, CHN 581 Chinese Pedagogical Grammar, GLBL 534 Language Issues in International Studies, and PSY 533 Learning and Memory.

Internships and Supervised Teaching (LT 609 or LT 602) are arranged on an individual basis in a range of language teaching or curriculum development contexts. Students can assist in language classrooms at the American English Institute (AEI) at all proficiency levels, at Lane Community College, in various Foreign Language classes at the UO or LCC, at the Center for Applied Second Language Studies (CASLS), and in K-12 classrooms, such as in the local Japanese, Spanish, or French immersion programs. Classroom internships involve observation, assisting, and some teaching under the supervision of a cooperating teacher.

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 the Language Teaching Studies MA degree 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 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 (QPs) in different subfields of linguistics. The term "different subfields" may include two different methodological approaches to a single broad topic. Acceptance of a QP indicates that the review committee has deemed the paper to constitute sufficient evidence for the student's readiness to perform PhD-level research and write a dissertation. Submission of both QPs for publication is required before the student can advance to candidacy. 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.

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 before submission to the QP Coordinator.

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.

At least one of the QP reviewers must not be a co-author of the QP at the time of the QP's submission to the committee. One QP reviewer may be a co-author of the QP as long as they have not contributed to the writing of the manuscript prior to its submission for review.

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 and the QP supervisor)
- selects reviewers for the paper in consultation with the doctoral advisor and the QP supervisor
- sends the paper to the reviewers and sets a deadline for review (typically four 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
- resolves disputes in cases of intractable disagreement among members of the QP committee

In the event that one or both of the reviewers requests revisions, the student (after the QP supervisor 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 student, the QP supervisor and the student (with copies to the student's doctoral advisor). 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

Code	Title	Credits
LING 614 & LING 615 & LING 616	Linguistic Theory: Phonology and Linguistic Theory: Syntax and Linguistic Theory: Semantics	12
Select two of the following:		5
LING 507	Seminar: [Topic]	
LING 607	Seminar: [Topic]	
Equivalent seminar courses		
Select one of the following:		15

LING 617	Field Methods I	
& LING 618	and Field Methods II	
& LING 618	and Field Methods II	
Sequence of courses in quantitative methods		
Sequence of courses in philological methods		
Combination of courses from two of these areas		
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 (http://slat.uoregon.edu).

Certificate Requirements

Code	Title	Credits
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: [1]		36

[1] Additional requirement of 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) will bring total credits to a minimum of 36.

Language Teaching 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. Language Learning Design. 4 Credits.
Theoretical and research-based approaches to designing second language learning experiences.

LT 436. Design for Learning Language Systems. 4 Credits.
Application of language learning design to word, sentence, and discourse-level systems in listening, speaking, reading, and writing second languages.
Prereq: LING 444, LT 435.

LT 437. Second-Language Teaching Practice. 4 Credits.
Intensive workshop and practice in language instruction. Team-teaching of weekly English as a spoken language course including designing activities and creating materials. Sequence with LT 435/535, 436/536.
Prereq: LT 435. Pre- or coreq: LT 436.

LT 439. Design for Language Learning Pronunciation. 4 Credits.
Approaches to supporting the learning of pronunciation for any second language, including lesson plan development and practice teaching.

LT 441. Teaching English Pronunciation. 4 Credits.
Introduction to English phonetics and phonology, methods for teaching pronunciation, lesson plan development, and practice teaching.

LT 448. Curriculum and Materials Development. 5 Credits.
Introduction to elements of curriculum design and related materials development. Development and implementation of language curriculum. Practical application.
Prereq: LT 436/536.

LT 449. Measuring Language Ability. 5 Credits.
Principles and types of language testing; focuses on how to assess language learners' abilities in a variety of contexts.
Prereq: LT 436.

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. Language Learning Design. 4 Credits.
Theoretical and research-based approaches to designing second language learning experiences.
Prereq: LING 540 or LING 544.

LT 536. Design for Learning Language Systems. 4 Credits.
Application of language learning design to word, sentence, and discourse-level systems in listening, speaking, reading, and writing second languages.
Prereq: LING 544, LT 535.

LT 537. Second-Language Teaching Practice. 4 Credits.
Intensive workshop and practice in language instruction. Team-teaching of weekly English as a spoken language course including designing activities and creating materials. Sequence with LT 435/535, 436/536.
Prereq: LT 535. Pre- or coreq: LT 536

LT 539. Design for Language Learning Pronunciation. 4 Credits.
Approaches to supporting the learning of pronunciation for any second language, including lesson plan development and practice teaching.

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.
Introduction to elements of curriculum design and related materials development. Development and implementation of language curriculum. Practical application.
Prereq: LT 436/536.

LT 549. Measuring Language Ability. 5 Credits.
Principles and types of language testing; focuses on how to assess language learners' abilities in a variety of contexts.
Prereq: LT 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.

Linguistics Courses

LING 101. Introduction to Language. 4 Credits.
Nontechnical 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 144. Learning How To Learn Languages. 4 Credits.
The course will focus on how to learn languages, empowering students to become more self-directed and effective learners. Topics will include psycholinguistics, sociolinguistics, diversity in linguistic structures and learning situations (heritage vs. second languages), plus cognitive and metacognitive strategies for learning languages and in general.

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 199L. Special Studies: [Topic]. 4 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 225. Writing Systems. 4 Credits.
Surveys historical and current systems for encoding languages through writing. Examines the different systems and the advantages and disadvantages of these systems, evaluating them in their historical development.

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.
English and non-English language diversity in the U.S., including regional varieties, African American English, Latino English. 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 311. Phonetics and Phonology. 4 Credits.
The purpose of this class is to introduce students to basic concepts of sounds and sound structure in language. Students will learn to describe sounds of the world's languages in terms of their articulatory and acoustic properties.
Prereq: LING 301.

LING 312. Morphosyntax. 4 Credits.
This course will introduce you to the building blocks that every language uses to produce an infinite number of possible utterances. Topics include: how words are formed, how they're combined, and how they relate to each other in phrases and sentences.
Prereq: LING 301.

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]. 1-5 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 416. 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.
Prereq: LING 301 or LING 302.

LING 420. Language, Mind and Society. 4 Credits.
Exploration of the relationship between language, human cognition, and social dynamics.

LING 430. Research Methods for Applied Linguistics. 4 Credits.
Introduces students to a number of common research practices in the field of applied linguistics, including research design, ethics, and collecting and analyzing quantitative and qualitative data. Students will gain hands-on experience with analysis software to assist their research.
Prereq: LING 301.

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 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 311.

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 detransitivization.
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, LING 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 516. 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 520. Language, Mind and Society. 4 Credits.
Exploration of the relationship between language, human cognition, and social dynamics.

LING 530. Research Methods for Applied Linguistics. 4 Credits.
Introduces students to a number of common research practices in the field of applied linguistics, including research design, ethics, and collecting and analyzing quantitative and qualitative data. Students will gain hands-on experience with analysis software to assist their research.

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 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 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.
Prereq: LING 450/550.

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 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.

Swahili 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.

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

SWAH 201. Second-Year Swahili. 5 Credits.
Continued development of Swahili language skills with emphasis on African culture. Sequence with SWAH 202, 203.
Prereq: SWAH 103 or equivalent.

SWAH 202. Second-Year Swahili. 5 Credits.
Continued development of Swahili language skills with emphasis on African culture. Sequence with SWAH 201, 203.
Prereq: SWAH 201 or equivalent.

SWAH 203. Second Year Swahili. 5 Credits.
Continued development of Swahili language skills with emphasis on African culture. Sequence with SWAH 201, 202.
Prereq: SWAH 202.

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

SWAH 405. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.

Mathematics

Nicholas Proudfoot, Department Head
541-346-4705
205 Fenton Hall
1222 University of Oregon
Eugene, Oregon 97403-1222

Courses offered by the Department of Mathematics are designed to satisfy the needs of majors and nonmajors interested in mathematics primarily as part of a broad liberal education. They provide basic mathematical and statistical training for students in the social, biological, and physical sciences and in the professional schools; prepare teachers of mathematics; and provide advanced and graduate work for students specializing in the field.

Facilities

The department office and the Mathematics Library are housed in Fenton Hall. A reading and study area is located in the Moursund Reading Room of the Mathematics Library. The Hilbert Space, an undergraduate mathematics center, is in University Hall.

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 Juilfs Scholarship, in honor of Erwin and Gertrude Juilfs, 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

Nicolas Addington, associate professor (algebraic geometry). BS, 2004, Washington (Seattle); PhD, 2009, Wisconsin, Madison. (2015)

Shabnam Akhtari, associate professor (number theory). BA, 2002, Sharif University of Technology; PhD, 2008, British Columbia. (2012)

Arkadiy D. Berenstein, professor (quantum groups, representation theory). MS, 1988, Moscow Transport Institute; PhD, 1996, Northeastern. (2000)

Tricia H. Bevans, senior instructor. BA, 1995, MS, 1998, Oregon. (2013)

Boris Botvinnik, professor (algebraic topology). MS, 1978, Novosibirsk State; PhD, 1984, USSR Academy of Sciences, Novosibirsk. (1993)

Marcin Bownik, professor (harmonic analysis, wavelets). Magister, 1995, Warsaw, Poland; MA, 1997, PhD, 2000, Washington (St. Louis). (2003)

Jonathan Brundan, professor (Lie theory, representation theory). BA, 1992, Queens College, Cambridge; PhD, 1996, University of London. (1997)

Daniel K. Dugger, professor (algebraic topology and geometry, K-theory, commutative algebra). BA, 1994, Michigan, Ann Arbor; PhD, 1999, Massachusetts Institute of Technology. (2004)

Ellen E. Eischen, associate professor (number theory). BA, 2003, Princeton; PhD, 2009, Michigan, Ann Arbor. (2015)

Ben Elias, associate professor (representation theory, categorification). BA, 2005, Princeton; PhD, 2011, Columbia. (2014)

Cassandra Fisher, senior instructor. BS, 2010, George Fox; MS, 2012, Texas Tech. (2012)

Laura Fredrickson (geometric analysis and complex geometry). BS, 2010, California, Irvine; PhD, 2016, Texas, Austin. (2019)

Hayden Harker, senior instructor. BA, 1995, Oberlin College; MS, 2000, PhD, 2005, Oregon. (2011)

Weiyong He, professor (differential geometry, geometric analysis and partial differential equations). MS, 2004, Science and Technology of China; PhD, 2007, Wisconsin, Madison. (2009)

Kristen Henderson, instructor. BA, 2001, California, Berkeley; MS, 2003, Nevada, Reno. (2015)

Patricia Hersh, professor (combinatorics). BA, 1995, Harvard; PhD, 1999, Massachusetts Institute of Technology. (2019)

Alexander S. Kleshchev, professor (algebra, representation theory). BS, MS, 1988, Moscow State; PhD, 1993, Institute of Mathematics, Academy of Sciences of Belarus, Minsk. (1995)

Elina Kleshcheva, instructor, BS, 1987, MS, 1988, Moscow State. (1995)

David A. Levin, associate professor (probability theory and stochastic processes). BS, 1993, Chicago; MA, 1995, PhD, 1999, California, Berkeley. (2006)

Huaxin Lin, professor (functional analysis). BA, 1980, East China Normal, Shanghai; MS, 1984, PhD, 1986, Purdue. (1995)

Robert Lipshitz, professor (differential topology). AB, 2002, Princeton; PhD, 2006, Stanford. (2015)

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)

Luca Mazzucato, assistant professor (computational neuroscience). Laurea, 2001, Padua; PhD, 2005, ISAS, Trieste. (2017)

Eric Merchant, instructor. BA, 1996, MS, 2000, PhD, 2005, Oregon. (2010)

James Murray, assistant professor (computational neuroscience). BS, Montana State; PhD, Johns Hopkins, 2013. (2020)

Maria Nemirovskaya, instructor. MS, 1996, Brigham Young; PhD, 2002, Massachusetts Institute of Technology. (2017)

Tammy Nezol, senior instructor. BA, 2004, BS, 2006, MS, 2008, Oregon. (2008)

Victor V. Ostrik, professor (representation theory). MS, 1995, PhD, 1999, Moscow State. (2003)

Liliana Pazdan-Siudeja, instructor. MS, 2010, Illinois, Urbana-Champaign. (2013)

N. Christopher Phillips, professor (functional analysis). AB, 1978, MA, 1980, PhD, 1984, California, Berkeley. (1990)

Alexander Polishchuk, professor (algebraic geometry). MS, 1993, Moscow State; PhD, 1996, Harvard. (2003)

Michael R. Price, senior instructor II; assistant department head. BS, 2003, MS, 2005, Oregon. (2005)

Nicholas J. Proudfoot, professor (algebraic geometry, combinatorics, topological groups). AB, 2000, Harvard; PhD, 2004, California, Berkeley. (2007)

Peter Ralph, associate professor (populations and evolution with genomic data). AB, 2002, PhD, 2009, California, Berkeley. (2016)

Hal Sadofsky, associate professor (algebraic topology, homotopy theory). BS, 1984, Rochester; PhD, 1990, Massachusetts Institute of Technology. (1995)

Bijan Shahir, instructor. MS, 1979, PhD, 1987, Oregon; MSEE, 1999, Washington (Seattle). (2011)

Yefeng Shen, assistant professor (algebraic geometry). BS, 2006, Zhejiang University; MS, 2009, Peking University; PhD, 2013, University of Michigan. (2017)

Christopher D. Sinclair, associate professor (random matrix theory, number theory). BS, 1997, Arizona; PhD, 2005, Texas, Austin. (2009)

Dev P. Sinha, associate professor (algebraic and differential topology). BS, 1993, Massachusetts Institute of Technology; PhD, 1997, Stanford. (2001)

David C Steinberg, senior instructor. BSc, 2004, Alberta; MA, 2006, State University of New York, Binghamton; PhD, 2012, British Columbia. (2013)

Jennifer Thorenson, senior instructor. BS, 2003, North Dakota State; MS, 2005, PhD, 2013, Montana State. (2013)

Craig Tingey, senior instructor. BA, BS, 1989, MS, 1991, Utah. (2001)

Arkady Vaintrob, associate professor (algebraic geometry, Lie theory and representation theory, mathematical physics). BA, 1976, Moscow Institute of Railway Engineering; MS, 1979, PhD, 1987, Moscow State. (2000)

Kai Shyang Wang, instructor. MA, 1985, California, Berkeley. (2009)

Micah Warren, associate professor (geometric analysis). BS, 2000, Pacific Lutheran; MS, 2006, PhD, 2008, Washington (Seattle). (2012)

Yuan Xu, professor (numerical analysis). BS, 1982, Northwestern (China); MS, 1984, Beijing Institute of Aeronautics and Astronautics; PhD, 1988, Temple. (1992)

Benjamin Young, associate professor (combinatorics). BS, 2001, MS, 2002, Carleton; PhD, 2008, British Columbia. (2012)

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 College; PhD, 1964, Cornell. (1966)

Richard B. Barrar, professor emeritus. BS, 1947, MS, 1948, PhD, 1952, Michigan. (1967)

Glenn T. Beelman, senior instructor emeritus. BS, 1938, South Dakota State; AM, 1962, George Washington. (1966)

Charles W. Curtis, professor emeritus. BA, 1947, Bowdoin; MA, 1948, PhD, 1951, Yale. (1963)

Micheal 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)

Peter B. Gilkey, professor (global analysis, differential geometry). BS, MA, 1967, Yale; PhD, 1972, Harvard. (1981)

James A. Isenberg, professor (mathematical physics, differential geometry, nonlinear partial differential equations). AB, 1973, Princeton; PhD, 1979, Maryland. (1982)

William M. Kantor, professor emeritus. BS, 1964, Brooklyn; MA, 1965, PhD, 1968, Wisconsin, Madison. (1971)

Richard M. Koch, professor emeritus. BA, 1961, Harvard; PhD, 1964, Princeton. (1966)

Shlomo Libeskind, professor emeritus. BS, 1962, MS, 1965, Technion-Israel Institute of Technology; PhD, 1971, Wisconsin, Madison. (1986)

Theodore W. Palmer, professor emeritus. BA, 1958, MA, 1958, Johns Hopkins; AM, 1959, PhD, 1966, Harvard. (1970)

Kenneth A. Ross, professor emeritus. BS, 1956, Utah; MS, 1958, PhD, 1960, Washington (Seattle). (1964)

Gary M. Seitz, professor emeritus. AB, 1964, MA, 1965, California, Berkeley; PhD, 1968, Oregon. (1970)

Brad S. Shelton, professor emeritus. BA, 1976, Arizona; MS, PhD, 1982, Washington (Seattle). (1985)

Allan J. Sieradski, professor emeritus. BS, 1962, Dayton; MS, 1964, PhD, 1967, Michigan. (1967)

Stuart Thomas, senior instructor emeritus. AB, 1965, California State, Long Beach; MA, 1967, California, Berkeley. (1990)

Marie A. Vitulli, professor emerita. BA, 1971, Rochester; MA, 1973, PhD, 1976, Pennsylvania. (1976)

Hao Wang, associate professor (mathematics of finance, probability, statistics). BS, 1980, MS, 1985, Wuhan (China); PhD, 1995, Carleton (Canada). (2000)

Jerry M. Wolfe, associate professor emeritus. BS, 1966, Oregon State; MA, 1969, PhD, 1972, Washington (Seattle). (1970)

Charles R. B. Wright, professor emeritus. BA, 1956, MA, 1957, Nebraska; PhD, 1959, Wisconsin, Madison. (1961)

Sergey Yuzvinsky, professor (representation theory, combinatorics, multiplication of forms). MA, 1963, PhD, 1966, Leningrad. (1980)

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

- **Bachelor of Arts: Standard Track**
- **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 whdether 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

2The department offers courses that satisfy the science group requirement:

Code	Title	Credits
MATH 105–107	University Mathematics I-III	12
MATH 211–213	Fundamentals of Elementary Mathematics I-III	12
MATH 231–232	Elements of Discrete Mathematics I-II	8
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:

Code	Title	Credits
MATH 307 and four of MATH 201, MATH 202, MATH 203, MATH 204, MATH 205, and MATH 206		12
MATH 231, MATH 232, and two of MATH 201, MATH 202, MATH 203, MATH 204, MATH 205, and MATH 206		12
MATH 261, MATH 262, and two of MATH 201, MATH 202, MATH 203, MATH 204, MATH 205, and MATH 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.

Sequence	Description
MATH 251–253	• Standard sequence recommended to most students in the physical sciences and mathematics • For students interested in more advanced mathematics courses

MATH 261–263	• 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, 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	• 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		**Credits**
Select one of the following:		12
MATH 251–253	Calculus I-III	12
MATH 261–263	Calculus with Theory I-III	12
Select two of the following		4
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		4
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		8
MATH 281–282	Several-Variable Calculus I-II	8
MATH 341–342	Elementary Linear Algebra	8
Select one of the following		8
MATH 231–232	Elements of Discrete Mathematics I-II	8
MATH 261–262	Calculus with Theory I-II	8
MATH 307	Introduction to Proof	4
Third Year		
Complete second year sequence as necessary		
CIS 122	Introduction to Programming and Problem Solving	4
Select one of the following Fundamentals sequences		8
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		4
Fourth Year		
Three upper-division mathematics courses		12
	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.

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:

Code	Title	Credits
Actuarial Science		
MATH 351–352	Elementary Numerical Analysis I-II	8
MATH 461–462	Introduction to Mathematical Methods of Statistics I-II	8
MATH 463	Mathematical Methods of Regression Analysis and Analysis of Variance [1]	4
Biological Sciences		
MATH 461–462	Introduction to Mathematical Methods of Statistics I-II	8
Computer and Information Science		
MATH 231–232	Elements of Discrete Mathematics I-II	8
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 [2]	8
Physical Sciences and Engineering		
MATH 351–352	Elementary Numerical Analysis I-II	8
MATH 411–412	Functions of a Complex Variable I-II	8
MATH 320	Theory of Differential Equations	4
MATH 421–422	Partial Differential Equations: Fourier Analysis I-II	8

1. 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.

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.

To enroll with courses that have prerequisites, students must complete the prerequisite course with grades of C– or better or P. All upper-division mathematics courses must be taken for letter grades to count toward a mathematics major or minor, and only one D grade (D+ or D or D–) may be counted toward the upper-division requirements for the major or minor.

- **Standard Track**
- Pure Mathematics **(**p. 385**)**
- Secondary Teaching **(**p. 387**)**

Bachelor of Arts in Mathematics: Standard Track

Course	Title	Credits Milestones
First Year		
Fall		
MATH 203	Analysis and Number Theory Math Lab	2
MATH 251	Calculus I	4
WR 121	College Composition I	4
First term of first-year second-language sequence		5
	Credits	**15**
Winter		
MATH 252	Calculus II	4
WR 122	College Composition II	4
MATH 201	Algebra Math Lab	2
Second term of first-year second-language sequence		5
	Credits	**15**
Spring		
MATH 253	Calculus III	4
Third term of first-year second-language sequence		5
Social science group-satisfying course		4
Science group group-satisfying course		4
	Credits	**17**
Second Year		
Fall		
MATH 281	Several-Variable Calculus I	4
MATH 341	Elementary Linear Algebra	4
Arts and letters group-satisfying course		4
First term of second-year second-language sequence		4
	Credits	**16**
Winter		
MATH 282	Several-Variable Calculus II	4

MATH 342	Elementary Linear Algebra		4
Second term of second-year second-language sequence			4
Social science group-satisfying course			4
	Credits		**16**
Spring			
MATH 202	Geometry Math Lab		2
MATH 205	Foundations Math Lab		2
MATH 307	Introduction to Proof	Mathematics major bridge requirement completed	4
Third term of second-year second-language sequence		BA language requirement completed	4
Science group-satisfying course			4
	Credits		**16**
Third Year			
Fall			
MATH 316	Fundamentals of Analysis I		4
Arts and letters group satisfying course			4
Science group-satisfying course		Science group requirement completed	4
Upper-division Elective			4
	Credits		**16**
Winter			
MATH 317	Fundamentals of Analysis II	Mathematics major fundamentals requirement completed	4
Social science group satisfying course			4
Arts and letters group satisfying course			4
Upper-division elective			4
	Credits		**16**
Spring			
MATH 458	Introduction to Mathematical Cryptography		4
CIS 122	Introduction to Programming and Problem Solving	Mathematics major CIS requirement completed	4
Social science group satisfying course		Social science group requirement completed	4
Arts and letters group satisfying course		Arts and letters group requirement completed	4
	Credits		**16**
Fourth Year			
Fall			
MATH 461	Introduction to Mathematical Methods of Statistics I		4
Upper-division elective			4
Upper-division elective		Completed the multicultural requirement	4
	Credits		**12**
Winter			
MATH 462	Introduction to Mathematical Methods of Statistics II	Upper-division mathematics sequence completed	4
Upper-division elective			4
Upper-division elective		Need 26 upper-division credits beyond the mathematics major	4
	Credits		**12**
Spring			
MATH 397	History and Applications of Calculus	Mathematics major requirements completed	4
Upper-division elective			4
Elective			4
Elective		180 credits completed	4
	Credits		**16**
	Total Credits		**183**

Bachelor of Science in Mathematics: Standard Track

Course	Title		Credits	Milestones
First Year				
Fall				
MATH 251	Calculus I	BS mathematics requirement completed;	4	
WR 121	College Composition I		4	
Social science group-satisfying course			4	

Science group-satisfying course			4
	Credits		**16**
Winter			
WR 122	College Composition II		4
Arts and letters group-satisfying course			4
MATH 201	Algebra Math Lab		2
MATH 206	Combinatorics Math Lab		2
MATH 252	Calculus II		4
	Credits		**16**
Spring			
MATH 253	Calculus III		4
Arts and letters group-satisfying course			4
Social science group-satisfying course			4
Elective			4
	Credits		**16**
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	Mathemati major bridge requiremer completed	4
MATH 342	Elementary Linear Algebra		4
Arts and letters group-satisfying course		Arts and letters group requiremer completed	4
Science group-satisfying course			4
	Credits		**16**
Third Year			
Fall			
CIS 210	Computer Science I	Mathematics major CIS requirement completed	4
MATH 391	Fundamentals of Abstract Algebra I		4
Social science group-satisfying course		Social science group requirement completed	4
Upper-division Elective			4
	Credits		**16**
Winter			
MATH 392	Fundamentals of Abstract Algebra II	Mathemati major fundament requiremer completed	4
Upper-division elective			4
Elective			4
Elective			4
	Credits		**16**
Spring			
MATH 397	History and Applications of Calculus		4
Upper-division elective			4
Upper-division elective			4
Elective			4
	Credits		**16**
Fourth Year			
Fall			
MATH 444	Introduction to Abstract Algebra I		4
Upper-division elective			4
Elective		Completed multicultura requiremer	4
	Credits		**12**
Winter			
MATH 445	Introduction to Abstract Algebra II	Mathemati major upper-division sequence requiremer completed	4
Upper-division elective			4
Upper-division elective			4
	Credits		**12**
Spring			
MATH 458	Introduction to Mathematical Cryptography	Mathemati major completed	4
Elective			4
Elective		180 credits completed	4
	Credits		**12**
	Total Credits		**180**

Bachelor of Arts in Mathematics: Pure Mathematics

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 203	Analysis and Number Theory Math Lab	2	
MATH 251	Calculus I	4	
WR 121	College Composition I	4	
First term of first-year second-language sequence		5	
	Credits	**15**	
Winter			
WR 122	College Composition II	4	
MATH 201	Algebra Math Lab	2	
MATH 252	Calculus II	4	
Second term of first-year second-language sequence		5	
	Credits	**15**	
Spring			
MATH 253	Calculus III	4	
Third term of first-year second-language sequence		5	
Social science group-satisfying course		4	
Science group group-satisfying course		4	
	Credits	**17**	
Second Year			
Fall			
MATH 281	Several-Variable Calculus I	4	
MATH 341	Elementary Linear Algebra	4	
Arts and letters group-satisfying course		4	
First term of second-year second-language sequence		4	
	Credits	**16**	
Winter			
MATH 282	Several-Variable Calculus II	4	
MATH 342	Elementary Linear Algebra	4	
Second term of second-year second-language sequence		4	
Social science group-satisfying course		4	
	Credits	**16**	
Spring			
MATH 202	Geometry Math Lab	2	
MATH 205	Foundations Math Lab	2	
MATH 307	Introduction to Proof	4	MATH major Bridge requiremer completed
Third term of second-year second-language sequence		4	BA language requirement completed
Science group-satisfying course		4	
	Credits	**16**	
Third Year			
Fall			
MATH 316	Fundamentals of Analysis I	4	
Arts and letters group satisfying course		4	
Science group-satisfying course		4	Science group requiremer completed
Upper-division Elective		4	
	Credits	**16**	
Winter			
MATH 317	Fundamentals of Analysis II	4	MATH major Analysis requirement completed
Social science group satisfying course		4	
Arts and letters group satisfying course		4	
Upper-division elective		4	
	Credits	**16**	
Spring			
CIS 122	Introduction to Programming and Problem Solving	4	MATH major CIS requiremer completed
MATH 433	Introduction to Differential Geometry	4	
Social science group satisfying course		4	Social science group requiremer completed
Arts and letters group satisfying course		4	Arts and letters group requirement completed
	Credits	**16**	
Fourth Year			
Fall			
MATH 444	Introduction to Abstract Algebra I	4	
Upper-division elective		4	
Upper-division elective		4	Complete the multi-cultural requirement by now
	Credits	**12**	
Winter			
MATH 445	Introduction to Abstract Algebra II	4	MATH major Abstract Algebra requirement completed
Upper-division elective		4	
Upper-division elective		4	
	Credits	**12**	

Spring			
MATH 320	Theory of Differential Equations (MATH major requirements completed)		4
Upper-division elective			4
Elective			4
Elective		180 credits completed	4
	Credits		**16**
	Total Credits		**183**

Bachelor of Science in Mathematics: Pure Mathematics

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I		4
MATH 251	Calculus I (Only one MATH course can be counted toward science group requirement)	BS MATH requiremer completed	4
Social science group-satisfying course			4
Science group-satisfying course			4
	Credits		**16**
Winter			
WR 122	College Composition II		4
MATH 201	Algebra Math Lab		2
MATH 206	Combinatorics Math Lab		2
MATH 252	Calculus II		4
Arts and letters group-satisfying course			4
	Credits		**16**
Spring			
MATH 253	Calculus III		4
Arts and letters group-satisfying course			4
Social science group-satisfying course			4
Elective			4
	Credits		**16**
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	MATH major Bridge requiremer completed	4
MATH 342	Elementary Linear Algebra		4
Arts and letters group-satisfying course		Arts and letters group requiremer completed	4
Science group-satisfying course			4
	Credits		**16**
Third Year			
Fall			
CIS 210	Computer Science I	MATH major CIS requirement completed	4
MATH 391	Fundamentals of Abstract Algebra I		4
Social science group-satisfying course		Social science group requirement completed	4
Upper-division Elective			4
	Credits		**16**
Winter			
MATH 392	Fundamentals of Abstract Algebra II	MATH major Abstract Algebra requiremer completed	4
Upper-division elective			4
Elective			4
Elective			4
	Credits		**16**
Spring			
MATH 320	Theory of Differential Equations		4
Upper-division elective			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 requiremer by now	4
	Credits		**12**

Winter			
MATH 317	Fundamentals of Analysis II	MATH major Analysis requiremer complete	4
Upper-division elective			4
Upper-division elective			4
	Credits		**12**
Spring			
MATH 458	Introduction to Mathematical Cryptography	MATH major completed	4
Elective			4
Elective		180 credits completed	4
	Credits		**12**
	Total Credits		**180**

Bachelor of Arts in Mathematics: Secondary Teaching

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
MATH 203	Analysis and Number Theory Math Lab	2	
MATH 251	Calculus I (Only one MATH course can be counted toward science group requirement)	4	
First term of first-year second-language sequence		5	
	Credits	**15**	
Winter			
WR 122	College Composition II	4	
MATH 201	Algebra Math Lab	2	
MATH 252	Calculus II	4	
Second term of first-year second-language sequence		5	
	Credits	**15**	
Spring			
MATH 253	Calculus III	4	
Third term of first-year second-language sequence		5	
Social science group-satisfying course		4	
Science group-satisfying course		4	
	Credits	**17**	
Second Year			
Fall			
MATH 281	Several-Variable Calculus I	4	
MATH 341	Elementary Linear Algebra	4	
Arts and letters group-satisfying course		4	
First term of second-year second-language sequence		4	
	Credits	**16**	
Winter			
CIS 122	Introduction to Programming and Problem Solving	MATH major CIS requirement completed	4
MATH 307	Introduction to Proof		4
Second term of second-year second-language sequence			4
Social science group-satisfying course			4
	Credits		**16**
Spring			
MATH 202	Geometry Math Lab		2
MATH 205	Foundations Math Lab	MATH major Bridge requirement completed	2
MATH 343	Statistical Models and Methods		4
Third term of second-year second-language sequence		BA language requirement completed	4
Science group-satisfying course		Science group requiremer completed	4
	Credits		**16**
Third Year			
Fall			
MATH 391	Fundamentals of Abstract Algebra I		4
Science group-satisfying course		Science group requirement completed	4
Arts and letters group satisfying course			4
Upper-division Elective			4
	Credits		**16**
Winter			
MATH 392	Fundamentals of Abstract Algebra II		4
Upper-division elective			4
Social science group satisfying course			4
Arts and letters group satisfying course			4
	Credits		**16**
Spring			
MATH 397	History and Applications of Calculus		4
Social science group satisfying course		Social science group requirement completed	4
Arts and letters group satisfying course		Arts and letters group requiremer completed	4

Elective			4
	Credits		**16**
Fourth Year			
Fall			
MATH 394	Geometries from an Advanced Viewpoint I		4
Upper-division elective			4
Upper-division elective		Complete the multi-cultural requirement by now	4
	Credits		**12**
Winter			
MATH 347	Fundamentals of Number Theory I		4
MATH 395	Geometries from an Advanced Viewpoint II		4
Upper-division elective			4
Upper-division elective			4
	Credits		**16**
Spring			
MATH 348	Fundamentals of Number Theory II	MATH major completed	4
Upper-division elective			4
Elective		180 credits completed	4
	Credits		**12**
	Total Credits		**183**

Bachelor of Science in Mathematics: Secondary Teaching

Course	Title	Credits Milestones	
First Year			
Fall			
WR 121	College Composition I		4
MATH 251	Calculus I (Only one MATH course can be counted toward science group requirement)	BS MATH requiremer completed	4
Social science group-satisfying course			4
Science group-satisfying course			4
	Credits		**16**
Winter			
WR 122	College Composition II		4
MATH 201	Algebra Math Lab		2
MATH 206	Combinatorics Math Lab		2
MATH 252	Calculus II		4
Arts and letters group-satisfying course			4
	Credits		**16**
Spring			
MATH 253	Calculus III		4
Arts and letters group-satisfying course			4
Social science group-satisfying course			4
Elective			4
	Credits		**16**
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 307	Introduction to Proof	MATH major Bridge requirement completed	4
MATH 341	Elementary Linear Algebra		4
Elective			4
Social science group-satisfying course			4
	Credits		**16**
Spring			
CIS 122	Introduction to Programming and Problem Solving	MATH major CIS requiremer completed	4
MATH 343	Statistical Models and Methods		4
Arts and letters group-satisfying course		Arts and letters group requiremer completed	4
Science group-satisfying course			4
	Credits		**16**
Third Year			
Fall			
MATH 391	Fundamentals of Abstract Algebra I		4
Social science group-satisfying course		Social science group requiremer completed	4
Elective			4
Upper-division elective			4
	Credits		**16**
Winter			
MATH 347	Fundamentals of Number Theory I		4
MATH 392	Fundamentals of Abstract Algebra II	MATH major Abstract Algebra requirement completed	4
Upper-division elective			4
Elective			4
	Credits		**16**

Spring			
MATH 348	Fundamentals of Number Theory II		4
Upper-division elective			4
Upper-division elective			4
Elective			4
	Credits		**16**
Fourth Year			
Fall			
MATH 394	Geometries from an Advanced Viewpoint I		4
Upper-division elective			4
Elective		Complete the multi-cultural requiremer by now	4
	Credits		**12**
Winter			
MATH 395	Geometries from an Advanced Viewpoint II		4
Upper-division elective			4
Upper-division elective			4
	Credits		**12**
Spring			
MATH 397	History and Applications of Calculus (MATH major requirements completed)		4
Elective			4
Elective		180 credits completed	4
	Credits		**12**
	Total Credits		**180**

- Accelerated Master's Program **(**p. 399**)**
- **Master of Arts**
- **Master of Science**
- **Master of Arts: PrePhD**
- **Master of Science: PrePhD**
- **Doctor of Philosophy**

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/). (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*.

Courses

MATH 099. Special Studies: [Topic]. 1-2 Credits.
Credit for enrollment (eligibility) but not for graduation; satisfies no university or college requirement. Repeatable.

MATH 101. Foundations of Algebra and Mathematical Modeling. 4 Credits.
Critical elements of pre-college algebra, topics including equation solving; rational, radical, and polynomial expression evaluation and simplification; lines, linear equations, and quadratic equations. Focus on mathematical modeling and preparation for additional college level mathematics.
Prereq: UO Math Placement Exam with a score of 35-48.

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 101 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 101 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 101 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 101 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.
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 more than one of MATH 241, 246, 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 more than one of MATH 242, 247, 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 101 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.
Standard sequence for students of physical and social sciences and of mathematics. Introduction to improper integrals, infinite sequences and series, Taylor series, and differential equations. Sequence.
Prereq: MATH 252.

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.

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. Students cannot get credit for both MATH 343 and DSCI 345M/MATH 345M.
Prereq: MATH 252.

MATH 345M. Probability and Statistics for Data Science. 4 Credits.
Introduction to probability and statistics, with an emphasis upon topics relevant for data science. Multilisted with DSCI 345M. Students cannot get credit for both MATH 343 and DSCI 345M/MATH 345M.
Prereq: MATH 342, CIS 211.

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]. 1-5 Credits.
Repeatable.

MATH 411. 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.
Prereq: MATH 281; one from MATH 232, 262, 307.

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 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 421M or PHYS 421M.

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 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, MATH 262, MATH 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]. 1-5 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 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 600M. Temporary Mulitlisted Course. 1-5 Credits.
Repeatable.

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

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.

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.

Bachelor of Arts in Mathematics

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

Code	Title	Credits
MATH 253	Calculus III	4
MATH 281–282	Several-Variable Calculus I-II	8
MATH 341–342	Elementary Linear Algebra	8
CIS 122	Introduction to Programming and Problem Solving (or another programming course approved by advisor)	4
Select one of the following sets of Bridge courses:		12
MATH 231–232 and two of MATH 201–206		
MATH 261–262 and two of MATH 201–206		
MATH 307 and four of MATH 201–206		
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: [2]		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 [3]	
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 413	Introduction to Analysis I	
MATH 414	Introduction to Analysis II	
MATH 415	Introduction to Analysis III	
MATH 421M	Partial Differential Equations: Fourier Analysis I	
MATH 422	Partial Differential Equations: Fourier Analysis II	
MATH 431	Introduction to Topology	
MATH 432	Introduction to Topology	
MATH 433	Introduction to Differential Geometry	
MATH 441	Linear Algebra	
MATH 444	Introduction to Abstract Algebra I	
MATH 445	Introduction to Abstract Algebra II	
MATH 446	Introduction to Abstract Algebra III	
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 [3]	
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-II (MATH 316–317).

2 Sequences include MATH 316-317, 347-348, 351-352, 391-392, 394-395, 411-412, 421M-422, 413-415, 431-432, 444-446, 461-462, 461-467; credit for these courses cannot count for both the two-term Fundamentals sequence and the four upper-division electives.

3 Students cannot receive credit for both Statistical Models and Methods (MATH 343) and Introduction to Mathematical Methods of Statistics II (MATH 462).

Bachelor of Arts: Pure Mathematics

Code	Title	Credits
MATH 253	Calculus III	4
MATH 281–282	Several-Variable Calculus I-II	8
MATH 316–317	Fundamentals of Analysis I-II [1]	8

MATH 341–342	Elementary Linear Algebra	8
CIS 122	Introduction to Programming and Problem Solving (or another programming course approved by advisor)	4
Select one of the following sets of Bridge courses:		12
MATH 231–232	Elements of Discrete Mathematics I-II (and two from MATH 201–206)	
MATH 261–262	Calculus with Theory I-II (and two from MATH 201–206)	
MATH 307	Introduction to Proof (and four from MATH 201–206)	
Select one of the following Abstract Algebra sequences:		8
MATH 391–392	Fundamentals of Abstract Algebra I-II	
MATH 444–445	Introduction to Abstract Algebra I-II	
Select two of the following: [2]		8
MATH 320	Theory of Differential Equations	
MATH 343	Statistical Models and Methods [3]	
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 413	Introduction to Analysis I	
MATH 414	Introduction to Analysis II	
MATH 415	Introduction to Analysis III	
MATH 421M	Partial Differential Equations: Fourier Analysis I	
MATH 422	Partial Differential Equations: Fourier Analysis II	
MATH 431	Introduction to Topology	
MATH 432	Introduction to Topology	
MATH 433	Introduction to Differential Geometry	
MATH 441	Linear Algebra	
MATH 444	Introduction to Abstract Algebra I	
MATH 445	Introduction to Abstract Algebra II	
MATH 446	Introduction to Abstract Algebra III	
MATH 461	Introduction to Mathematical Methods of Statistics I	
MATH 462	Introduction to Mathematical Methods of Statistics II [3]	
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 grades of mid-C or better, the department will waive the requirement for Fundamentals of Analysis I-II (MATH 316–317).
2. The two-term abstract algebra sequence—Introduction to Abstract Algebra I (MATH 444), Introduction to Abstract Algebra II (MATH 445)—cannot also count toward the two upper-division electives.
3. Students cannot receive credit for both Statistical Models and Methods (MATH 343) and Introduction to Mathematical Methods of Statistics II (MATH 462).

Bachelor of Arts: Secondary Teaching

Code	Title	Credits
MATH 253	Calculus III	4
MATH 281	Several-Variable Calculus I	4
MATH 341	Elementary Linear Algebra	4
MATH 343	Statistical Models and Methods	4
CIS 122	Introduction to Programming and Problem Solving (or another programming course approved by advisor)	4
Select one of the following sets of Bridge courses:		12
MATH 231–232	Elements of Discrete Mathematics I-II (and two from MATH 201–206)	
MATH 261–262	Calculus with Theory I-II (and two from MATH 201–206)	
MATH 307	Introduction to Proof (and from from MATH 201–206)	
Select two of the following Fundamentals sequences: [1]		16
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	8
MATH 397	History and Applications of Calculus	4
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 Fundamentals of Analysis I-II (MATH 316–317).

Bachelor of Science in Mathematics

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 Science: Standard Track

Code	Title	Credits
MATH 253	Calculus III	4
MATH 281–282	Several-Variable Calculus I-II	8
MATH 341–342	Elementary Linear Algebra	8
CIS 122	Introduction to Programming and Problem Solving (or another programming course approved by advisor)	4
Select one of the following sets of Bridge courses:		12
MATH 231–232 and two of MATH 201–206		
MATH 261–262 and two of MATH 201–206		
MATH 307 and four of MATH 201–206		
Select one of the following Fundamentals sequences: [1]		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: [2]		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 [3]	
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 413	Introduction to Analysis I	
MATH 414	Introduction to Analysis II	
MATH 415	Introduction to Analysis III	
MATH 421M	Partial Differential Equations: Fourier Analysis I	
MATH 422	Partial Differential Equations: Fourier Analysis II	
MATH 431	Introduction to Topology	
MATH 432	Introduction to Topology	
MATH 433	Introduction to Differential Geometry	
MATH 441	Linear Algebra	
MATH 444	Introduction to Abstract Algebra I	
MATH 445	Introduction to Abstract Algebra II	
MATH 446	Introduction to Abstract Algebra III	
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 [3]	
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-II (MATH 316–317).

2 Sequences include MATH 316-317, 347-348, 351-352, 391-392, 394-395, 411-412, 421M-422, 413-415, 431-432, 444-446, 461-462, 461-467; credit for these courses cannot count for both the two-term Fundamentals sequence and the four upper-division electives.

3 Students cannot receive credit for both Statistical Models and Methods (MATH 343) and Introduction to Mathematical Methods of Statistics II (MATH 462).

Bachelor of Science: Pure Mathematics

Code	Title	Credits
MATH 253	Calculus III	4
MATH 281–282	Several-Variable Calculus I-II	8
MATH 316–317	Fundamentals of Analysis I-II [1]	8
MATH 341–342	Elementary Linear Algebra	8
CIS 122	Introduction to Programming and Problem Solving (or another programming course approved by advisor)	4
Select one of the following sets of Bridge courses:		12
MATH 231–232	Elements of Discrete Mathematics I-II (and two from MATH 201–206)	
MATH 261–262	Calculus with Theory I-II (and two from MATH 201–206)	
MATH 307	Introduction to Proof (and four from MATH 201–206)	
Select one of the following Abstract Algebra sequences:		8
MATH 391–392	Fundamentals of Abstract Algebra I-II	
MATH 444–445	Introduction to Abstract Algebra I-II	
Select two of the following: [2]		8
MATH 320	Theory of Differential Equations	
MATH 343	Statistical Models and Methods [3]	
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 413	Introduction to Analysis I	
MATH 414	Introduction to Analysis II	
MATH 415	Introduction to Analysis III	
MATH 421M	Partial Differential Equations: Fourier Analysis I	
MATH 422	Partial Differential Equations: Fourier Analysis II	
MATH 431	Introduction to Topology	
MATH 432	Introduction to Topology	
MATH 433	Introduction to Differential Geometry	
MATH 441	Linear Algebra	
MATH 444	Introduction to Abstract Algebra I	
MATH 445	Introduction to Abstract Algebra II	
MATH 446	Introduction to Abstract Algebra III	
MATH 461	Introduction to Mathematical Methods of Statistics I	
MATH 462	Introduction to Mathematical Methods of Statistics II [3]	
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 grades of mid-C or better, the department will waive the requirement for Fundamentals of Analysis I-II (MATH 316–317).

2 The two-term abstract algebra sequence—Introduction to Abstract Algebra I (MATH 444), Introduction to Abstract Algebra II (MATH 445)—cannot also count toward the two upper-division electives.

3 Students cannot receive credit for both Statistical Models and Methods (MATH 343) and Introduction to Mathematical Methods of Statistics II (MATH 462).

Bachelor of Science: Secondary Teaching

Code	Title	Credits
MATH 253	Calculus III	4
MATH 281	Several-Variable Calculus I	4
MATH 341	Elementary Linear Algebra	4
MATH 343	Statistical Models and Methods	4
CIS 122	Introduction to Programming and Problem Solving (or another programming course approved by advisor)	4
Select one of the following sets of Bridge courses:		12
MATH 231–232	Elements of Discrete Mathematics I-II (and two from MATH 201–206)	
MATH 261–262	Calculus with Theory I-II (and two from MATH 201–206)	
MATH 307	Introduction to Proof (and four from MATH 201–206)	
Select two of the following Fundamentals sequences: [1]		16
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	8
MATH 397	History and Applications of Calculus	4
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 Fundamentals of Analysis I-II (MATH 316–317).

Minor in Mathematics

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.

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.

Master of Arts in Mathematics

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 of Arts Degree Requirements

Code	Title	Credits
Option 1		
One 600-level sequence [1]		12-15

Select two of the following:		24
MATH 513–515	Introduction to Analysis I-III	
MATH 531–532 & MATH 533	Introduction to Topology and Introduction to Differential Geometry	
MATH 544–546	Introduction to Abstract Algebra I-III	
Option 2		
Two 600-level sequences [1]		24-30
Select one of the following:		12
MATH 513–515	Introduction to Analysis I-III	
MATH 531–532 & MATH 533	Introduction to Topology and Introduction to Differential Geometry	
MATH 544–546	Introduction to Abstract Algebra I-III	

[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 in Mathematics

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 of Science Degree Requirements

Code	Title	Credits
Option 1		
One 600-level sequence [1]		12-15
Select two of the following:		24
MATH 513–515	Introduction to Analysis I-III	
MATH 531–532 & MATH 533	Introduction to Topology and Introduction to Differential Geometry	
MATH 544–546	Introduction to Abstract Algebra I-III	
Option 2		
Two 600-level sequences [1]		24-30
Select one of the following:		12
MATH 513–515	Introduction to Analysis I-III	
MATH 531–532 & MATH 533	Introduction to Topology and Introduction to Differential Geometry	
MATH 544–546	Introduction to Abstract Algebra I-III	

[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.

Accelerated Master's Program in Mathematics

The university offers graduate study in mathematics leading to the master of arts (MA), master of science (MS), and doctor of philosophy (PhD) degrees.

Accelerated Master's Program in Mathematics

Code	Title	Credits
At least 9 credits of 600 level mathematics courses		9
Up to 15 credits outside of mathematics		15
Three of the following sequences below with at least one at 600 level		
500 Level Sequences		
MATH 513 & MATH 514 & MATH 515	Introduction to Analysis I and Introduction to Analysis II and Introduction to Analysis III	
MATH 531 or MATH 532 or MATH 533	Introduction to Topology Introduction to Topology Introduction to Differential Geometry	
MATH 544 & MATH 545 & MATH 546	Introduction to Abstract Algebra I and Introduction to Abstract Algebra II and Introduction to Abstract Algebra III	
600 Level Sequences		
MATH 647 & MATH 648 & MATH 649	Abstract Algebra and Abstract Algebra and Abstract Algebra	
MATH 634 & MATH 635 & MATH 636	Algebraic Topology and Algebraic Topology and Algebraic Topology	
MATH 637 & MATH 638 & MATH 639	Differential Geometry and Differential Geometry and Differential Geometry	
MATH 616 & MATH 617 & MATH 618	Real Analysis and Real Analysis and Real Analysis	
MATH 616 & MATH 672 & MATH 673	Real Analysis and Theory of Probability and Theory of Probability	
MATH 607 & 607 & 607	Seminar: [Topic] and Seminar: [Topic] and Seminar: [Topic]	
Total Credit Requirement:		45

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.

Master of Arts: Pre-PhD Requirements

Code	Title	Credits
Two 600-level mathematics sequences [1]		24-45
Other 600-level courses [1, 2]		12-15
Total Credits		**45**

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

Code	Title	Credits
Two 600-level mathematics sequences [1]		24-45
Other 600-level courses [1, 2]		12-15
Total Credits		**45**

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.

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.

Mathematics and Computer Science

Arkady Vaintrob and Christopher B. Wilson, Advisors

The undergraduate major in mathematics and computer science leads to a bachelor of arts or bachelor of science degree. The major combines elements of the mathematics and computer and information science curricula into a four-year program that offers an alternative to the undergraduate degree programs in either field. It serves students who want knowledge in both fields but are not ready to specialize in either.

The courses selected for the program provide a solid foundation for professional work or for advanced study.

The program is designed to develop team players for information-based occupations. Its graduates have the tools to analyze complex problems and compute the answers to them. Consistent with its emphasis on teamwork and communication, the program requires college-level 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 or the Associate of Science-Computer Science 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 advisors; 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

To earn a bachelor of arts (BA) in mathematics and computer science (MACS), majors must complete the requirements for a bachelor of science (BS) and also demonstrate proficiency in a second language.

The requirements for the MACS major fall into four categories: mathematics, computer science, writing, and science, with 44 credits taken in mathematics, 40 credits in computer science, and 16 credits (science and writing) in other departments.

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 grades 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 courses must be passed with a grade of C– or better.

Code	Title	Credits
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 [1]		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	
CIS 420	Automata Theory	
CIS 422	Software Methodology I	
Two other upper-division CIS courses [2]		8
Writing Requirements		
WR 320	Scientific and Technical Writing	4
or WR 321	Business Communications	
Science Requirements		
Select 12 credits from the following:		12
Biology [3]		
BI 211 & BI 213	General Biology I: Cells and General Biology III: Populations	
or BI 211–212	General Biology I-II	
Chemistry [3]		
CH 111	Introduction to Chemical Principles	
or CH 113	The Chemistry of Sustainability	
or CH 221	General Chemistry I	
or CH 224H	Advanced General Chemistry I	
CH 221–223	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		
ERTH 201	Dynamic Planet Earth	
ERTH 202	Earth's Surface and Environment	
ERTH 203	History of Life	
Physics [3]		
PHYS 201–203	General Physics	
or PHYS 251–253	Foundations of Physics I	
Psychology		
PSY 201	Mind and Brain	
Select two of the following:		
PSY 301	Scientific Thinking in Psychology	
PSY 305	Cognition	
PSY 304	Biopsychology	
PSY 348	Music and the Brain	
Total Credits		**96**

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

The requirements for the mathematics and computer science (MACS) major fall into four categories: mathematics, computer science, writing, and science, with 44 credits taken in mathematics, 40 credits in computer science, and 16 credits (science and writing) in other departments.

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 grades 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 courses must be passed with a grade of C– or better.

Code	Title	Credits
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 [1]		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	
CIS 420	Automata Theory	
CIS 422	Software Methodology I	
Two other upper-division CIS courses [2]		8
Writing Requirements		
WR 320	Scientific and Technical Writing	4
or WR 321	Business Communications	
Science Requirements		
Select 12 credits from the following:		12
Biology [3]		
BI 211 & BI 213	General Biology I: Cells and General Biology III: Populations	
or BI 211–212	General Biology I-II	
Chemistry [3]		
CH 111	Introduction to Chemical Principles	
or CH 113	The Chemistry of Sustainability	
or CH 221	General Chemistry I	
or CH 224H	Advanced General Chemistry I	
CH 221–223	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		
ERTH 201	Dynamic Planet Earth	
ERTH 202	Earth's Surface and Environment	
ERTH 203	History of Life	
Physics [3]		
PHYS 201–203	General Physics	
or PHYS 251-253	Foundations of Physics I	
Psychology		
PSY 201	Mind and Brain	
Select two of the following:		
PSY 301	Scientific Thinking in Psychology	
PSY 304	Biopsychology	
PSY 305	Cognition	
PSY 348	Music and the Brain	
Total Credits		**96**

[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

Since both mathematics and computer science are sequential subjects, it is especially important that a student planning for this combined major consult closely with an advisor to develop a degree plan.

Programming Experience

Students who take Computer Science I (CIS 210) are expected to have completed Elementary Functions (MATH 112) or the equivalent. Students who do not have the required mathematical background are strongly encouraged to take one or more introduction to programming courses such as Introduction to Programming and Problem Solving (CIS 122) along with their math preparation courses. Students who are unsure about their level of preparation for CIS 210 should meet with an 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 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 no programming experience may prefer to take Introduction to Programming and Problem Solving (CIS 122), Calculus I-III (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.

Code	Title	Credits
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:		4
CIS 330	C/C++ and Unix	
CIS 420	Automata Theory	
CIS 422	Software Methodology I	

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	Title	Credits	Milestones
First Year			
Fall			
CIS 122	Introduction to Programming and Problem Solving	4	
MATH 112	Elementary Functions	4	
WR 121	College Composition I	4	
First term of second-year second-language sequence		4	
	Credits	**16**	
Winter			
CIS 210	Computer Science I	4	
MATH 231	Elements of Discrete Mathematics I	4	
WR 122 or WR 123	College Composition II or College Composition III	4	
Second term of second-year second-language sequence		4	
	Credits	**16**	
Spring			
CIS 211	Computer Science II	4	
MATH 232	Elements of Discrete Mathematics II	4	
General-education course in arts and letters		4	
Third term of second-year second-language sequence		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
CIS 212	Computer Science III	4	
MATH 251 or MATH 246 or MATH 261	Calculus I or Calculus for the Biological Sciences I or Calculus with Theory I	4	
First course of additional science sequence		4	
General-education course in social science		4	
	Credits	**16**	
Winter			
CIS 313	Intermediate Data Structures	4	
MATH 252 or MATH 247 or MATH 262	Calculus II or Calculus for the Biological Sciences II or Calculus with Theory II	4	
Second course of additional science sequence		4	
General-education arts and letters		4	
	Credits	**16**	
Spring			
CIS 315	Intermediate Algorithms	4	
MATH 253 or MATH 263	Calculus III or Calculus with Theory III	4	
Third course of additional science sequence		4	
General-education social science		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
CIS 314	Computer Organization	4	
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	
CIS 322 or CIS 420	Introduction to Software Engineering or Automata Theory	4	
General-education course in arts and letters		4	
	Credits	**16**	
Winter			
CIS 322 or CIS 330 or CIS 422	Introduction to Software Engineering or C/C++ and Unix or Software Methodology I	4	
MATH 341	Elementary Linear Algebra	4	
General-education course in social science		4	
General-education course in arts and letters that also satisfies multicultural requirement		4	
	Credits	**16**	
Spring			
CIS 425	Principles of Programming Languages	4	
MATH 342	Elementary Linear Algebra	4	
General-education course in social science that also satisfies multicultural requirement		4	

Elective course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
MATH 351 or MATH 461	Elementary Numerical Analysis I or Introduction to Mathematical Methods of Statistics I	4	
Upper-division elective course with CIS subject code		4	
Elective course		4	
	Credits	**12**	
Winter			
MATH 352 or MATH 462	Elementary Numerical Analysis II or Introduction to Mathematical Methods of Statistics II	4	
Upper-division elective course with CIS subject code		4	
Elective course		4	
	Credits	**12**	
Spring			
WR 320 or WR 321	Scientific and Technical Writing or Business Communications	4	
Upper-division elective course with MATH subject code		4	
Elective course		4	
	Credits	**12**	
	Total Credits	**36**	

Bachelor of Science in Mathematics and Computer Science

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 112	Elementary Functions	4	
CIS 122	Introduction to Programming and Problem Solving	4	
WR 121	College Composition I	4	
General-education course in arts and letters		4	
	Credits	**16**	
Winter			
MATH 231	Elements of Discrete Mathematics I	4	
CIS 210	Computer Science I	4	
WR 122	College Composition II	4	
General-education course in social science		4	
	Credits	**16**	
Spring			
MATH 232	Elements of Discrete Mathematics II	4	
CIS 211	Computer Science II	4	
General-education course in arts and letters		4	
General-education course in social science		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
MATH 251	Calculus I	4	
CIS 212	Computer Science III	4	
General-education course in arts and letters also satisfies a multicultural requirement		4	
First course of additional science sequence		4	
	Credits	**16**	
Winter			
CIS 313	Intermediate Data Structures	4	
MATH 247 or MATH 252 or MATH 262	Calculus for the Biological Sciences II or Calculus II or Calculus with Theory II	4	
Second course of additional science sequence		4	
General-education course in social science also satisfies a multicultural requirement		4	
	Credits	**16**	
Spring			
CIS 315	Intermediate Algorithms	4	
MATH 253 or MATH 263	Calculus III or Calculus with Theory III	4	
Third course of additional science sequence		4	
General-education course in social science		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
CIS 314	Computer Organization	4	
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	
CIS 322 or CIS 420	Introduction to Software Engineering or Automata Theory	4	
General-education course in arts and letters		4	
	Credits	**16**	
Winter			
CIS 322 or CIS 330 or CIS 422	Introduction to Software Engineering or C/C++ and Unix or Software Methodology I	4	
MATH 341	Elementary Linear Algebra	4	
Elective courses		8	
	Credits	**16**	

Spring		
CIS 425	Principles of Programming Languages	4
MATH 342	Elementary Linear Algebra	4
Elective courses		8
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Elective course with a CIS subject code		4	
MATH 351 or MATH 461	Elementary Numerical Analysis I or Introduction to Mathematical Methods of Statistics I	4	
Elective course		4	
	Credits	**12**	
Winter			
Elective course with a CIS subject code		4	
MATH 352 or MATH 462	Elementary Numerical Analysis II or Introduction to Mathematical Methods of Statistics II	4	
Elective course		4	
	Credits	**12**	
Spring			
Elective course with MATH subject code		4	
WR 320 or WR 321	Scientific and Technical Writing or Business Communications	4	
Elective course		4	
	Credits	**12**	
	Total Credits	**36**	

Computer and Information Science Courses

CIS 102. Fundamentals of Computer and Information Security. 4 Credits.
This course introduces fundamental concepts, terminologies, principles, methods, and scenarios of computer and information security.

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.
Prereq: MATH 101 or equivalent.

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.
Prereq: MATH 101 or equivalent.

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 199L. 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 with CIS 211, CIS 212.
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 with CIS 210, CIS 212.
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 with CIS 210, CIS 211.
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 333. Applied Cryptography. 4 Credits.
This course provides a systematic study of cryptography and its application. It covers cryptographic algorithms, including symmetric-key cryptography, public-key cryptography, cryptanalysis, cryptographic hash functions, and their usage toward message authentication codes, digital signatures, key management and distribution, and user authentication protocols.
Prereq: CIS 212.

CIS 372M. Machine Learning for Data Science. 4 Credits.
Introduction to Machine Learning, with an emphasis on topics relevant for data science. Multilisted with DSCI 372M.
Prereq: CIS 212, DSCI 345M, MATH 342.

CIS 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable when the topic changes.

CIS 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

CIS 401. Research: [Topic]. 1-21 Credits.
Repeatable.
Prereq: CIS 313.

CIS 403. Thesis. 1-12 Credits.
Repeatable.
Prereq: CIS 313.

CIS 404. Internship; [Topic]. 1-4 Credits.
Repeatable.
Prereq: CIS 313.

CIS 405. Reading and Conference: [Topic]. 1-12 Credits.
Repeatable up to five times.
Prereq: CIS 313.

CIS 406. Field Studies: [Topic]. 1-21 Credits.
Repeatable.
Prereq: CIS 313.

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.
Prereq: CIS 313.

CIS 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.
Prereq: CIS 313.

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.
Prereq: CIS 313.

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 315.

CIS 415. Operating Systems. 4 Credits.
Principles of operating system design. Process and memory management, concurrency, scheduling, input-output and file systems, security.
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. Nondeterminism 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.
Syntax and semantics. Scope rules, environments, stores, denoted and expressed values, procedures, and parameters. Definitional interpreters. Types, overloading, parametric polymorphism, and inheritance. Varieties of abstraction.
Prereq: CIS 315.

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.
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.
Security for various aspects of computers and networks. Elementary cryptography, program security, trusted operating systems, network security, privacy, and legal and ethical issues.
Prereq: CIS 415.

CIS 434. Computer and Network Security II. 4 Credits.
This course covers security threats and solutions for distributed systems and networks, particularly the Internet, the Internet of Things, and distributed systems based on them.
Prereq: CIS 432, CIS 433.

CIS 436. Secure Software Development. 4 Credits.
This course establishes a foundation for applying security principles to the lifecycle of software development in order to minimize software vulnerabilities and counter cyber threats.
Prereq: CIS 330.

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 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 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 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

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.
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.

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.
Security for various aspects of computers and networks. Elementary cryptography,program security, trusted operating systems, network security, privacy, and legal and ethical issues.

CIS 534. Computer and Network Security II. 4 Credits.
This course covers security threats and solutions for distributed systems and networks, particularly the Internet, the Internet of Things, and distributed systems based on them.

CIS 536. Secure Software Development. 4 Credits.
This course establishes a foundation for applying security principles to the lifecycle of software development in order to minimize software vulnerabilities and counter cyber threats.

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 553. 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 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 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 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 670. Data Science. 4 Credits.
Data science is the development of methods to study large and complex data sets. Methods that scale to very large data sets are of particular interest. This course introduces state-of-art data science methods focused on processing very large data sets of real-world data.
Prereq: CIS 551.

Mathematics Courses

MATH 099. Special Studies: [Topic]. 1-2 Credits.
Credit for enrollment (eligibility) but not for graduation; satisfies no university or college requirement. Repeatable.

MATH 101. Foundations of Algebra and Mathematical Modeling. 4 Credits.
Critical elements of pre-college algebra, topics including equation solving; rational, radical, and polynomial expression evaluation and simplification; lines, linear equations, and quadratic equations. Focus on mathematical modeling and preparation for additional college level mathematics.
Prereq: UO Math Placement Exam with a score of 35-48.

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 101 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 101 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 101 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 101 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.
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 more than one of MATH 241, 246, 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 more than one of MATH 242, 247, 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 101 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.
Standard sequence for students of physical and social sciences and of mathematics. Introduction to improper integrals, infinite sequences and series, Taylor series, and differential equations. Sequence.
Prereq: MATH 252.

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.

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. Students cannot get credit for both MATH 343 and DSCI 345M/MATH 345M.
Prereq: MATH 252.

MATH 345M. Probability and Statistics for Data Science. 4 Credits.
Introduction to probability and statistics, with an emphasis upon topics relevant for data science. Multilisted with DSCI 345M. Students cannot get credit for both MATH 343 and DSCI 345M/MATH 345M.
Prereq: MATH 342, CIS 211.

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]. 1-5 Credits.
Repeatable.

MATH 411. 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.
Prereq: MATH 281; one from MATH 232, 262, 307.

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 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 421M or PHYS 421M.

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 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, MATH 262, MATH 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]. 1-5 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 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 600M. Temporary Mulitlisted Course. 1-5 Credits.
Repeatable.

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

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.

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.

Medieval Studies

Stephanie Clark, 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

Martha J. Bayless, English

Louise M. Bishop, honors college

Steven T. Brown, comparative literature

Stephanie Clark, English

Frederick Colby, religious studies

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

Stephen J. Shoemaker, religious studies

Mark T. Unno, religious studies

Cynthia M. Vakareliyska, linguistics

Marc Vanscheeuwijck, music

David Wacks, Romance languages

Lisa Wolverton, history

- **Bachelor of Arts**
- **Minor**

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.

Code	Title	Credits
Arabic		
ARB 331	Reading Classical Arabic	4
Classics		
CLAS 110	Classical Mythology	4
CLAS 314	Gender and Sexuality in Antiquity	4
Additional Latin and Greek course offerings, depending on topic		
English		
ENG 225	Age of King Arthur	4
ENG 423	The Age of Beowulf	4
ENG 425	Medieval Romance	4
ENG 427	Chaucer	4
ENG 428 & ENG 429 & ENG 430	Old English I and Old English II: [Topic] and Old English III: [Topic]	12
History		
HIST 101	Ancient Mediterranean	4
HIST 190	Foundations of East Asian Civilizations	4
HIST 319	Early Middle Ages in Europe	4
HIST 320	High Middle Ages in Europe	4
HIST 321	Late Middle Ages in Europe	4
HIST 345	Early Russia	4
HIST 387	Early China	4
HIST 396	Samurai in Film	4
HIST 414	Ancient Rome: [Topic] (depends on topic)	4
HIST 490	Japan: [Topic] (The Classical Age)	4
HIST 498	Early Japanese Culture and Society: [Topic] (Buddhism and Society in Medieval Japan; Samurai and War; Medieval Japan)	4
History of Art and Architecture		
ARH 205	History of Western Art II	4
Humanities		
HUM 102	Introduction to the Humanities II	4
HUM 300	Themes in the Humanities [1]	4
Italian		
ITAL 317	Italian Survey: Medieval and Renaissance	4
ITAL 441	Medieval Italian Culture: [Topic]	4-6
Japanese		
JPN 305	Introduction to Japanese Literature	4
Judaic Studies		
JDST 212	Medieval and Early Modern Judaism	4
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 & REL 223	Introduction to the Bible I and Introduction to the Bible II	8
REL 233	Introduction to Islam	4
REL 321 & REL 322	History of Christianity and 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 432	Islamic Mysticism: [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

Course	Title	Credits	Milestones
First Year			
Fall			
Course on medieval subject		4	
LAT 101	First-Year Latin	5	
WR 121	College Composition I	4	
Elective course		4	
	Credits	**17**	
Winter			
Course on medieval subject		4	
WR 122 or WR 123	College Composition II or College Composition III	4	

LAT 102	First-Year Latin	5
General-education course in social science		4
	Credits	**17**
Spring		
Course on medieval subject		4
LAT 103	First-Year Latin	5
General-education course in arts and letters		4
General-education course in social science		4
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits	Milestones
Second Year			
Fall			
Course on medieval subject		4	
LAT 301	Authors: [Topic]	4	
General-education course in social science		4	
General-education course in arts and letters		4	
	Credits	**16**	
Winter			
Course on medieval subject		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		4	
LAT 303	Authors: [Topic]	4	
Upper-division elective course		4	
General-education course in science		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
Course on medieval subject		4	
Upper-division elective course		4	
General-education course in arts and letters		4	
General-education course in science		4	
	Credits	**16**	
Winter			
Course on medieval subject		4	
Upper-division elective course		4	
General-education course in social science		4	
General-education course in science		4	
	Credits	**16**	
Spring			
Course on medieval subject		4	
General-education course		4	
General-education course that also fulfulls multicultural requirement		4	
Upper-division elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Course on medieval subject		4	
Upper-division elective course		4	
General-education course		4	
	Credits	**12**	
Winter			
Course on medieval subject		4	
Upper-division elective course		4	
General-education course that fulfills multicultural requirement		4	
	Credits	**12**	
Spring			
Course on medieval subject		4	
Upper-division elective course		4	
General-education course		4	
	Credits	**12**	
	Total Credits	**36**	

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]. 1-5 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

Frederick "Rick" Colby, Program Director
Oregon Consortium for International and Area Studies
175 Prince Lucien Campbell Hall
5206 University of Oregon
Eugene, Oregon 97403-5206

mena@uoregon.edu

The Middle East and North Africa region is home to a wide range of peoples and cultures and has a 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 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

Judith R. Baskin, religious studies

Diane Baxter, anthropology

Shaul Cohen, geography

Rick Colby, religious studies

Jane Cramer, political science

Alex Dracobly, political science

Stephen Dueppen, anthropology

Hanan Elsherif, religious studies

David Frank, honors college

Deborah Green, Judaic studies

David Hollenberg, religious studies

Farhad Malekafzali, political science

Michael Malek Najjar, theater arts

Lindsey Mazurek, history

Stephen Shoemaker, religious studies

Priscilla Southwell, political science

David Wacks, Romance languages

Anita Weiss, international 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. Because not every course in the follow list of 'Requirements' will be offered regularly enough or at a time that fits each students' schedules, students are encouraged to contact the Program Director to discuss potential substitutions when such issues arise.

Requirements

Code	Title	Credits
ANTH 250	Introduction to Middle East Studies	4
Choose one of the following:		4
GEOG 209	Geography of the Middle East and North Africa	
GLBL 423	Development and the Muslim World	
PS 199	Special Studies: [Topic] (Crisis in the Middle East)	
COLT 231	Literature and Society [1]	
COLT 370	Comparative Comics [1]	
COLT 462	Cultural Intersections: [Topic] [1]	
COLT 470	Studies in Identity: [Topic] [1]	
Elective courses		16
Total Credits		**24**

[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.

The social science and humanities elective course lists are not exhaustive, as new courses are added periodically. Other courses may count toward these requirements. See the program advisor and/or the Middle East-North Africa studies entry in the Schedule of Classes *for up-to-date information.*

Social Science Electives

- Archaeology of Egypt and Near East (ANTH 342)
- Experimental Course: [Topic] (CRES 410) (Working Abroad)
- Israel and Palestine (CRES 435)
- Geography of the Middle East and North Africa (GEOG 209)
- Honors College Social Science Colloquium: [Topic] (HC 431H) (The Politics of Human Rights)
- Honors College International Cultures Colloquium: [Topic] (HC 434H) (Middle East Peace)
- The Iraq War (HIST 450)
- Islam and Global Forces (GLBL 323)
- Development and the Muslim World (GLBL 423)
- Special Studies: [Topic] (PS 399) (Nuclear Politics of the Middle East)

Humanities Electives

- Second-Year Arabic (ARB 201), Second-Year Arabic (ARB 202), Second-Year Arabic (ARB 203)

- Language and Culture (ARB 301), Language and Culture (ARB 302), Language and Culture (ARB 303)
-
- Reading Classical Arabic (ARB 331)
- Arab Cinema (ARB 353)
- Literature and Society (COLT 231) (if taught by Michael Allan)
- Comparative Comics (COLT 370) (if taught by Michael Allan)
- Studies in Identity: [Topic] (COLT 470) (if taught by Michael Allan)
- Folklore and the Bible (FLR 350)
- Biblical Narrative (HBRW 311), Biblical Poetry (HBRW 312), Postbiblical Literature (HBRW 313)
- 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 317)
- History of Christianity (REL 321)
- History of Eastern Christianity (REL 324),
- Introduction to the Qur'an (REL 335)
- Experimental Course: [Topic] (REL 410) (Islamic Origins)
- Biblical Book: [Topic] (REL 414)
- Martyrdom (REL 418)
- Islamic Mysticism: [Topic] (REL 432)
- Multicultural Theater: [Topic] (TA 472) (Israeli and Palestinian Theater)
- Experimental Course: [Topic] (WGS 410) (Muslim Women: Life and Identity)

Concentration

In addition to the credit requirements above, students choose to complete one of the three 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 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 IE_3 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- to 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.

Multidisciplinary Science

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The multidisciplinary 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, 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 Multidisciplinary Science Program is its flexibility. To exploit that strength, students need to design their programs carefully, consulting frequently with their Advisors in the Tykeson College and Career Center. Course sequences that meet requirements for professional schools and training programs should be selected in consultation with 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 multidisciplinary 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
- **Bioinformatics—**biology, computer and information science

Multidisciplinary 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 Multidisciplinary 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 multidisciplinary 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 Multidisciplinary 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 multidisciplinary science director in the program office.

Careers

Through the Multidisciplinary Science Program, prehealth science students preparing for careers in medicine, dentistry, or related fields can meet professional school admission requirements. Multidisciplinary 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

Code	Title	Credits
Lower Division MATH/CIS Requirement [1]		**8**
MATH 251	Calculus I	
or MATH 24(	Calculus for the Biological Sciences I	
Select one of the following		
CIS 122	Introduction to Programming and Problem Solving	
MATH 231	Elements of Discrete Mathematics I	
MATH 243	Introduction to Methods of Probability and Statistics	
MATH 247	Calculus for the Biological Sciences II	
MATH 252	Calculus II	
MATH 425	Statistical Methods I (Students who complete MATH 425 as part of the math requirement, cannot also use this same class towards the 32 credits of upper-division General Science major requirements.)	
Select three sequences or three-course combinations from the following; two sequences must include labs: [2]		**36-48**
Anthropology: Applies as a non-lab course combination		
ANTH 270	Introduction to Biological Anthropology (Required for ANTH course combination)	
Select two of the following:		
ANTH 145	Principles of Archaeology	
ANTH 170	Introduction to Human Origins	
ANTH 171	Introduction to Monkeys and Apes	
ANTH 173	Evolution of Human Sexuality	
ANTH 175	Evolutionary Medicine	
ANTH 176	Introduction to Forensic Anthropology	
ANTH 361	Human Evolution	
ANTH 362	Human Biological Variation	
Biology: Applies as a lab sequence		
BI 211–214	General Biology I-IV (choose three: BI 211, BI 212, and either BI 213 or BI 214)	
or BI 281H–283H	Honors Biology I-III	
Chemistry: Can apply as either a lab sequence or a non-lab sequence		
Select one of the following:		
CH 221–223 & CH 227–229	General Chemistry and General Chemistry Laboratory	
CH 224H–226H & CH 237–239	Honors General Chemistry and Advanced General Chemistry Laboratory	
Computer and Information Science: Applies as a lab sequence		
CIS 210–212	Computer Science I-III	
Earth Sciences: Applies as a lab sequence		
ERTH 201	Dynamic Planet Earth (OR ERTH 101 with a mid-B or better grade)	
ERTH 202	Earth's Surface and Environment (OR ERTH 102 with a mid-B or better grade)	
ERTH 203	History of Life (OR ERTH 103 with a mid-B or better grade)	
Geography: Applies as a non-lab course combination		
GEOG 141	The Natural Environment (Required for GEOG course combination)	
Select two of the following:		
GEOG 181	Our Digital Earth	
GEOG 321	Climatology	
GEOG 322	Geomorphology	
GEOG 323	Biogeography	

GEOG 360	Watershed Science and Policy	
GEOG 361	Global Environmental Change	
Physics: Can apply as a lab sequence or a non-lab sequence		
Select one of the following:		
PHYS 201–203 & PHYS 204–206	General Physics and Introductory Physics Laboratory	
PHYS 251–253 & PHYS 290	Foundations of Physics I and Foundations of Physics Laboratory (must take all 3 terms of PHYS 290 for this to count as a lab sequence)	
Upper Division	**32 credits of approved upper-division courses from the below departments [3]**	**32**
BI, CH, CIS, ERTH, HPHY, MATH, PHYS, and PSY	Upper division courses from these departments are approved for the major.	
ANTH	Upper division ANTH courses from the biological anthropology and physical archeology subfields are approved (for a complete list of approved upper division ANTH courses see the Program website). Experimental courses (410) require program approval.	
GEOG	Upper division GEOG courses from the physical geography and GIScience subfields are approved (for a complete list of approved upper division GEOG courses see the Program website). Experimental courses (410) require program approval.	
Emphasis areas	At least twelve graded credits (not P/NP) must be in one department and at least twelve graded credits must be in a second department. We strongly encourage students to take all majors classes for a grade.	
401-409	4 of the 32 credits may be research (401), thesis (403), or supervised college teaching (402) credits. Seminar, Readings & Conference, Practicum, Internship, and Tutorial credits (404-409) may not be used for the Multidisciplinary Science major.	
Residency requirement	24 credits must be taken at UO.	
Double Majors	upper division credits used for another major may not be used to satisfy MSCI requirements.	
Minors in related fields	There is no MSCI imposed restriction on course overlap between the MSCI major and any minor (though the department offering the minor might have restrictions). We encourage you to look into minors in your emphasis areas.	
Prerequisites	All stduents are subject to all prerequisites, minimum grade requirements, and registration restrictions set by each department for its own courses. These things cannot be circumvented because one is a MSCI major. Please investigate the prerequisites and restrictions for the courses you are interested in taking early on.	
Total Credits		**76-88**

1 All students must demonstrate a proficiency in mathematics by passing calculus I and one additional math or computer science class from the provided list. All courses must be completed with grades of C– or P (pass) or better

2 All students must take three course sequences (or three course combinations in the case of ANTH and GEOG) from the provided list, two of which must include laboratories. The labs might be embedded 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, except ERTH 101-103 which must be completed with grades of mid-B or better.

3 All courses must be completed with grades of C– or P or better. All upper division emphasis area courses must be taken for a letter grade.

Bachelor of Science Degree Requirements

Code	Title	Credits
Lower Division MATH/CIS Requirement [1]		**8**
MATH 251	Calculus I	
or MATH 24(	Calculus for the Biological Sciences I	
Select one of the following		
CIS 122	Introduction to Programming and Problem Solving	
MATH 231	Elements of Discrete Mathematics I	
MATH 243	Introduction to Methods of Probability and Statistics	
MATH 247	Calculus for the Biological Sciences II	
MATH 252	Calculus II	
MATH 425	Statistical Methods I (Students who complete MATH 425 as part of the math requirement, cannot also use this same class towards the 32 credits of upper-division General Science major requirements.)	
Select three sequences or three-course combinations from the following; two sequences must include labs: [2]		**36-48**
Anthropology: Applies as a non-lab course combination		
ANTH 270	Introduction to Biological Anthropology (Required for ANTH course combination)	
Select two of the following:		
ANTH 145	Principles of Archaeology	
ANTH 170	Introduction to Human Origins	
ANTH 171	Introduction to Monkeys and Apes	
ANTH 173	Evolution of Human Sexuality	
ANTH 175	Evolutionary Medicine	

ANTH 176	Introduction to Forensic Anthropology	
ANTH 361	Human Evolution	
ANTH 362	Human Biological Variation	
Biology: Applies as a lab sequence		
BI 211–214	General Biology I-IV (choose three: BI 211, BI 212, and either BI 213 or BI 214)	
or BI 281H–283H	Honors Biology I-III	
Chemistry: Can apply as either a lab sequence or a non-lab sequence		
Select one of the following:		
CH 221–223 & CH 227–229	General Chemistry and General Chemistry Laboratory	
CH 224H–226H & CH 237–239	Honors General Chemistry and Advanced General Chemistry Laboratory	
Computer and Information Science: Applies as a lab sequence		
CIS 210–212	Computer Science I-III	
Earth Sciences: Applies as a lab sequence		
ERTH 201	Dynamic Planet Earth (OR ERTH 101 with a mid-B or better grade)	
ERTH 202	Earth's Surface and Environment (OR ERTH 102 with a mid-B or better grade)	
ERTH 203	History of Life (OR ERTH 103 with a mid-B or better grade)	
Geography: Applies as a non-lab course combination		
GEOG 141	The Natural Environment (Required for GEOG course combination)	
Select two of the following:		
GEOG 181	Our Digital Earth	
GEOG 321	Climatology	
GEOG 322	Geomorphology	
GEOG 323	Biogeography	
GEOG 360	Watershed Science and Policy	
GEOG 361	Global Environmental Change	
Physics: Can apply as a lab sequence or a non-lab sequence		
Select one of the following:		
PHYS 201–203 & PHYS 204–206	General Physics and Introductory Physics Laboratory	
PHYS 251–253 & PHYS 290	Foundations of Physics I and Foundations of Physics Laboratory (must take all 3 terms of PHYS 290 for this to count as a lab sequence)	
Upper Division	**32 credits of approved upper-division courses from the below departments** [3]	**32**
BI, CH, CIS, ERTH, HPHY, MATH, PHYS, and PSY	Upper division courses from these departments are approved for the major.	
ANTH	Upper division ANTH courses from the biological anthropology and physical archeology subfields are approved (for a complete list of approved upper division ANTH courses see the Program website). Experimental courses (410) require program approval.	
GEOG	Upper division GEOG courses from the physical geography and GIScience subfields are approved (for a complete list of approved upper division GEOG courses see the Program website). Experimental courses (410) require program approval.	
Emphasis areas	At least twelve graded credits (not P/NP) must be in one department and at least twelve graded credits must be in a second department. We strongly encourage students to take all majors classes for a grade.	
401-409	4 of the 32 credits may be research (401), thesis (403), or supervised college teaching (402) credits. Seminar, Readings & Conference, Practicum, Internship, and Tutorial credits (404-409) may not be used for the Multidisciplinary Science major.	
Residency requirement	24 credits must be taken at UO.	
Double Majors	upper division credits used for another major may not be used to satisfy MSCI requirements.	
Minors in related fields	There is no MSCI imposed restriction on course overlap between the MSCI major and any minor (though the department offering the minor might have restrictions). We encourage you to look into minors in your emphasis areas.	
Prerequisites	All stduents are subject to all prerequisites, minimum grade requirements, and registration restrictions set by each department for its own courses. These things cannot be circumvented because one is a MSCI major. Please investigate the prerequisites and restrictions for the courses you are interested in taking early on.	
Total Credits		**76-88**

1 All students must demonstrate a proficiency in mathematics by passing calculus I and one additional math or computer science class from the provided list. All courses must be completed with grades of C– or P (pass) or better

2 All students must take three course sequences (or three course combinations in the case of ANTH and GEOG) from the provided list, two of which must include laboratories. The labs might be embedded 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, except ERTH 101-103 which must be completed with grades of mid-B or better.

[3] All courses must be completed with grades of C– or P or better. All upper division emphasis area courses must be taken for a letter grade.

Multidisciplinary 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 multidisciplinary 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 multidisciplinary science. At least 24 upper-division science credits must be completed at the University of Oregon to meet the multidisciplinary science residency requirement.

Upper-division courses may be selected from the multidisciplinary science website (http://gensci.uoregon.edu/).

Honors Program

Students preparing to graduate with honors in multidisciplinary science should notify the program director no later than the first term of the senior year.

Honors in multidisciplinary 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 Multidisciplinary Science Committee.

To graduate with honors, students must have at least a 3.50 overall grade point average and an average GPA of 3.50 or better in all classes counting towards the multidisciplinary science major. In addition, they must complete 6 credits (or equivalent experience per-approved by MSCI Director) of Research (401) or Thesis (403) or both in an 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 multidisciplinary science are awarded.

For guidelines and calendar, contact the Multidisciplinary Science Program Director.

Program Planning

Information about program planning and detailed sample programs are available on the Multidisciplinary Science Program website. Pre-health science students who choose the multidisciplinary 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 multidisciplinary science can provide a strong background for certain teacher-education licensure programs. Students interested in teaching 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 multidisciplinary science major. The College of Education offers a fifth-year program for middle-secondary teaching licensure in science. See the College of Education (p. 674) 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 Science in Multidisciplinary Science with Education Focus

Course	Title	Credits Milestones
First Year		
Fall		
CH 111	Introduction to Chemical Principles	4
MATH 111	College Algebra	4
WR 121	College Composition I	4
Core-education course		4
	Credits	**16**
Winter		
MATH 112	Elementary Functions	4
WR 122 or WR 123	College Composition II or College Composition III	4
BI 211	General Biology I: Cells	4
Core-education course that also satisfies multicultural requirement		4
	Credits	**16**
Spring		
BI 212	General Biology II: Organisms	4
MATH 251	Calculus I	4
Core-education course that also satisfies multicultural requirement		4
Core-education course		4
	Credits	**16**
Second Year		
Fall		
BI 213 or BI 214	General Biology III: Populations or General Biology IV: Mechanisms	4
CH 221 or PHYS 201	General Chemistry I or General Physics	4
CH 227 or PHYS 204	General Chemistry Laboratory or Introductory Physics Laboratory	2
Core-education course		4
	Credits	**14**
Winter		
CH 222 or PHYS 202	General Chemistry II or General Physics	4
CH 228 or PHYS 205	General Chemistry Laboratory or Introductory Physics Laboratory	2
MATH 252	Calculus II	4

Core-education course		4
	Credits	**14**
Spring		
CH 223 or PHYS 203	General Chemistry III or General Physics	4
CH 229 or PHYS 206	General Chemistry Laboratory or Introductory Physics Laboratory	2
MATH 243 or MATH 425	Introduction to Methods of Probability and Statistics or Statistical Methods I	4
Core-education course		4
	Credits	**14**
Third Year		
Fall		
ERTH 101 or ERTH 201	Exploring Planet Earth (completed with a letter grade of mid-B or higher) or Dynamic Planet Earth	4
CH 331	Organic Chemistry I	4
Core-education course		4
Elective course		4
	Credits	**16**
Winter		
ERTH 102 or ERTH 202	Exploring Earth's Environment (completed with a letter grade of mid-B or higher) or Earth's Surface and Environment	4
CH 335	Organic Chemistry II	4
Elective courses		8
	Credits	**16**
Spring		
ERTH 103 or ERTH 203	Exploring Earth History (completed with a letter grade of mid-B or higher) or History of Life	4
CH 336	Organic Chemistry III	4
Upper-division elective courses		8
	Credits	**16**
Fourth Year		
Fall		
Upper-division earth science course		4
Upper-division mathematics or elective course		4
Upper-division elective courses		8
	Credits	**16**
Winter		
Upper-division biology course		4
Upper-division earth science course		4
Upper-division elective courses		8
	Credits	**16**
Spring		
Upper-division biology course		4
Upper-division earth science course		4
Upper-division elective course		4
	Credits	**12**
	Total Credits	**182**

Bachelor of Science in Multidisciplinary Science with Pre-Medical Focus

Course	Title	Credits Milestones
First Year		
Fall		
CH 111	Introduction to Chemical Principles	4
MATH 111	College Algebra	4
WR 121	College Composition I	4
Core-education course		4
	Credits	**16**
Winter		
WR 122 or WR 123	College Composition II or College Composition III	4
MATH 212	Fundamentals of Elementary Mathematics II	4
CH 221	General Chemistry I	4
CH 227	General Chemistry Laboratory	2
	Credits	**14**
Spring		
CH 222	General Chemistry II	4
CH 228	General Chemistry Laboratory	2
MATH 251 or MATH 246	Calculus I or Calculus for the Biological Sciences I	4
Core-education course		4
	Credits	**14**
Second Year		
Fall		
BI 211	General Biology I: Cells	4
CH 223	General Chemistry III	4
CH 229	General Chemistry Laboratory	2
Core-education course that also satisfies multicultural requirement		4
	Credits	**14**
Winter		
BI 212	General Biology II: Organisms	4
MATH 252 or MATH 247	Calculus II or Calculus for the Biological Sciences II	4
Core-education course that also satisfies multicultural requirement		4
Core-education course		4
	Credits	**16**
Spring		
BI 214	General Biology IV: Mechanisms	4
MATH 243 or MATH 425	Introduction to Methods of Probability and Statistics or Statistical Methods I	4
Upper-division core-education course		4

Core-education course		4
	Credits	**16**
Third Year		
Fall		
BI 320	Molecular Genetics	4
CH 331	Organic Chemistry I	4
CH 337	Organic Chemistry Laboratory	3
Upper-division core-education course		4
	Credits	**15**
Winter		
CH 335	Organic Chemistry II	4
CH 338	Organic Chemistry Laboratory	3
BI 358	Investigations in Medical Physiology	4
Upper-division elective course		4
	Credits	**15**
Spring		
PSY 201 or PSY 202 or PSY 304	Mind and Brain or Mind and Society or Biopsychology	4
SOC 204 or SOC 207	Introduction to Sociology or Social Inequality	4
CH 336	Organic Chemistry III	4
Upper-division biology course		4
	Credits	**16**
Fourth Year		
Fall		
PHYS 201	General Physics	4
PHYS 204	Introductory Physics Laboratory	2
CH 360 or CH 461	Physiological Biochemistry or Biochemistry	4
Upper-division biology or elective course		4
	Credits	**14**
Winter		
PHYS 202	General Physics	4
PHYS 205	Introductory Physics Laboratory	2
CH 463	Biochemistry	4
Upper-division elective courses		6
	Credits	**16**
Spring		
PHYS 203	General Physics	4
PHYS 206	Introductory Physics Laboratory	2
CH 462	Biochemistry	4
Upper-division elective course		4
	Credits	**14**
	Total Credits	**180**

Native American Studies

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The University of Oregon offers a minor in Native American studies, housed in the Department of Indigenous, Race, and 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.

Native American and Indigenous Studies

Students may earn a minor in Native American and Indigenous 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 and Indigenous studies courses can enrich their academic programs.

Courses applied to a minor in Native American and Indigenous 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 and Indigenous 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:

Code	Title	Credits
ES 256	Introduction to Native American Studies	4
Additional Courses		**24**
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 [1]		
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

Code	Title	Credits
Group 1: Culture, Language, and Education		
ANTH 199	Special Studies: [Topic]	1-5
ANTH 248	Archaeology of Wild Foods	4
ANTH 310	Exploring Other Cultures: [Topic] (Oregon Indians)	4
ANTH 320	Native North Americans	4
ANTH 410	Experimental Course: [Topic]	1-5
ANTH 434	Native South Americans	4
ANTH 442	Northwest Coast Archaeology	4
ANTH 443	North American Archaeology	4
ANTH 438	Race and Gender in Latin America	4
EDST 410	Experimental Course: [Topic]	1-5
EDST 456	Decolonization and Education	3
ES 196	Field Studies: [Topic]	1-5
ES 199	Special Studies: [Topic]	1-5
ES 410	Experimental Course: [Topic]	1-5
FLR 410	Experimental Course: [Topic]	1-5
HC 231H	Social Science Inquiry: [Topic]	4
LING 399	Special Studies: [Topic] (Native Languages of Oregon)	1-5
LING 407	Seminar: [Topic]	1-5
LING 410	Experimental Course: [Topic]	1-5
LT 199	Special Studies: [Topic] (Sahaptin Language; Tolowa and Lushootseed Language)	1-5
PHIL 451	Native American Philosophy	4
Group 2: Law, Policy, Governance, and History		
ENVS 411	Environmental Issues: [Topic] (Climate Change and Indigenous Peoples)	4
ES 258	Introduction to Pacific Islander Studies	4
ES 350	Native Americans and the Environment	4
ES 321	Indigenous Peoples of Oregon	4
ENVS 435	Environmental Justice	4
ES 399	Special Studies: [Topic] (Oregon Indians)	4
ES 407	Seminar: [Topic] (Native American Ethnohistory; Native American and African American Relations; Native-Latinx Relations)	4
ES 456	History of Native American Education	4
ES 464	Relational Studies of Indigeneity, Race and Culture: [Topic]	4
ES 466	Native American Ethnohistory	4
ES 468	Indigenous Research Methods and Ethics	4
HC 431H	Honors College Social Science Colloquium: [Topic]	4
HC 444H	Honors College American Cultures Colloquium: [Topic] (Race and Ethnicity in the American West; North Paiute History)	4
HIST 211	Reacting to the Past	4
HIST 399	Special Studies: [Topic] (Pacific Northwest Indians)	5
HIST 407	Seminar: [Topic] (Indian Nations in the United States)	5
HIST 468	The Pacific Northwest	4
HIST 482	Aztecs and Incas	4
HIST 483	Latin America: [Topic]	4
HIST 469	American Indian History: [Topic]	4
PS 390	American Indian Politics	4
PS 399	Special Studies: [Topic] (American Indian Politics)	1-5
WGS 251	Transnational and Indigenous Feminisms	4
WGS 410	Experimental Course: [Topic]	1-4
Group 3: Literature, Media, and the Arts		
ANTH 410	Experimental Course: [Topic] (Native Americans in Film)	1-5
ENG 244	Introduction to Native American Literature	4
ENG 468	Ethnic Literature: [Topic]	4
ENG 361	Native American Writers	4
ENG 381M	Film, Media, and Culture (Native American Film)	4
ENG 488	Race and Representation in Film: [Topic] (Native American Literature and Film)	4
ES 370	Race, Ethnicity, and Cinema: [Topic] (Native Americans and Film)	4
ES 410	Experimental Course: [Topic]	1-5
J 412	Issues in Communication Studies: [Topic] (American Indians and the Media)	4
TA 472	Multicultural Theater: [Topic] (Native American Theater)	4

Code	Title	Credits
Related Courses		**4**
ANTH 344	Oregon Archaeology (Group 1)	
ANTH 434	Native South Americans (Group 1)	
ANTH 442	Northwest Coast Archaeology (Group 1)	
ANTH 443	North American Archaeology (Group 1)	
ANTH 456	Peopling of the Americas	
ANTH 343	Pacific Islands Archaeology	

Neuroscience

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Neuroscience is the interdisciplinary study of neural function, development, and behavior. The University of Oregon offers an undergraduate major in Neuroscience. The graduate training program in neuroscience is centered in the Institute of Neuroscience (ion.uoregon.edu (https://ion.uoregon.edu)). Affiliated faculty members in the undergraduate major as well as participating faculty members in the graduate training program are drawn from the Departments of Biology, Human Physiology, and Psychology, along with the Phil and Penny Knight Campus for Accelerating Scientific Impact.

Graduate Studies

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. 880**)** 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), Protein Toxins in Cell Biology (BI 422), Systems Neuroscience (BI 461), , Developmental Neurobiology (BI 466), Experimental Course: [Topic] (BI 510) (Computational Neuroscience), Protein Toxins in Cell Biology (BI 522), Systems Neuroscience (BI 561), , Developmental Neurobiology (BI 566), Experimental Course: [Topic] (BI 610) (Advanced Cellular Neuroscience)

Human Physiology. Motor Control (HPHY 333), Experimental Course: [Topic] (HPHY 410) (Neurophysiology of Concussion), Experimental Course: [Topic] (HPHY 510) (Neurophysiology of Concussion), Experimental Course: [Topic] (HPHY 610) (Advanced Systems Neuroscience)

Psychology. Biopsychology (PSY 304), Brain Mechanisms of Behavior (PSY 445), Cognitive Neuroscience (PSY 449), Brain Mechanisms of Behavior (PSY 545), Cognitive Neuroscience (PSY 549), Experimental Course: [Topic] (PSY 610) (Advanced Cognitive Neuroscience)

Affiliated Faculty

Elliot Berkman, psychology

Melynda Casement, psychology

Robert Chavez, psychology

Paul Dassonville, psychology

Chris Doe, biology

Sarah DuBrow, psychology

Judith Eisen, biology

Tim Gardner, Knight Campus

Ian Greenhouse, human physiology

Tory Herman, biology

Benjamin Hutchinson, psychology

Adrianne Huxtable, human physiology

Santiago Jaramillo, biology

Brice Kuhl, psychology

Shawn Lockery, biology

Michelle Marneweck, human physiology

Ulrich Mayr, psychology

Luca Mazzucato, biology

David McCormick, biology

Adam Miller, biology

Kate Mills, psychology

James Murray, biology

Cris Niell, biology

Jennifer Pfeifer, psychology

Jonathan Reeder, Knight Campus

Margaret Sereno, psychology

Matt Smear, psychology

Nicki Swann, human physiology

Emily Sylwestrak, biology

Terry Takahashi, biology

Nash Unsworth, psychology

Philip Washbourne, biology

Michael Wehr, psychology

Monte Westerfield, biology

Dasa Zeithamova, psychology

Neuroscience

As outlined below, the Neuroscience majors consists of the following components: 1) foundation courses in the natural sciences; 2) math and statistics coursework; 3) life science fundamentals; 4) a core neuroscience sequence; 5) upper-division elective courses; and 6) advanced skills courses and/or research experience. The total number of credits is 104-107 (depending on whether majors complete the General Biology Sequence or the Biology Honors Sequence).

Code	Title	Credits
Foundation Courses in Natural Sciences:		46-49
BI 211	General Biology I: Cells	
& BI 212	and General Biology II: Organisms	
& BI 214	and General Biology IV: Mechanisms	
or BI 281H	Honors Biology I: Cells, Biochemistry and Physiology	
& BI 282H	and Honors Biology II: Genetics and Molecular Biology	
& BI 283H	and Honors Biology III: Evolution, Diversity and Ecology	
CH 221	General Chemistry I	
& CH 222	and General Chemistry II	
& CH 223	and General Chemistry III	
or CH 224H	Advanced General Chemistry I	
& CH 225H	and Advanced General Chemistry II	
& CH 226H	and Advanced General Chemistry III	
PHYS 201	General Physics	
& PHYS 202	and General Physics	
& PHYS 203	and General Physics	
or PHYS 251	Foundations of Physics I	
& PHYS 252	and Foundations of Physics I	
& PHYS 253	and Foundations of Physics I	
CH 227	General Chemistry Laboratory	
& CH 228	and General Chemistry Laboratory	
& CH 229	and General Chemistry Laboratory	
or PHYS 204	Introductory Physics Laboratory	
& PHYS 205	and Introductory Physics Laboratory	
& PHYS 206	and Introductory Physics Laboratory	
PSY 201	Mind and Brain	
Math and Statistics Courses:		8
MATH 246	Calculus for the Biological Sciences I	
or MATH 251	Calculus I	
PSY 302	Statistical Methods in Psychology	
or MATH 425	Statistical Methods I	
or ANTH 470	Statistical Analysis of Biological Anthropology	
Life Science Fundamentals:		8
HPHY 211	Medical Terminology	
HPHY 212	Scientific Investigation in Physiology	
Core Neuroscience: Sequence order is recommended but not required		18
HPHY 321	Human Anatomy I	
& HPHY 322	and Human Physiology I (Fall)	
PSY 304	Biopsychology (Winter)	
BI 360	Neurobiology (Spring)	

Upper Division Electives: [1]		**16**
Molecular/Cellular/Developmental		
BI 320	Molecular Genetics	
BI 322	Cell Biology	
BI 328	Developmental Biology	
BI 356	Animal Physiology	
BI 422	Protein Toxins in Cell Biology	
BI 427	Molecular Genetics of Human Disease	
BI 466	Developmental Neurobiology	
HPHY 337	Clinical Pharmacology	
HPHY 432	Neural Development	
Systems		
BI 353	Sensory Physiology	
BI 399	Special Studies: [Topic]	
BI 410	Experimental Course: [Topic]	
BI 461	Systems Neuroscience	
HPHY 333	Motor Control	
HPHY 412	Sleep Physiology	
HPHY 433	Neurophysiology of Concussion	
HPHY 434	Movement Disorders	
HPHY 436	Clinical Neuroscience	
PSY 445	Brain Mechanisms of Behavior	
PSY 450	Hormones and Behavior	
Cognitive		
BI 410	Experimental Course: [Topic] (Neural Basis of Cognition)	
PSY 305	Cognition	
PSY 348	Music and the Brain	
PSY 383	Psychoactive Drugs	
PSY 433	Learning and Memory	
PSY 436	Human Performance	
PSY 438	Perception	
PSY 440	Psycholinguistics	
PSY 449	Cognitive Neuroscience	
PSY 458	Decision-Making	
PSY 475	Cognitive Development	
Advanced Skills Courses and Research Experience		8
BI 401	Research: [Topic]	
BI 403	Thesis	
BI 407	Seminar: [Topic]	
BI 410	Experimental Course: [Topic] (Introduction to Programming for Biologists)	
BI 410	Experimental Course: [Topic] (Matlab for Biologists)	
BI 410	Experimental Course: [Topic] (Analysis Neural Data)	
BI 485	Techniques in Computational Neuroscience	
CIS 372M	Machine Learning for Data Science	
CIS 472	Machine Learning	
HPHY 401	Research: [Topic]	
HPHY 403	Thesis	
PSY 401	Research: [Topic]	

PSY 403	Thesis	
PSY 412	Applied Data Analysis	
Total Credits		**104-107**

[1] 16 required credits with at least 12 credits from 400-level courses; at least one course from each of the three area

All courses counted towards the Neuroscience Major requirements must be taken for a letter grade and passed with a grade of C or better.

At least 34 credits of coursework applied to the major must be taken at the University of Oregon.

Criteria for Honors

To graduate with Honors in Neuroscience, the following requirements must be met:

1. A completed Neuroscience Honors application with signature of a faculty research advisor from BI, HPHY or PSY
2. Completion of all Neuroscience major requirements
3. A minimum 3.5 GPA in all courses applied to the major
4. At least three credits in BI 403, HPHY 403, or PSY 403 Thesis (*These credits may be applied to the advanced skills courses and research experience requirement).*
5. Completion of an honors thesis under supervision of a committee, consisting of one BI, HPHY, or PSY faculty member and at least one other committee member (Ph.D. student, postdoctoral scholar, or faculty) from BI, HPHY, or PSY.

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 MS). Information is available in the Graduate School (p. 868) section of this catalog.

The Pacific island 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

Anthropology. , Pacific Islands Archaeology (ANTH 343), Workshop: [Topic] (ANTH 408) (Archaeology Field Schools: Micronesia and Caribbean), Experimental Course: [Topic] (ANTH 410) (Pacific Island Studies; Polynesian Archaeology), Workshop: [Topic] (ANTH 508) (Archaeology Field Schools: Micronesia and Caribbean)

Earth Sciences. Oceanography (ERTH 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

Philosophy

Colin Koopman, Department Head
541-346-5549
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

Ramón Alvarado, assistant professor of philosophy and data science initiative (Philosophy of Computation, Data Ethics, Philosophy of Science). BA, 2011, The University of Texas at El Paso; MA, 2014, The University of Texas at El Paso; MA, 2017, University of Kansas; PhD, 2019, University of Kansas. (2019)

Steven Brence, senior instructor (social and political philosophy, philosophy of film, ethics). BS, 1989, MA, 1993, PhD, 2001, Oregon. (2001)

Colin Koopman, Robert F. and Evelyn Nelson Wulf Professor in the Humanities; professor (political philosophy, pragmatism, genealogy). BA, 1997, Evergreen State College; MA, 1999, Leeds; PhD, 2006, McMaster. (2010)

Bonnie Mann, professor (feminist, Continental). BA, 1983, Portland State; PhD, 2002, State University of New York, Stony Brook. (2003)

Erin McKenna, professor (feminist theory, American pragmatism). BA, 1987, Claremont McKenna College; MA, 1990, PhD, 1992, Purdue. (2016)

Nicolae Morar, associate professor (bioethics, philosophy of biology, ecology). BA, 2004, MA, 2005, Université Jean Moulin Lyon 3; PhD, 2011, Purdue. (2015)

Barbara Muraca, assistant professor (process philosophy, environmental and social philosophy, feminist philosophy). MA, 1998, Turin; PhD, 2008, Greifswald. (2019)

Scott L. Pratt, Dean of the Graduate School and professor of philosophy (American philosophy, history of philosophy, education). BA, 1981, Beloit; PhD, 1995, Minnesota. (1995)

Camisha Russell, assistant professor (critical philosophy of race, bioethics, African American philosophy). BA, 2000, American; MA, 2008, Memphis; PhD, 2013, Penn State. (2017)

Beata Stawarska, professor (phenomenology, Continental, philosophical psychology). BA, 1992, MA, 1994, PhD, 2000, Louvain. (2003)

Alejandro Vallega, professor (Latin American philosophy, Continental philosophy, aesthetics). BA, 1993, Saint John's College; MA, 1996, Boston; PhD, 1999, Vienna. (2010)

Daniela Vallega-Neu, professor (19th- and 20th-century European philosophy, history of philosophy, phenomenology). BA, 1984, European School, Varese; MA, 1992, PhD, 1995, Universitat Freiburg. (2010)

Peter Warnek, associate professor (ancient philosophy, 19th- and 20th-century Continental philosophy, Kant). BA, 1986, Seattle; MA, 1990, Villanova; PhD, 1998, Vanderbilt. (1999)

Emeriti

William E. Davie, associate professor emeritus. BA, 1964, Washington (Seattle); PhD, 1969, California, Irvine. (1968)

Mark Johnson, professor emeritus. BA, 1971, Kansas; MA, 1972, PhD, 1977, Chicago. (1994)

Naomi Zack, professor (race, feminism, disaster). BA, 1966, New York University; PhD, 1970, Columbia. (2001)

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

Participating

Kristen Bell, Knight Law School

Joyce Cheng, history of art and architecture

Michael Hames-García, 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**
- **Diversity Focus**

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

Code	Title	Credits
PHIL 225	Introduction to Formal Logic	4
Select two of the following:		8
PHIL 310	History of Philosophy: Ancient and Medieval	
PHIL 311	History of Philosophy: Modern	
PHIL 312	History of Philosophy: 19th Century	
Select two additional courses:		8
PHIL 310	History of Philosophy: Ancient and Medieval	
PHIL 311	History of Philosophy: Modern	
PHIL 312	History of Philosophy: 19th Century	

PHIL 342	Introduction to Latin American Philosophy	
PHIL 415	Continental Philosophy: [Topic]	
PHIL 420	American Philosophy: [Topic]	
Select two of the following:		8
PHIL 421	Ancient Philosophers: [Topic]	
PHIL 433	17th- and 18th-Century Philosophers: [Topic]	
PHIL 453	19th-Century Philosophers: [Topic]	
PHIL 463	20th-Century Philosophers: [Topic]	
Select one of the following:		4
PHIL 110	Human Nature	
PHIL 170	Love and Sex	
PHIL 216	Philosophy and Cultural Diversity	
PHIL 315	Introduction to Feminist Philosophy	
PHIL 342	Introduction to Latin American Philosophy	
PHIL 443	Feminist Philosophy: [Topic]	
PHIL 451	Native American Philosophy	
PHIL 452	Philosophy and Race	
Additional upper-division philosophy courses		20
Total Credits		**52**

Bachelor of Science Degree Requirements

Code	Title	Credits
PHIL 225	Introduction to Formal Logic	4
Select two of the following:		8
PHIL 310	History of Philosophy: Ancient and Medieval	
PHIL 311	History of Philosophy: Modern	
PHIL 312	History of Philosophy: 19th Century	
Select two additional courses:		8
PHIL 310	History of Philosophy: Ancient and Medieval	
PHIL 311	History of Philosophy: Modern	
PHIL 312	History of Philosophy: 19th Century	
PHIL 342	Introduction to Latin American Philosophy	
PHIL 415	Continental Philosophy: [Topic]	
PHIL 420	American Philosophy: [Topic]	
Select two of the following:		8
PHIL 421	Ancient Philosophers: [Topic]	
PHIL 433	17th- and 18th-Century Philosophers: [Topic]	
PHIL 453	19th-Century Philosophers: [Topic]	
PHIL 463	20th-Century Philosophers: [Topic]	
Select one of the following:		4
PHIL 110	Human Nature	
PHIL 170	Love and Sex	
PHIL 216	Philosophy and Cultural Diversity	
PHIL 315	Introduction to Feminist Philosophy	
PHIL 342	Introduction to Latin American Philosophy	
PHIL 443	Feminist Philosophy: [Topic]	
PHIL 451	Native American Philosophy	
PHIL 452	Philosophy and Race	
Additional upper-division philosophy courses		20
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

Code	Title	Credits
Select two of the following:		8
PHIL 310	History of Philosophy: Ancient and Medieval	
PHIL 311	History of Philosophy: Modern	
PHIL 312	History of Philosophy: 19th Century	
Course on the work of a specific philosopher		4
Upper-division course		4
Two additional philosophy courses		8
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

Code	Title	Credits
PHIL 102	Ethics	4
or PHIL 323	Moral Theory	
Five ethics-related courses chosen from the following (or from additional rotating topics courses):		20
PHIL 102	Ethics	

PHIL 120	Ethics of Enterprise and Exchange
PHIL 123	Internet, Society, and Philosophy
PHIL 130	Philosophy and Popular Culture
PHIL 170	Love and Sex
PHIL 216	Philosophy and Cultural Diversity
PHIL 220	Food Ethics
PHIL 223	Data Ethics
PHIL 307	Social and Political Philosophy
PHIL 308	Social and Political Philosophy
PHIL 309	Global Justice
PHIL 315	Introduction to Feminist Philosophy
PHIL 323	Moral Theory
PHIL 330	Philosophy and Disaster
PHIL 335	Medical Ethics
PHIL 340	Environmental Philosophy
PHIL 342	Introduction to Latin American Philosophy
PHIL 343	Critical Theory
PHIL 344	Introduction to Philosophy of Law
ENVS 345	Environmental Ethics
PHIL 443	Feminist Philosophy: [Topic]
PHIL 451	Native American Philosophy
PHIL 452	Philosophy and Race

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 take 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.

Diversity Focus

The diversity focus in philosophy gives students the opportunity to combine diversity courses in race, gender, and class with lectures, events, and workshops to earn formal recognition of focused philosophical study in diversity. The program must be completed within four years of the time the student signed up.

Requirements for Students Majoring or Minoring in Philosophy or Minoring in Ethics

Code	Title	Credits
PHIL 399	Special Studies: [Topic] (Philosophy and Diversity)	1-5
Select two diversity-related courses from the following: [1]		
PHIL 110	Human Nature	
PHIL 170	Love and Sex	
PHIL 216	Philosophy and Cultural Diversity	
PHIL 315	Introduction to Feminist Philosophy	
PHIL 342	Introduction to Latin American Philosophy	
PHIL 443	Feminist Philosophy: [Topic]	
PHIL 451	Native American Philosophy	
PHIL 452	Philosophy and Race	
Documented attendance at six diversity-related events on campus or an equivalent event as approved by the diversity focus administrator		

[1] Students may substitute other topics courses or an equivalent course on this theme with the approval of the diversity focus administrator.

Requirements for All Other Students

Code	Title	Credits
PHIL 399	Special Studies: [Topic] (Philosophy and Diversity)	1-5
Select three diversity-related courses from the following: [1]		
PHIL 110	Human Nature	
PHIL 170	Love and Sex	
PHIL 216	Philosophy and Cultural Diversity	
PHIL 315	Introduction to Feminist Philosophy	
PHIL 342	Introduction to Latin American Philosophy	
PHIL 443	Feminist Philosophy: [Topic]	
PHIL 451	Native American Philosophy	
PHIL 452	Philosophy and Race	
Documented attendance at six diversity-related events on campus or an equivalent event as approved by the diversity focus administrator		

[1] Students may substitute other topics courses or an equivalent course on this theme with the approval of the diversity focus administrator.

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

Course	Title	Credits	Milestones
First Year			
Fall			
PHIL 101	Philosophical Problems	4	
PHIL 101 or any 100/200 level class			
First term of first-year second-language sequence		4	
WR 121	College Composition I	4	
General-education science course		4	
	Credits	**16**	
Winter			
PHIL 102	Ethics	4	
PHIL 102 or any 100/200 level class			
Second term of first-year second-language sequence		4	
WR 122	College Composition II	4	
General-education arts and letters course		4	
	Credits	**16**	
Spring			
PHIL 103	Critical Reasoning	4	

PHIL 103 or any 100/200 level class		
Third term of first-year second-language sequence		4
General-education social science course		4
General-education science course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Second Year			
Fall			
PHIL 310	History of Philosophy: Ancient and Medieval	4	
one of PHIL 310, 311, or 312			
First term of second-year second-language sequence		4	
Multicultural course in American cultures or international cultures		4	
General-education science course		4	
	Credits	**16**	
Winter			
PHIL 311	History of Philosophy: Modern	4	
one of PHIL 310, 311, or 312			
Second term of second-year second-language sequence		4	
100- or 200-level PHIL course		4	
Multicultural course in American cultures or international cultures		4	
	Credits	**16**	
Spring			
PHIL 312	History of Philosophy: 19th Century	4	
one of 310, 311, 312, 342, 415, or 420			
PHIL 225	Introduction to Formal Logic	4	
Third term of second-year second-language sequence		4	
General-education arts and letters course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
PHIL 453	19th-Century Philosophers: [Topic]	4	
General-education social science course		4	
General-education science course		4	
Multicultural course in international cultures		4	
	Credits	**16**	
Winter			
PHIL 463	20th-Century Philosophers: [Topic]	4	
300- or 400-level PHIL course		4	
General-education arts and letters course		4	
General-education social science course		4	
	Credits	**16**	
Spring			
300- or 400-level PHIL course		4	
one of PHIL 310, 311, 312, 342, 415, 420			
General-education science course		4	
Elective course		4	
	Credits	**12**	
	Total Credits	**44**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
300- or 400-level PHIL course		4	
Elective courses		8	
	Credits	**12**	
Winter			
Elective courses		16	
	Credits	**16**	
Spring			
300- or 400-level PHIL course		4	
Elective courses		8	
	Credits	**12**	
	Total Credits	**40**	

Bachelor of Science in Philosophy

Course	Title	Credits	Milestones
First Year			
Fall			
PHIL 101	Philosophical Problems	4	
Mathematics course		4	
WR 121	College Composition I	4	
General-education science course		4	
	Credits	**16**	
Winter			
PHIL 102	Ethics	4	
Mathematics course		4	
WR 122	College Composition II	4	
General-education arts and letters course		4	
	Credits	**16**	
Spring			
PHIL 103	Critical Reasoning	4	
Mathematics course		4	
General-education social science course		4	
General-education science course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
PHIL 310	History of Philosophy: Ancient and Medieval	4	
Elective course		4	
General-education science course		4	
Multicultural course in American cultures or international cultures		4	
	Credits	**16**	

Winter		
PHIL 311	History of Philosophy: Modern	4
100- or 200-level PHIL course		4
Elective course		4
Multicultural course in American cultures or international cultures		4
	Credits	**16**
Spring		
PHIL 312	History of Philosophy: 19th Century	4
Elective course		4
General-education arts and letters course		4
	Credits	**12**
	Total Credits	**44**

Course	Title	Credits	Milestones
Third Year			
Fall			
PHIL 453	19th-Century Philosophers: [Topic]	4	
General-education social science course		4	
General-education science course		4	
Multicultural course in international cultures		4	
	Credits	**16**	
Winter			
PHIL 463	20th-Century Philosophers: [Topic]	4	
300- or 400-level PHIL course		4	
General-education arts and letters course		4	
General-education social science course		4	
	Credits	**16**	
Spring			
300- or 400-level PHIL course		4	
General-education science course		4	
Elective course		4	
	Credits	**12**	
	Total Credits	**44**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
300- or 400-level PHIL course		4	
Elective courses		8	
	Credits	**12**	
Winter			
Elective courses		16	
	Credits	**16**	
Spring			
300- or 400-level PHIL course		4	
Elective courses		8	
	Credits	**12**	
	Total Credits	**40**	

- Master of Arts: Distribution **(**p. 435**)**
- Master of Arts: Thesis **(**p. 435**)**
- **Doctor of Philosophy**

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.

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

- one course from each of three historical periods: ancient, modern (16th–18th centuries), 19th century,
- one courses from each of the four philosophical traditions—continental, analytic, American, and feminist—that ground the diverse philosophical perspectives of the department, usually satisfied by taking the Advanced Introduction for each area (571, 572, 573, 574), taken within the first two years of graduate study
- three two courses in Emerging and Engaged Philosophies: Students must complete *two courses* in Emerging Philosophies, such as Critical Race Theory, Latin American Philosophy, Native American Philosophy, Feminist Philosophy and LGBTQ philosophy. Students must also complete *one course* in Engaged philosophies, such as Environmental Philosophy, Biomedical Ethics, Animal Ethics, and Data Ethics.
- Note on criteria for multiple fulfillment: Graduate courses may be listed as counting toward the simultaneous fulfillment of multiple categories of distribution simultaneously, though this is possible for only some of the categories. A course may count toward one Historical Period while also fulfilling a Philosophical Tradition or a course in Emerging and Engaged Philosophies. Courses may count toward either a Philosophical Tradition or the Emerging and Engaged requirement, but no course may count toward both of these

requirements at once. For example, a course in nineteenth-century feminist philosophy can count toward either the requirement in the Feminist Tradition or in Emerging and Engaged Philosophies (but not both) and at the same time fulfill a requirement for Historical Periods. When a course is listed so as to provide an option for fulfillment of either the Traditions or Emergent & Engaged requirements, students must choose which requirement the course is to fulfill.

Master of Arts: Distribution

Code	Title	Credits
History Requirements		
One course from each of the following:		12
Course from ancient period		
Course from modern (16th-18th centuries) period		
Course from 19th century		
Traditions Requirements		
One course about continental philosophical traditions [1]		4
One course about analytic philosophic traditions [1]		4
One course about American philosophical traditions [1]		4
One course about feminist philosophical traditions [1]		4
Emerging and Engaged Philosophies		
Two courses in Emerging Philosophies		8
One course in Engaged Philosophies		4
Total Credits		**40**

New Footnote [1] Usually satisfied by taking the Advanced Introduction in each area (571, 572, 573, 574).

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

Code	Title	Credits
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

Students must complete at least 81 graduate credits, of which at least 18 must be dissertation research credits. As part of the requirements for completing the PhD, students must also take at least *twelve* 4-credit graduate courses within the department of philosophy. Students must complete the course distribution requirements, demonstrate proficiency in a second language and pass two comprehensive examinations, which in our program are extensive research projects — one in the history of philosophy (the 'history paper') and one in the student's intended area of research specialization (the 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

- one course from each of three historical periods: ancient, modern (16th–18th centuries), 19th century,
- one courses from each of the four philosophical traditions—continental, analytic, American, and feminist—that ground the diverse philosophical perspectives of the department. This is usually fulfilled by taking the Advanced Introductory course in the area (571, 572, 573, 574) within the first two years of graduate study
- three courses in Emerging and Engaged Philosophies. Students must complete *two courses* in Emerging Philosophies, such as Critical Race Theory, Latin American Philosophy, Native American Philosophy, Feminist Philosophy and LGBTQ philosophy. Students must also complete *one course* in Engaged philosophies, such as Environmental Philosophy, Biomedical Ethics, Animal Ethics, and Data Ethics.
- one course in advanced logic
- In the first year of employment as a GE, graduate students must also complete a total of 3 credits by enrolling in a one-credit professionalization pro-seminar on teaching for all three terms of the regular academic year.

Note on criteria for multiple fulfillment: Graduate courses may be listed as counting toward the simultaneous fulfillment of multiple categories of distribution simultaneously, though this is possible for only *some* of the categories. A course may count toward one Historical Period while also fulfilling a Philosophical Tradition or a course in Emerging and Engaged Philosophies. Courses may count toward *either* a Philosophical Tradition *or* the Emerging and Engaged requirement, but no course may count toward both of these requirements at once. For example, a course in nineteenth-century feminist philosophy can count toward either the requirement in the Feminist Tradition or in Emerging and Engaged Philosophies (but not both) and at the same time fulfill a requirement for Historical Periods. When a course is listed so as to provide an option for

fulfillment of either the Traditions or Emergent & Engaged requirements, students must choose which requirement the course is to fulfill.

Code	Title	Credits
History Requirements		**12**
One course from each of the following:		
Course from ancient period		
Course from modern (16th-18th centuries) period		
Course from 19th century		
Traditions Requirements		
One courses about continental philosophical traditions [1]		4
One courses about analytic philosophic traditions [1]		4
One courses about American philosophical traditions [1]		4
One courses about feminist philosophical traditions [1]		4
Engaged and Emerging Philosophy		
Two courses in Emerging Philosophies		8
One course in Engaged Philosophies		4
Logic		
One course in advanced symbolic logic		4
Teaching Seminar		
Three one-credit teaching seminars		3
Dissertation		
PHIL 603	Dissertation	18
Total Credits		**65**

New Footnote
[1] The traditions requirement is usually fufilled by completing the Advanced Introductory course in the area (571, 572, 573, 574).

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 and a college transcript. 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 application fee ($70 for domestic applicants, $90 for international applicants), should be sent to the Office of Admissions, 1217 University of Oregon, Eugene OR 97403-1217. A second set of transcripts should be uploaded to GradWeb (https://gradweb.uoregon.edu/). 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 2 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 199L. Special Studies: [Topic]. 4 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 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 223. Data Ethics. 4 Credits.
This course explores central ethical challenges in data science and related fields of computational analysis. Offers both an overview of the major theoretical commitments of data ethics as well as engagement with applied contexts such as computer engineering, behavioral sciences, marketing, and surveillance.

PHIL 225. Introduction to Formal Logic. 4 Credits.
Introduces formal logic, including both propositional (setence) and predicate logic, including the use of truth trees. Students cannot receive credit for both PHIL 225 and MATH 307.

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. 1-4 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.
Prereq: one course from Philosophy.

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 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.
Students explore ways to tap into the wonder and curiosity that children naturally have about their world, their lives and relationships. Seminar teaches undergraduates to become skillful facilitators of elementary classroom philosophical discussions at the 3rd through 5th grade level.

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 426. Advanced Logic. 4 Credits.
This course covers classical and non-classical logics. A review of propositional and predicate logic will be followed by a consideration of “non-normal” logics of strict implication, conditional logics, many-valued logics, and first degree entailment. The course will consider philosophical issues raised by these diverse logics.
Prereq: PHIL 225 or PHIL 325.

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 472. Advanced Introduction to Analytic Philosophy. 4 Credits.
An advanced introduction to central debates, topics, figures, and trajectories in Analytic philosophy.
Prereq: One 400 level philosophy course.

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 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

PHIL 521. Ancient Philosophers: [Topic]. 4 Credits.
Repeatable. Concentrates on the work of a single philosopher, typically Plato or Aristotle. Repeatable when philosopher changes.

PHIL 526. Advanced Logic. 4 Credits.
This course covers classical and non-classical logics. A review of propositional and predicate logic will be followed by a consideration of “non-normal” logics of strict implication, conditional logics, many-valued logics, and first degree entailment. The course will consider philosophical issues raised by these diverse logics.

PHIL 533. 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.

PHIL 551. 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 553. 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 563. 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 572. Advanced Introduction to Analytic Philosophy. 4 Credits.
An advanced introduction to central debates, topics, figures, and trajectories in Analytic philosophy.

PHIL 601. Research: [Topic]. 1-16 Credits.
Repeatable.

PHIL 602. Supervised College Teaching. 1-16 Credits.
Repeatable.

PHIL 603. Dissertation. 1-16 Credits.
Repeatable.

PHIL 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

PHIL 607. 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 three times for a maximum of 16 credits when topic changes.

PHIL 620. American Philosophy: [Topic]. 4 Credits.
Treats issues in classical and contemporary American philosophy. Repeatable three times for a maximum of 16 credits when topic changes.

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 three times for a maximum of 16 credits when topic changes.

PHIL 643. Feminist Philosophy: [Topic]. 4 Credits.
Explores contemporary feminist philosophy. Repeatable three times for a maximum of 16 credits when topic changes.

PHIL 645. Environmental Philosophy: [Topic]. 4 Credits.
Pursues advanced questions in environmental philosophy regarding a particular tradition or problem area. Repeatable up to 3 times 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 670. Issues in Metaphysics. 4 Credits.
Discussion of current controversies in metaphysics (e.g., essentialism, identity, future contingency).
Prereq: major standing.

Physics

Richard P. Taylor, Department Head
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173 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

Benjamín Alemán, assistant professor (experimental condensed matter, optical physics). BS, 2004, Oregon; MA, 2010, PhD, 2011, California, Berkeley. (2013)

David Allcock, assistant professor (ion trapping and quantum information). MS, 2007, PhD, 2012, Oxford. (2019)

Jayanth Banavar, professsor (statistical physics). BS, 1972, MS, 1974, Bangalore University, PhD, 1978, University of Pittsburgh. (2019)

Dietrich Belitz, professor (condensed matter theory). Dipl Phys, 1980, Dr.rer.nat., 1982, Technical University Munich. (1987)

Bryan S. Boggs, senior lecturer (optical physics). BS, 1995, MS, 1996, PhD, 2012, Oregon. (2013)

Gregory D. Bothun, professor (astronomy). BS, 1976, PhD, 1981, Washington (Seattle). (1990)

James E. Brau, Philip H. Knight Professor (experimental elementary particle physics). BS, 1969, United States Air Force Academy; MS, 1970, PhD, 1978, Massachusetts Institute of Technology. (1988)

Spencer Chang, associate professor (theoretical high-energy physics). BS, 1999, Stanford; PhD, 2004, Harvard. (2010)

Timothy Cohen, assistant professor (elementary particle theory). BS, 2006, MS, 2009, PhD, 2011, Michigan, Ann Arbor. (2015)

Eric Corwin, associate professor (biophysics, soft condensed matter). BA, 2001, Harvard; PhD, 2007, Chicago. (2010)

Ben Farr, assistant professor (gravitational waves). BS, 2009, Rochester Institute of Technology; PhD, 2014, Northwestern. (2017)

R. Scott Fisher, senior lecturer (astronomy). BS, 1993, PhD, 2001, Florida. (2012)

Raymond E. Frey, professor (experimental elementary particle physics). BA, 1978, California, Irvine; MS, 1981, PhD, 1984, California, Riverside. (1989)

James N. Imamura, professor (astrophysics); director, Institute of Theoretical Science. BA, 1974, California, Irvine; MA, 1978, PhD, 1981, Indiana. (1985)

Laura Jeanty, assistant professor (high-energy physics). BS, 2006, Yale; MS, 2009, PhD, 2013, Harvard. (2018)

Elsa Johnson, instructor (astronomy). BS, 1993, Oregon State University, MS, 1999, California; Irvine, PhD, 2010, Oregon. (2010)

Stephen D. Kevan, professor (solid state physics). BA, 1976, Wesleyan; PhD, 1980, California, Berkeley. (1985)

Graham Kribs, professor (elementary particle theory). BASc, 1993, Toronto; PhD, 1998, Michigan, Ann Arbor. (2004)

Dean W. Livelybrooks, senior instructor (geophysics). BS, 1977, Massachusetts Institute of Technology; MS, 1984, PhD, 1990, Oregon. (1996)

Stephanie Majewski, associate professor (experimental elementary particle physics). BS, 2002, Illinois, Urbana-Champaign; PhD, 2007, Stanford. (2012)

Benjamin McMorran, associate professor (experimental condensed matter, optical physics). BS, 2000, Oregon State; MS, PhD, 2009, Arizona. (2011)

Stanley J. Micklavzina, senior instructor (physics education). BS, 1982, MS, 1985, Oregon. (1985)

Jens Nöckel, associate professor (optical physics). Dipl. Phys., 1992, Hamburg; PhD, 1997, Yale. (2001)

Raghuveer Parthasarathy, Alec and Kay Keith Professor (condensed matter physics, biophysics). BA, 1997, California, Berkeley; PhD, 2002, Chicago. (2006)

Jayson Paulose, assistant professor (condensed matter theory). AB, 2007, Princeton; SM, 2009, PhD, 2013, Harvard. (2018)

Michael G. Raymer, Philip H. Knight Professor (quantum optics and optical physics). BA, 1974, California, Santa Cruz; PhD, 1979, Colorado. (1988)

William C. Scannell, lab instructor (physics education). BS, 2002, MS, 2004, PhD, 2010, Oregon. (2016)

James M. Schombert, Noble F. and Frances L. Miller Professor in Astrophysics (astronomy). BS, 1979, Maryland; MPhil, 1982, PhD, 1984, Yale. (1996)

Brian J. Smith, associate professor (quantum optics, optical physics). BA, 2000, Gustavus Adolphus College; PhD, 2007, Oregon. (2015)

Daniel Steck, associate professor (atom optics and nonlinear dynamics). BS, 1995, Dayton; PhD, 2001, Texas, Austin. (2004)

David M. Strom, professor (experimental elementary particle physics). BA, 1980, St. Olaf; PhD, 1986, Wisconsin, Madison. (1991)

Richard P. Taylor, professor (solid state physics). BS, 1985, PhD, 1988, Nottingham. CAD, 1995, Manchester School of Art; MA, 2000, New South Wales. (1999)

John J. Toner, professor (condensed matter theory). BS, 1977, Massachusetts Institute of Technology; MA, 1979, PhD, 1981, Harvard. (1995)

Eric Torrence, professor (experimental elementary particle physics). BS, 1990, Washington (Seattle); PhD, 1997, Massachusetts Institute of Technology. (2000)

Tristan S. Ursell, assistant professor (condensed matter physics, biophysics). BS, 2003, Rensselaer Polytechnic Institute; MS, 2003, PhD, 2009, California Institute of Technology. (2014)

Steven J. van Enk, professor (theoretical optical physics). MSc, 1988, Utrecht; PhD, 1992, Leiden. (2006)

Hailin Wang, professor (quantum optics); Alec and Kay Keith Chair. BS, 1982, Science and Technology (China); MS, 1986, PhD, 1990, Michigan. (1995)

David Wineland, research professor (atomic spectroscopy, quantum information, quantum-limited metrology). BA, 1965, California, Berkeley; MA, 1966, PhD, 1970, Harvard. (2018)

Tien-Tien Yu, assistant professor (high-energy physics). AB, 2007, Chicago; PhD, 2013, Wisconsin, Madison. (2017)

Research Faculty and Staff

Robert Schofield, senior research associate (nuclear biophysics). BS, 1982, Brigham Young; PhD, 1990, Oregon. (1993)

Nikolai Sinev, senior research associate (experimental high energy physics). BS, 1968, PhD, 1974, Moscow State. (1993)

Frank Vignola, senior research associate (solar energy). BA, 1967, California, Berkeley; MS, 1969, PhD, 1975, Oregon. (1977)

Emeriti

Paul L. Csonka, professor (elementary particle theory). PhD, 1963, Johns Hopkins. (1968)

Nilendra G. Deshpande, professor (elementary particle theory). BSc, 1959, MSc, 1960, Madras; PhD, 1965, Pennsylvania. (1975)

Rudolph C. Hwa, professor emeritus. BS, 1952, MS, 1953, PhD, 1957, Illinois; PhD, 1962, Brown. (1971)

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)

Robert L. Zimmerman, professor emeritus. BA, 1958, Oregon; PhD, 1963, Washington (Seattle). (1966)

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

- **Bachelor of Arts: 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.

Years Completed Before Transfer	Suggested Completed Courses	UO Equivalent Courses
Two, more than two	One year of differential and integral calculus	MATH 251–253-253
Two, more than two	One year of calculus general physics with laboratory	PHYS 251–253-253, PHYS 290
Two, more than two	General chemistry	CH 221–222-222 or CH 224H–225H-225H
Two, more than two	One term of differential equations and two terms of multivariable calculus	MATH 256, MATH 281–282-282
More than two	Second year of physics	

Transfer students should also have completed as many as possible of the university requirements for the bachelor's degree (see Bachelor's Degree Requirements (http://catalog.uoregon.edu/bachelorrequirements/)).

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. 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.

Bachelor of Arts: Physics

Code	Title	Credits
Physics Core Courses		
MATH 251–253	Calculus I-III	12
or MATH 261–263	Calculus with Theory I-III	
PHYS 251–253	Foundations of Physics I	12
MATH 256	Introduction to Differential Equations	4
MATH 281–282	Several-Variable Calculus I-II	8
PHYS 290	Foundations of Physics Laboratory [1]	2
PHYS 351–353	Foundations of Physics II	12
PHYS 391	Physics Experimentation Data Analysis Laboratory	4
Interdisciplinary Science Core		
Two from the following: [2]		8
CH 221	General Chemistry I	
CH 222	General Chemistry II	
CH 224H	Advanced General Chemistry I	
CH 225H	Advanced General Chemistry II	
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	
ERTH 201	Dynamic Planet Earth	
HPHY 212	Scientific Investigation in Physiology	
Physics Upper-Division Courses		**24**
Three upper-division laboratory courses [3]		6
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. 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		Credits
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 411–413	Mechanics, Electricity, and Magnetism	12
Upper-division laboratory course from the following list: PHYS 424–425, PHYS 431–432, PHYS 491–493, or PHYS 401		2-4
Fourth Year		
PHYS 414–415	Quantum Physics	8
PHYS 417	Topics in Quantum Physics	4
Upper-division laboratory course from the following list: PHYS 424–425, PHYS 431–432, PHYS 491–493, or PHYS 401		2-4
	Total Credits:	**91-94**

Bachelor of Science: Physics

Code	Title	Credits
Physics Core Courses		
MATH 251–253	Calculus I-III	12
or MATH 261–263	Calculus with Theory I-III	
PHYS 251–253	Foundations of Physics I	12
MATH 256	Introduction to Differential Equations	4
MATH 281–282	Several-Variable Calculus I-II	8
PHYS 290	Foundations of Physics Laboratory [1]	2
PHYS 351–353	Foundations of Physics II	12
PHYS 391	Physics Experimentation Data Analysis Laboratory	4
Interdisciplinary Science Core		
Two from the following: [2]		8
CH 221	General Chemistry I	
CH 222	General Chemistry II	
CH 224H	Advanced General Chemistry I	
CH 225H	Advanced General Chemistry II	
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	
ERTH 201	Dynamic Planet Earth	
HPHY 212	Scientific Investigation in Physiology	
Physics Upper-Division Courses		**24**
Three upper-division laboratory courses [3]		6
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. 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		Credits
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 411–413	Mechanics, Electricity, and Magnetism	12
Upper-division laboratory course from the following list: PHYS 424–425, PHYS 431–432, PHYS 491–493, or PHYS 401		2-4
Fourth Year		
PHYS 414–415	Quantum Physics	8
PHYS 417	Topics in Quantum Physics	4
Upper-division laboratory course from the following list: PHYS 424–425, PHYS 431–432, PHYS 491–493, or PHYS 401		2-4
	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:

Third Year		Credits
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
Fourth Year		
PHYS 411–413	Mechanics, Electricity, and Magnetism	12
PHYS 414–415	Quantum Physics	8
PHYS 417	Topics in Quantum Physics	4
PHYS 422	Electromagnetism	4
Select one or two of the following:		4-8
PHYS 424	Classical Optics	4
PHYS 425	Modern Optics	4
PHYS 431	Analog Electronics	4
PHYS 432	Digital Electronics	4
PHYS 491	Research Project I	4
PHYS 492	Research Project II	4
PHYS 493	Research Project III	4
Mathematics or physics electives or both		8
	Total Credits:	**68-72**

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

Code	Title	Credits
Pre-Minor Requirements		
PHYS 251–253	Foundations of Physics I [1]	12
or PHYS 201–203	General Physics	
Required Courses		
PHYS 351–353	Foundations of Physics II	12
or PHYS 411–413	Mechanics, Electricity, and Magnetism	
Select one of the following:		4
PHYS 391	Physics Experimentation Data Analysis Laboratory	
400-level physics course		
Physics courses		8
Total Credits		**36**

[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 another institution. 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 another institution. 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 (http://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

- **Physics**

Bachelor of Arts in Physics

Course	Title	Credits Milestones
First Year		
Fall		
PHYS 251	Foundations of Physics I	4
PHYS 290	Foundations of Physics Laboratory	1
CH 221	General Chemistry I	4
MATH 251	Calculus I	4
WR 121	College Composition I	4
	Credits	**17**
Winter		
PHYS 252	Foundations of Physics I	4
PHYS 290	Foundations of Physics Laboratory	1
CH 222	General Chemistry II	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
CIS 210	Computer Science I	4

General-education course in arts and letters			4
	Credits		**17**
	Total Credits		**51**

Course	Title	Credits	Milestones
Second Year			
Fall			
PHYS 351	Foundations of Physics II	4	
MATH 281	Several-Variable Calculus I	4	
PHYS 391	Physics Experimentation Data Analysis Laboratory	4	
General education course in arts and letters		4	
	Credits	**16**	
Winter			
PHYS 353	Foundations of Physics II	4	
MATH 282	Several-Variable Calculus II	4	
General-education course in social science		4	
General-education course that also satisfies a multicultural requirement		4	
	Credits	**16**	
Spring			
PHYS 353	Foundations of Physics II	4	
MATH 256	Introduction to Differential Equations	4	
General-education course in arts and letters		4	
General-education course in social science		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
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	
First term of first-year second-language sequence		4	
	Credits	**16**	
Winter			
PHYS 411	Mechanics, Electricity, and Magnetism	4	
PHYS 413	Mechanics, Electricity, and Magnetism	4	
General-education course in social science		4	
Second term of first-year second-language sequence		4	
	Credits	**16**	
Spring			
PHYS 422	Electromagnetism	4	
Third term of first-year second-language sequence		4	
General-education course in social science		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
PHYS 414	Quantum Physics	4	
First term of second-year second-language sequence		4	
Elective courses		8	
	Credits	**16**	
Winter			
PHYS 415	Quantum Physics	4	
PHYS 431	Analog Electronics	4	
Second term of second-year second-language sequence		4	
Elective course		4	
	Credits	**16**	
Spring			
PHYS 417	Topics in Quantum Physics	4	
PHYS 432	Digital Electronics	4	
Third term of second-year second-language sequence		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Bachelor of Science in Physics

Course	Title	Credits	Milestones
First Year			
Fall			
PHYS 251	Foundations of Physics I	4	
PHYS 290	Foundations of Physics Laboratory	1	
CH 221	General Chemistry I	4	
MATH 251	Calculus I	4	
WR 121	College Composition I	4	
	Credits	**17**	
Winter			
PHYS 252	Foundations of Physics I	4	
PHYS 290	Foundations of Physics Laboratory	1	
CH 222	General Chemistry II	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	
CIS 210	Computer Science I	4	
General-education course in arts and letters		4	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Second Year			
Fall			
PHYS 351	Foundations of Physics II	4	

PHYS 391	Physics Experimentation Data Analysis Laboratory	4
MATH 281	Several-Variable Calculus I	4
General-education course in arts and letters		4
	Credits	**16**
Winter		
PHYS 352	Foundations of Physics II	4
MATH 282	Several-Variable Calculus II	4
General-education course in social science		4
General-education course that also satisfies a multicultural requirement		4
	Credits	**16**
Spring		
PHYS 353	Foundations of Physics II	4
MATH 256	Introduction to Differential Equations	4
General-education course in arts and letters		4
General-education course in social science		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
PHYS 412	Mechanics, Electricity, and Magnetism	4	
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course that also satisfies a multicultural requirement		4	
	Credits	**16**	
Winter			
PHYS 411	Mechanics, Electricity, and Magnetism	4	
PHYS 413	Mechanics, Electricity, and Magnetism	4	
General-education course in social science		4	
Elective course		4	
	Credits	**16**	
Spring			
PHYS 422	Electromagnetism	4	
Elective courses		12	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
PHYS 414	Quantum Physics	4	
Elective courses		12	
	Credits	**16**	
Winter			
PHYS 415	Quantum Physics	4	
PHYS 431	Analog Electronics	4	
Elective courses		8	
	Credits	**16**	
Spring			
PHYS 417	Topics in Quantum Physics	4	
PHYS 432	Digital Electronics	4	
Elective courses		8	
	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 for Fundamental Science (IFS) enhances the experimental, theoretical, (http://physics.uoregon.edu/%7Ehet/) and astronomy research activities at the University of Oregon. (http://uoregon.edu/) IFS is one of several centers and institutes supported by the Office of the Vice President for Research and Innovation (http://research.uoregon.edu/), and maintains a close relationship with the Department of Physics (https://physics.uoregon.edu/) as well as the Department of Chemistry (https://chemistry.uoregon.edu/) and the Department of Mathematics (https://math.uoregon.edu/).

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 General Graduate Record Examinations (GRE), is required; the Physics GRE is strongly recommended. 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 employee (GE) opportunities or research fellowships is available on a competitive basis to PhD students. GEs 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.

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 department offers a traditional master's as well as an internship-based master's program in applied physics, designed to serve physics students whose primary interests lie in applied research and development rather than in basic research. The Master's Industrial Internship Program includes course work, professional development, and a nine-month paid internship that helps prepare physicists for a career in industry or government labs. The internship salary helps offset the cost of tuition for students in this program; the traditional master's program does not include financial support.

Master of Science: Applied Physics

Code	Title	Credits
500- or 600-level courses [1]		24
Industrial internship		10
Additional graduate-level physics courses		11-19
Total Credits		**45-53**

[1] At least 9 credits of 600-level courses are required.

Additional Requirements

For a student to be in good academic standing, the cumulative GPA of the graded-credit total must be 3.00 or better.

Graduate School requirements, including time limits, must be satisfied.

The applied physics master of science (MS) degree requires the completion of 54 total credits—24 graded credits at the 500 level or higher and 30 internship research credits. The internship requirement must be fulfilled through the industrial internship program. Internship credits are taken pass/no pass. A student who is working full-time as an intern typically earns 10 credits each term.

Graded credits must be selected from an approved departmental list. The table below highlights courses commonly taken by students in the Master's Industrial Internship Program. 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.

Code	Title	Credits
PHYS 581	Design of Experiments	4
PHYS 626	Physical Optics with Labs	4
PHYS 627	Optical Materials and Devices	4
PHYS 628	Laser and Nonlinear Optics with OpticStudio	4
PHYS 677M	Semiconductor Device Physics	4
PHYS 678M	Semiconductor Processing and Characterization Technology	4
PHYS 679M	Device Processing and Characterization Laboratory	4
CH 680	Electronics and Vacuum Systems	4
CH 681	Introduction to Electron Microscopy	4
CH 682	Electron Microprobe Analysis	4
CH 683	Surface Analysis	4
CH 685	Advanced Transmission Electron Microscopy	4

Master of Science: Physics

Typically this degree is based solely on course work. Detailed requirements can be found in the Graduate Student Handbook on the department's website.

Candidates must either submit a written thesis ***or*** take a program of specialized courses.

Thesis Option

Code	Title	Credits
Select one of the following:		9
PHYS 503	Thesis	
PHYS 503 & PHYS 601	Thesis and Research: [Topic]	
Total Credits		**9**

Specified-Course Option

The specified-courses option requires 40 graded graduate credits in physics with a GPA of at least 3.00 in these courses; 36 of those 40 credits 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 solely on course work. Detailed requirements can be found in the Graduate Student Handbook on the department's website.

Candidates must either submit a written thesis ***or*** take a program of specialized courses.

Thesis Option

Code	Title	Credits
Select one of the following:		9
PHYS 503	Thesis	
PHYS 503 & PHYS 601	Thesis and Research: [Topic]	
Total Credits		**9**

Specified-Course Option

The specified-courses option requires 40 graded graduate credits in physics with a GPA of at least 3.00 in these courses; 36 of those 40 credits 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 also must take and pass the core graduate sequences, listed below, achieving a B– or better grade in each course. Courses may be retaken once to achieve this minimum grade. The director of graduate studies can selectively waive these requirements in exceptional cases:

Code	Title	Credits
Core Sequences		
PHYS 611 & PHYS 612	Theoretical Mechanics and Theoretical Mechanics	6
PHYS 613 & PHYS 614	Statistical Physics and Statistical Physics	6
PHYS 622 & PHYS 623	Electromagnetic Theory and Electromagnetic Theory	8
PHYS 631 & PHYS 632 & PHYS 633	Quantum Mechanics and Quantum Mechanics and Quantum Mechanics	12
Breadth Requirements		
Six breadth courses [1]		

[1] Breadth courses can be chosen from several areas of physics and allied areas such as mathematics, chemistry, and biology.

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.

Astronomy 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.

Physics Courses

PHYS 101. Essentials of Physics. 4 Credits.
Fundamental physical principles. Mechanics.

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 nonscience majors. Multilisted with ERTH 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 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 microscropic 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. Worskhop: [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.
Introductory series. Thermodynamics, waves, optics.
Prereq: PHYS 201.

PHYS 203. General Physics. 4 Credits.
Introductory series. Electricity, magnetism, modern physics.
Prereq: PHYS 201.

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 252 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 253 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, PHYS 252 or PHYS 253.

PHYS 299. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

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 MATH 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 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 PHYS 353.

PHYS 369M. Science of Climbing. 2 Credits.
Introduction to the physics and scientific principles behind climbing, climbing equipment, anchors, ropes, climbing gear, static versus dynamic load, fall factor, and breaking strength. A prerequisite is students must have completed at least one Outdoor Program climbing course. Multilisted with PEO 369M.
Prereq: PEO 251.

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 400M. Temporary Multilisted Course. 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.
Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena. Only nonmajors may earn graduate credit.
Prereq: MATH 282.

PHYS 412. Mechanics, Electricity, and Magnetism. 4 Credits.
Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena.
Prereq: MATH 281.

PHYS 413. Mechanics, Electricity, and Magnetism. 4 Credits.
Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena.
Prereq: PHYS 412.

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 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, Frauenhofer 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.
Passive and active discrete components and circuits. General circuit concepts and theorems. Equivalent circuits and black box models. Integrated circuit operational amplifiers.
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 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

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 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.
Thermodynamics, statistical mechanics, kinetic theory, application to gases, liquids, solids, atoms, molecules, and the structure of matter. Sequence.

PHYS 614. Statistical Physics. 4 Credits.
Thermodynamics, statistical mechanics, kinetic theory, application to gases, liquids, solids, atoms, molecules, and the structure of matter. Sequence.
Prereq: PHYS 613.

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.

PHYS 623. 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 622.

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.
Prereq: PHYS 626 with B- or better grade.

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.
Prereq: PHYS 627 with B- or better grade.

PHYS 631. Quantum Mechanics. 4 Credits.
Review of fundamentals, central force problems, matrix mechanics. Sequence.

PHYS 632. Quantum Mechanics. 4 Credits.
Approximation methods, scattering. Sequence.
Prereq: PHYS 631.

PHYS 633. Quantum Mechanics. 4 Credits.
Rotation symmetry, spin, identical particles. Sequence.
Prereq: PHYS 632.

PHYS 661. Particle Physics I. 4 Credits.
Theory, phenomenology, and experimental basis of the standard model of particle physics: fundamentals; symmetries; quantum electrodynamics; R; quarks and leptons; chirality; flavor symmetry; mesons; baryons; form factors; deep inelastic scattering. Sequence.

PHYS 662. Particle Physics II. 4 Credits.
Theory, phenomenology, and experimental basis of the standard model of particle physics: quantum chromodynamics; parton distribution functions; hadron-hadron collisions; particle interactions in matter; collider detectors; experimental methodologies to analyze data; statistical thresholds and significance. Sequence with PHYS 661, PHYS 663.
Prereq: PHYS 661.

PHYS 663. Particle Physics III. 4 Credits.
Theory, phenomenology, and experimental basis of the standard model of particle physics: electroweak symmetry breaking; CKM mixing; Higgs couplings; early universe cosmology; Friedmann expansion; entropy; freeze-out; impact of neutrinos on cosmology; dark matter evidence and candidates. Sequence with PHYS 661, PHYS 662.
Prereq: PHYS 662.

PHYS 664. Quantum Field Theory. 4 Credits.
Canonical quantization, path integral formulation of quantum field theory, Feynman rules for perturbation theory, quantum electrodynamics, renormalization, gauge theory of the strong and electroweak interactions. Sequence with PHYS 665, PHYS 666.

PHYS 665. Quantum Field Theory II. 4 Credits.
The purpose of this course is to apply the methodology established in QFT I to theories of charged fermions coupled to a photon. Then we will begin to explore QFT beyond leading order. Sequence with PHYSS 664, PHYS 666.
Prereq: PHYS 664.

PHYS 666. Quantum Field Theory III. 4 Credits.
The purpose of this course is to understand QFT at loop level, and to extend the formalism to non-Abelian gauge bosons. In addition, we will cover a variety of special topics. This course is designed to be the last quarter of a full year sequence. Sequence with PHYS 664, PHYS 665.
Prereq: PHYS 665.

PHYS 671. Solid State Physics. 4 Credits.
Crystallography; 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.
Crystallography; 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 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 678M, PHYS 679M. Multilisted with CH 677M.

PHYS 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 CH 678M. Sequence with PHYS 677M, PHYS 679M.
Prereq: PHYS 677M.

PHYS 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: CH 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 354 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

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The Department of Political Science offers a broad range of courses. For undergraduates, three 100-level courses cover foundational knowledge and skills, and six 200-level courses serve as “gateways” to career paths that organize the upper-division curriculum: public policy and political action; politics, law, and justice; politics of business; global engagement; sustainability, development, and social action; and ethics, identity, and society. For graduate study, the department offers training 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.

Careers

An undergraduate degree in political science provides a strong foundation for any number of career choices. The program has been designed to develop in students a concrete set skills—critical thinking, analytical abilities, writing proficiency, and precise communication.

Majors are encouraged to select course work that aligns with their career goals, and may choose to complete as many as two career paths. Students begin a career path by completing a 200-level gateway introductory course, then develop and refine skills in upper-division courses. Majors may be awarded at most two career path certificates of completion upon graduation, adding documented expertise to their degree.

The department offers credit for internships related to political science and a workshop to explore and prepare students for the job market. For more information, visit polisci.uoregon.edu/internship-careers.

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)

Erin Beck, associate professor (Latin American politics; micropolitics; women, gender, and development). BA, 2004, Providence College; MA, 2007, PhD, 2012, Brown. (2012)

Neil O’Brian, assistant professor (political parties, Congress, public opinion, polarization). BA, 2011, Case Western Reserve University; PhD, 2020, University of California, Berkeley. (2019)

Anita Chari, associate professor (political theory). BA, 2001, Georgetown; MA, 2003, PhD, 2008, Chicago. (2010)

James Conran, assistant professor (comparative politics, European politics, political economy). BA, 2006, University College, Dublin; MSc, 2008, London School of Economics and Political Science; PhD, 2017, Massachusetts Institute of Technology. (2017)

Jane K. Cramer, associate professor (international relations, international security, US foreign policy). BA, 1986, Oberlin; PhD, 2002, Massachusetts Institute of Technology. (2000)

Dennis C. Galvan, professor (Africa, development, comparative politics); vice provost for international affairs. See **International Studies**.

Alison Gash, associate professor (public law). BA, 1995, Vassar College; MPA-URP, 2000, Princeton; MA, 2004, PhD, 2010, California, Berkeley. (2010)

Burke Hendrix, associate professor (normative political theory, indigenous politics, global justice). BA, 1992, Linfield College; MA, 2000, PhD, 2002, Colorado, Boulder. (2012)

Craig Kauffman, associate professor (environmental politics, global governance, democratization). BA, 1992, College of Wooster; MS, 1996, George Mason; PhD, 2012, George Washington. (2012)

Joseph E. Lowndes, professor (US politics). BA, 1990, Antioch College; MA, 1996, New School for Social Research; PhD, 2004, New School University. (2003)

Ronald B. Mitchell, professor (environmental politics, international relations). BA, 1981, Stanford; MPP, 1985, PhD, 1992, Harvard. (1993)

Mikhail Myagkov, professor (comparative politics, formal political theory). BS, 1990, Moscow Institute of Physics and Technology; MS, 1994, PhD, 1996, California Institute of Technology. (1996)

Craig Parsons, professor (comparative politics, European politics). BA, 1992, Stanford; CEP, 1993 Institut d'Etudes Politiques; MA, 1994, PhD, 1999, California, Berkeley. (2004)

Lars Skalnes, associate professor (international political economy, international relations). CandMag, 1984, Bergen; MA, 1989, PhD, 1993, California, Los Angeles. (1992)

Yeling Tan, assistant professor (international and comparative political economy, global economic governance, politics of China). BA, 2002, Stanford; MPA, 2011, PhD, 2017, Harvard. (2017)

Daniel Tichenor, professor (American presidency, interest groups and social movements, US political institutions); Philip H. Knight Chair. BA, 1988, Earlham College; PhD, 1996, Brandeis. (2008)

Tuong Vu, professor (comparative politics, political economy, nationalism, revolution, East and Southeast Asia). BA, 1994, Minnesota, Twin Cities; MPA, 1997, Princeton; PhD, 2004, California, Berkeley. (2007)

Priscilla Yamin, associate professor (US politics and history, gender studies, feminist theory). BA, 1990, Wisconsin, Madison; MA, 1996, PhD, 2005, New School for Social Research. (2007)

Emeriti

William H. Baugh, associate professor emeritus. SB, 1963, Massachusetts Institute of Technology; MS, 1965, Rochester; MA, 1971, PhD, 1973, Indiana. (1978)

Deborah Baumgold, professor emerita. BA, 1971, Oberlin; MA, 1975, PhD, 1980, Princeton. (1987)

Gerald Berk, professor emeritus (American politics, political development, political economy). BA, 1977, Clark; PhD, 1987, Massachusetts Institute of Technology. (1994)

Daniel Goldrich, professor emeritus. BA, 1955, Antioch; MA, 1957, PhD, 1959, North Carolina, Chapel Hill. (1963)

Arthur M. Hanhardt Jr., professor emeritus . BA, 1953, Rochester; M.A, 1958, Colgate; Ph.D, 1963, Northwestern. (1963)

Richard Kraus, professor emeritus. BA, 1966, Grinnell; certificate (East Asian Institute), 1969, MA, 1969, PhD, 1974, Columbia. (1983)

Jerry F. Medler, associate professor emeritus. BA, 1963, Northwestern; MA, 1965, PhD, 1966, Oregon. (1968)

Priscilla Southwell, professor emerita. BA, 1974, MA, 1977, Colorado; PhD, 1983, North Carolina, Chapel Hill. (1981)

Richard P. Suttmeier, professor emeritus. AB, 1963, Dartmouth College; PhD, 1969, Indiana. (1990)

M. George Zaninovich, professor emeritus. BA, 1953, MA, 1959, PhD, 1964, Stanford. (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

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 students with substantive expertise in political institutions, key policy issues, salient ideologies, law and regulation, and political identities in local, national, and global contexts
2. prepare students for graduate work or professional careers in law, business, government, teaching, journalism, social activism, or the academic community

Bachelor's Degree

Courses at the 100 and 200 levels are introductory, setting foundations for the major. Courses at the 300 and 400 level build students' expertise in selected career paths, with 300-level courses typically in lecture format and 400-level courses typically in seminar format. 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 complete foundational lower-division requirements prior to taking upper-division courses, especially at the 400 level.

Undergraduate majors who complete a 200-level introductory course and four upper-division courses in a career path earn a certificate of completion, adding documented expertise to their degree. Additional information may be found online (https://polisci.uoregon.edu/career-path/).

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 should ensure that all transcripts are submitted to the Office of the Registrar prior to their first term of enrollment. During the first term, the department office will review transferred credits approved by the registrar to confirm courses that fulfill degree requirements. In all cases, students are required to fulfill the equivalent of 48 credits for the major.

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.) or Bachelor of Science Degree Requirements (p.).

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 enter the honors program. The honors program spans the spring term of a student's junior year to the spring term of 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

Code	Title	Credits
Political science courses		8
Upper-division political science courses [1]		16
Total Credits		**24**

[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.

PS 400M, 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 Careers

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

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
100-level course with PS subject code		4	
First term of first-year second-language sequence		4	
Area of Inquiry - arts and letters course		4	
	Credits	**16**	
Winter			
Second term of first-year second-language sequence		4	
WR 122 or WR 123	College Composition II or College Composition III	4	
Area of Inquiry - science course		4	
100-level course with PS subject code		4	
	Credits	**16**	
Spring			
Third term of first-year second-language sequence		4	
Area of Inquiry - science course		4	
Global Perspectives or US Difference, Inequality, Agency course		4	
200-level course with PS subject code		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
First term of second-year second-language sequence		4	
Area of Inquiry - arts and letters course		4	
Area of Inquiry - social science course		4	
200-level course with PS subject code		4	
	Credits	**16**	
Winter			
Second term of second-year second-language sequence		4	
Area of Inquiry - arts and letters course		4	
Area of Inquiry - social science course		4	
Course in political theory with PS subject code		4	
	Credits	**16**	
Spring			
Third term of second-year second-language sequence		4	
Area of Inquiry - arts and letters course		4	
Area of Inquiry - social science course		4	
300-level course with PS subject code		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
Area of Inquiry - science course		4	
300-level course with PS subject code		4	
Area of Inquiry - social science course		4	
Elective course	Consider pursuing an internship	4	
	Credits	**16**	
Winter			
Global Perspectives or US Difference, Inequality, Agency course		4	

Area of Inquiry - science course			4
300- to 400-level courses with PS subject code			8
	Credits		**16**
Spring			
300- to 400-level courses with PS subject code		Consider applying for the honors program	8
Elective courses			8
	Credits		**16**
	Total Credits		**48**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
400-level course with PS subject code			4
Elective courses (Enroll in PS 411 if participating in the honors program).			12
	Credits		**16**
Winter			
400-level course with PS subject code			4
Elective courses (Enroll in PS 403 if participating in the honors program).			12
	Credits		**16**
Spring			
Elective courses		Apply to graduate	16
	Credits		**16**
	Total Credits		**48**

Bachelor of Science in Political Science

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 106	University Mathematics II		4
WR 121	College Composition I		4
100-level course with PS subject code			4
Area of Inquiry - arts and letters course			4
	Credits		**16**
Winter			
MATH 107	University Mathematics III		4
WR 122 or WR 123	College Composition II or College Composition III		4
100-level course with PS subject code			4
Area of Inquiry - science course			4
	Credits		**16**
Spring			
MATH 111	College Algebra		4
200-level course with PS subject code			4
Area of Inquiry - science course			4
Global Perspectives or US Difference, Inequality, Agency course			4
	Credits		**16**
	Total Credits		**48**

Course	Title	Credits	Milestones
Second Year			
Fall			
200-level course with PS subject code			4
Area of Inquiry - arts and letters course			4
Area of Inquiry - social science course			8
	Credits		**16**
Winter			
Course in political theory with PS subject code			4
Global Perspectives or US Difference, Inequality, Agency course			4
Area of Inquiry - arts and letters course			4
Area of Inquiry - social science course			4
	Credits		**16**
Spring			
300-level course with PS subject code			4
Area of Inquiry - arts and letters course			4
Area of Inquiry - social science course			4
Elective course			4
	Credits		**16**
	Total Credits		**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
Upper-division course with PS subject code			4
300-level course with PS subject code			4
Area of Inquiry - science course			4
Elective course		Consider pursuing an internship	4
	Credits		**16**
Winter			
300- to 400-level courses with PS subject code			
Area of Inquiry - science course			4
Elective course			4
	Credits		**8**
Spring			
400-level courses with PS subject code		Consider applying for the honors program.	8
Elective courses			8
	Credits		**16**
	Total Credits		**40**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
400-level course with PS subject code		4	
Elective courses (Enroll in PS 411 if participating in the honors program).		12	
	Credits	**16**	
Winter			
400-level course with PS subject code		4	
Elective courses (Enroll in PS 403 if participating in the honors program).		12	
	Credits	**16**	
Spring			
Elective courses		16	Apply to graduate
	Credits	**16**	
	Total Credits	**48**	

- Master of Arts **(**p. 460**)**
- Master of Science **(**p. 461**)**
- Doctor of Philosophy **(**p. 461**)**

Graduate Studies

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

Admission preference is given to doctoral applicants. Applicants are not required to hold a master's degree to apply to the doctoral program. Applicants whose main goal is to get a PhD in political science should apply directly to the doctoral program.

Applications for the master's and doctoral programs are submitted online and consist of the following documents:

1. Official transcripts; successful applicants usually have 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; successful applicants usually have a combined verbal and quantitative score of 300 or better
3. International students from non-English-speaking countries must provide proof of English language proficiency by submitting results from one of the following:
   a. Official English as a Foreign Language (TOEFL) test results taken within the last two years. A minimum score of 575 (paper-based) or 88 (internet-based) is required
   b. Official International English Language Testing System (IELTS) test results taken within the last two years with a minimum score of 7.0
   c. A transcript showing the applicant has received a bachelor's degree or higher from an accredited US institution or from an institution in the following countries: Australia, Canada (excluding Quebec), Ireland, New Zealand, or the United Kingdom
4. A statement of purpose prepared by the student
5. Recommendations from at least three teachers from whom courses have been taken, or from practitioners in your expected field of study
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

Information about the graduate program, graduate employee appointments, and application process may be obtained by visiting the department's website. The deadline for fall term admission and graduate employee appointment applications is January 10.

Courses

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 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 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 once 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 205. Introduction to International Relations. 4 Credits.
Introduction to theoretical and methodological tools for the analysis of world politics.

PS 206. Ethics, Identity, and Power. 4 Credits.
This course is a gateway for those considering the "Ethics, Identity, and Society" track in the Political Science major. The course examines political power and ethical ideas about its use, with a focus on race, gender, religion, class, and other forms of social differentiation.

PS 210. Politics of Business. 4 Credits.
Introduces the political science subfield of political economy, which studies the relationship between concepts like the market and the state, capitalism and democracy, politics and the economy. The American political economy is examined from both a historical and an international perspective.

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 302. States' Rights (and Wrongs). 4 Credits.
Explores the division between U.S. federal, state and municipal power through the lens of our nation's most contentious and most critical political and policy debates. Examines how elected officials, judges and activists influence fights over federalism.

PS 304. Democracy, Dictators, and Development. 4 Credits.
Examines key questions in political science like why some countries are rich while others are poor, why some countries are democratic and others are authoritarian, how these different political systems work, and which are best equipped to address ethno-nationalist conflict and economic development.

PS 308. United States Political Thought. 4 Credits.
Development of United States political thought from the Revolution through the 20th century. Includes writings of Jefferson, Paine, Madison, Tocqueville.

PS 309. Political Ideologies. 4 Credits.
Ideology is a more-or-less coherent lens through which a person views the world in order to process information and direct action. The course examines how the world looks different for those holding liberal, conservative, communist, fascist, or anarchist world views.

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 316. Black Lives Matter and American Democracy. 4 Credits.
Explores the ideological origins and contemporary politics of the Black Lives Matter movement. Modules include the demands of/on democracy, race and the criminal justice system, and the politics of protest.

PS 319. The Politics of the Body. 4 Credits.
This course examines the politics of the body in the US. It will focus on scientific and biological definitions of identity and how that affects policies.

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 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, 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.
Survey of the politics of the People's Republic of China. Emphasis on political sociology and group conflict: elites, ideology, social change, and organization.

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 371. United States 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 372. Music and Politics. 4 Credits.
In this class we will be asking questions about what is political about music of various musical styles and from diverse historical periods, exploring issues of cultural appropriation, issues of race, gender, and sexuality in music, and the politics of technology and music.

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 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 384. Nuclear Politics of the Middle East. 4 Credits.
History and current nuclear capabilities of all major Middle East states are evaluated. Nuclear strategy, arms control and important technological developments are examined. Theoretical models of proliferation, and debates of a nuclear "taboo" discussed. U.S. foreign policy options toward the Middle East critiqued.

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 387. Russian Politics. 4 Credits.
The course traces Russian politics from a communist regime to its current state, investigates contemporary aspects of Russian politics, and examines Russia's vision of the world and its foreign policy.

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 391. Non-Western Political Theory. 4 Credits.
This course examines political ideas from outside of the "Western" tradition. It begins by comparing political ideas in classical China and India with those of classical Greece, and then turns to 19th and 20th century colonial experiences in China, India, and North Africa.

PS 399. Special Studies: [Topic]. 1-5 Credits.
Topics vary from year to year. Repeatable when topic changes.

PS 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

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.

PS 445. 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 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 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 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 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 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 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 up to five times for a total of six credits.

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 613. Interpretive Methods in Political Science. 5 Credits.
This seminar trains graduate students in the philosophy, theory and practice of interpretive methods by engaging five methods: discourse analysis, genealogy, political ethnography, interpretive interviewing, and decoloniality. We will take some time with each approach, devoting a week or more to theory method

PS 614. Research Design. 5 Credits.
This course is designed to give students the practical skills necessary to craft a well-designed research project for any type of political science research question. In this way, it prepares students for writing a successful dissertation prospectus, as well as design a second-year paper.

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.
This is one of three required core seminars for PhD students who plan to take a comprehensive examination in American politics. We explore how political science approaches the study of institutional contributions to political and policy developments.

PS 619. United States Political Culture. 5 Credits.
In this course we examine the different ways that scholars study the relationship between politics and culture, and then focus on the United States as our case.

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.

Bachelor of Arts and Bachelor of Science in Political Science

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 students with substantive expertise in political institutions, key policy issues, salient ideologies, law and regulation, and political identities in local, national, and global contexts
2. prepare students for graduate work or professional careers in law, business, government, teaching, journalism, social activism, or the academic community

Bachelor of Arts Degree Requirements

Code	Title	Credits
Two 100-level courses		8
Two 200-level courses		8
Course in political theory (any level) [1]		4
Two 400-level courses [2]		8
Additional upper-division courses [3,4]		20
Total Credits		**48**

1. Political theory courses are indicated by a footnote in the Class Schedule.
2. A minimum of two 400-level courses numbered 407, 410, or 412–499 are required.
3. If the political theory course is upper-division, the total number of additional upper-division credits needed will total 20. If it is lower-division, the total number of additional upper-division credits needed will total 24.
4. A minimum of 20 upper-division credits must be completed in residence at the University of Oregon.

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. 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.

UO bachelor's degree requirements also apply.

Bachelor of Science Degree Requirements

Code	Title	Credits
Two 100-level courses		8
Two 200-level courses		8
Course in political theory (any level) [1]		4
Two 400-level courses [2]		8
Additional upper-division courses [3,4]		20
Total Credits		**48**

1. Political theory courses are indicated by a footnote in the Class Schedule.
2. A minimum of two 400-level courses numbered 407, 410, or 412–499 are required.
3. If the political theory course is upper-division, the total number of additional upper-division credits needed will total 20. If it is lower-division, the total number of additional upper-division credits needed will total 24.
4. A minimum of 20 upper-division credits must be completed in residence at the University of Oregon.

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. 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.

UO bachelor's degree requirements also apply.

Master of Arts in Political Science

The master’s degree program prepares students for professional careers in teaching and research. Two years is the typical period for completing the program. The graduate program is geared toward doctoral studies and typically only admits students for a terminal master's degree under exceptional circumstances. Applicants whose main goal is to obtain a PhD should apply directly to the doctoral program. Those wanting to obtain a terminal master's degree should contact the department's director of graduate studies before applying to discuss a potential fit.

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

Code	Title	Credits
Seminar Requirement:		
PS 620	State of the Discipline	5
Two Seminar Courses from the Following:		
PS 607	Seminar: [Topic]	
PS 617	Political Behavior	
PS 618	American Political Institutions	
PS 619	United States Political Culture	
PS 622	Political Theory	
PS 624	International Relations	
PS 625	Public Policy	
PS 626	International Political Economy	
PS 627	Formal Theory and Methodology	
PS 628	States and State-Society Relations	
PS 629	Comparative Political Economy	
PS 630	States and Regimes	
Methods Requirement:		
PS 545 & PS 546	and	8
PS 612 & PS 613	Qualitative Methods and Interpretive Methods in Political Science ((Interpretive Methods, in workflow))	5
PS 614	Research Design (Research Design (In Workflow))	5
Thesis Requirement:		**15**
PS 503	Thesis	
Total Credit Requirement:		45

Master of Science in Political Science

The master's degree program prepares students for professional careers in teaching and research. Two years is the typical period for completing the program. The graduate program is geared toward doctoral studies and typically only admits students for a terminal master's degree under exceptional circumstances. Applicants whose main goal is to obtain a PhD should apply directly to the doctoral program. Those wanting to obtain a terminal master's degree should contact the department's director of graduate studies before applying to discuss a potential fit.

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

Code	Title	Credits
Seminar Requirement:		
PS 620	State of the Discipline	5
Two Seminar Courses from the Following:		
PS 607	Seminar: [Topic]	
PS 617	Political Behavior	
PS 618	American Political Institutions	
PS 619	United States Political Culture	
PS 622	Political Theory	
PS 624	International Relations	
PS 625	Public Policy	
PS 626	International Political Economy	
PS 627	Formal Theory and Methodology	
PS 628	States and State-Society Relations	
PS 629	Comparative Political Economy	
PS 630	States and Regimes	
Methods Requirement:		
PS 545 & PS 546	and	8
PS 612 & PS 613	Qualitative Methods and Interpretive Methods in Political Science ((Interpretive Methods, in workflow))	5
PS 614	Research Design (Research Design (In Workflow))	5
Thesis Requirement:		**15**
PS 503	Thesis	
Total Credit Requirement:		45

PhD in Political Science

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.

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/).

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)

Ted Bell, instructor (brain development, human memory, applied cognitive science). BS, 1990, Oregon State; MS, 1997, PhD, 2005, Oregon. (2011)

Elliot Berkman, associate professor (affective neuroscience, self-regulation, quantitative methods for neuroimaging). BA, 2002, Stanford; PhD, 2009, California, Los Angeles. (2010)
Justin Caouette, instructor (adolescent social cognition, translational neuroscience, prevention science). BA, 2008, Claremont McKenna College, PhD, 2016, UC Davis. (2020)

Melynda D. Casement, assistant professor (clinical psychology). AB, 2002, Mount Holyoke College; PhD, 2010, Michigan, Ann Arbor. (2016)

Robert Chavez, assistant professor (social neuroscience, interpersonal perception, personality and individual differences). BS, 2008, New Mexico; PhD, 2015, Dartmouth College. (2016)

David Condon, assistant professor (personality and individual differences, data science, cognitive abilities). AB, 1996, Duke; MBA, 2002, Chicago; MS, 2012, PhD, 2014, Northwestern. (2019)

Paul Dassonville, associate professor (cognitive neuroscience, perception, sensorimotor integration). BS, 1986, Texas A & M; PhD, 1992, California, Los Angeles. (1999)

Crystal Dehle, clinical associate professor (clinical psychology). BS, 1990, Washington State; PhD, 1995, Oregon. (2005)

Dagmar Zeithamova Demircan, assistant professor (cognitive neuroscience, memory). MA, 2003, Charles University, Prague; PhD, 2008, Texas, Austin. (2014)

Sarah DuBrow, assistant professor (cognitive neuroscience, memory, decision-making). BA, 2008, Stanford; PhD, 2016, New York. (2019)

Nicole M. Dudukovic, senior instructor (cognitive neuroscience, memory). BA, 2000, Stanford; MA, 2002, California, Los Angeles; PhD, 2007, Stanford. (2015)

Caitlin M. Fausey, assistant professor (development, language and cognition, experience sampling). BA, 2004, Northwestern; MA, 2008, PhD, 2010, Stanford. (2014)

Philip A. Fisher, professor (prevention research, stress neurobiology, foster care); Philip H. Knight Chair. BA, 1986, Bowdoin College; MS, 1990, PhD, 1993, Oregon. (2008)

Jennifer J. Freyd, professor (trauma psychology). BA, 1979, Pennsylvania; PhD, 1983, Stanford. (1987)

Gordon C. Nagayama Hall, professor (sociocultural context of psychopathology, sexual aggression). BS, 1977, Washington (Seattle); PhD, 1982, Fuller Theological Seminary. (2001)

Sara D. Hodges, professor (social cognition, construction of social judgments). BA, 1989, Rhodes; MA, 1992, PhD, 1995, Virginia. (1995)

Benjamin Hutchinson, assistant professor (cognitive neuroscience, memory, attention). BA, 2004, Pennsylvania; PhD, 2011, Stanford. (2018)

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)

Brice A. Kuhl, associate professor (cognitive neuroscience, memory, neuroimaging). BA, 2001, Kenyon College; PhD, 2009, Stanford. (2015)
Anne Mannering, instructor, program director Online Master's in Psychology (cognitive and social-emotional development, early life stress, self-regulation). BA, 1998, UT Austin; MS, 2001, PhD, 2006, Oregon. (2020)

Robert Mauro, associate professor (social, emotions, psychology and law). AB, 1979, Stanford; MS, 1981, Yale; PhD, 1984, Stanford. (1984)

Ulrich Mayr, Robert and Beverly Lewis Professor in Neuroscience (cognitive neuroscience, cognitive aging). BA, 1988, PhD, 1992, Berlin. (2000)

Jeffrey Measelle, associate professor (developmental psychology, emotional development, family). BA, 1985 Brown; PhD, 1997, California, Berkeley. (1999)

Kate Mills, assistant professor (development, social neuroscience, adolescence). BA, 2011, Portland State; PhD, 2015, University College, London. (2018)

Jordan Pennefather, senior instructor (social and educational psychology, methodology, data analysis). BA, 2003, California State, Dominguez Hills; PhD, 2008, Colorado, Boulder. (2010)

Jennifer Pfeifer, professor (developmental and social cognitive neuroscience, adolescent self-perception and emotion processing). BA, 2000, Stanford; MA, 2003, PhD, 2007, California, Los Angeles. (2008)

Catrin Rode, instructor (cognitive psychology). MA, 1992, Konstanz; PhD, 1996, Münster. (2000)

Gerard Saucier, professor (personality beliefs and values, psychometrics). BA, 1978, North Carolina, Chapel Hill; MA, 1984, PhD, 1991, Oregon. (1997)

Margaret E. Sereno, associate professor (visual cognition, neural network modeling, brain imaging). BA, 1983, Northern Illinois; PhD, 1989, Brown. (1991)

Paul Slovic, professor (judgment, decision-making, risk assessment). BA, 1959, Stanford; MA, 1962, PhD, 1964, Michigan. (1986)

Matt Smear, assistant professor (systems neuroscience, olfaction). ScB, 1998, Duke; PhD, 2005, California, San Francisco. (2014)

Sanjay Srivastava, professor (interpersonal perception and self-perception, social functions of emotions, personality dynamics and development). BA, 1995, Northwestern; PhD, 2002, California, Berkeley. (2004)

Don M. Tucker, professor (emotion, cognition, neuropsychology). BA, 1969, Colorado; MS, 1972, PhD, 1974, Pennsylvania State. (1984)

Nash Unsworth, professor (working memory, memory and attention differences, memory search and retrieval). BS, 2001, Idaho State; PhD, 2006, Georgia Institute of Technology. (2010)

Michael Wehr, professor (systems neuroscience, auditory neurophysiology, cortical circuits). ScB, 1991, Brown; PhD, 1999, California Institute of Technology. (2005)

Sara Weston, assistant professor (social personality, health, personality development). BA, 2012, Northwestern; MA, 2014, PhD, 2017, Washington (St. Louis). (2019)

Maureen Zalewski, associate professor (clinical psychology, emotion and stress regulation contributing to psychopathology) BS, 2005, Pennsylvania State; MS, 2008, PhD, 2012, Washington (Seattle). (2013)

Emeriti

Lewis R. Goldberg, professor emeritus. AB, 1953, Harvard; MA, 1954, PhD, 1958, Michigan. (1960)

Barbara Gordon-Lickey, professor emerita. AB, 1963, Radcliffe; PhD, 1966, Massachusetts Institute of Technology. (1969)

Marvin Gordon-Lickey, professor emeritus. AB, 1959, Oberlin; MA, 1962, PhD, 1965, Michigan. (1967)

Douglas L. Hintzman, professor emeritus. BA, 1963, Northwestern; PhD, 1967, Stanford. (1969)

Ray Hyman, professor emeritus. AB, 1950, Boston University; MA, 1952, PhD, 1953, Johns Hopkins. (1961)

Carolin Keutzer, associate professor emerita. BA, 1960, MA, 1963, PhD, 1967, Oregon. (1967)

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)

Edward Lichtenstein, professor emeritus. BA, 1956, Duke; MA, 1957, PhD, 1961, Michigan. (1966)

Richard Marrocco, professor emeritus. BA, 1965, California, Los Angeles; PhD, 1972, Indiana. (1973)

Louis J. Moses, professor emeritus. BA, 1983, Western Australia; PhD, 1991, Stanford. (1993)

Helen Neville, professor emerita. BA, 1968, British Columbia; MA, 1970, Simon Fraser; PhD, 1975, Cornell. (1995)

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)

Anne D. Simons, professor emerita. BA, 1974, Stanford; PhD, 1982, Washington (St. Louis). (2006)

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:

Code	Title	Credits
PSY 201	Mind and Brain	4
PSY 202	Mind and Society	4

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

Code	Title	Credits
Introductory Prerequisite Courses		
WR 121	College Composition I	4
WR 122	College Composition II (WR 123 recommended)	4
or WR 123	College Composition III	
PSY 201	Mind and Brain	4
PSY 202	Mind and Society	4
MATH 243	Introduction to Methods of Probability and Statistics	4
Methods Foundations Courses		
PSY 301	Scientific Thinking in Psychology	4
PSY 302	Statistical Methods in Psychology	4
PSY 303	Research Methods in Psychology: [Topic]	4
300-Level Core Courses		**12**
Select three of the following, one of which must be PSY 304 or PSY 305:		
PSY 304	Biopsychology	
PSY 305	Cognition	
PSY 306	Social Psychology	
PSY 307	Personality	
PSY 308	Developmental Psychology	
PSY 309	Psychopathology	
400-Level Specialty Courses		**12**
Select three of the following:		
PSY 420	Psychology and Law	
PSY 433	Learning and Memory	
PSY 436	Human Performance	
PSY 438	Perception	
PSY 440	Psycholinguistics	
PSY 445	Brain Mechanisms of Behavior	
PSY 449	Cognitive Neuroscience	
PSY 450	Hormones and Behavior	
PSY 457	Group Dynamics	
PSY 458	Decision-Making	
PSY 459	Cultural Psychology	
PSY 468	Motivation and Emotion	
PSY 472	Psychology of Trauma	
PSY 473	Intimate Relationships	
PSY 475	Cognitive Development	
PSY 476	Language Acquisition	
PSY 478	Social Development	
PSY 479	Infancy	
PSY 480	Development and Psychopathology	
Upper-Division Elective Courses [1]		**12**
Total Credits		**68**

[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.

Bachelor of Science Degree Requirements

Code	Title	Credits
Introductory Prerequisite Courses [1]		
WR 121	College Composition I	4
WR 122	College Composition II (WR 123 recommended)	4
or WR 123	College Composition III	
PSY 201	Mind and Brain	4
PSY 202	Mind and Society	4
MATH 243	Introduction to Methods of Probability and Statistics	4
Methods Foundations Courses [2]		
PSY 301	Scientific Thinking in Psychology	4
PSY 302	Statistical Methods in Psychology	4
PSY 303	Research Methods in Psychology: [Topic]	4
300-Level Core Courses [2]		**12**
Select three of the following, one of which must be PSY 304 or PSY 305:		
PSY 304	Biopsychology	
PSY 305	Cognition	
PSY 306	Social Psychology	
PSY 307	Personality	
PSY 308	Developmental Psychology	
PSY 309	Psychopathology	
400-Level Specialty Courses [2]		**12**
Select three of the following:		
PSY 420	Psychology and Law	
PSY 433	Learning and Memory	
PSY 436	Human Performance	
PSY 438	Perception	
PSY 440	Psycholinguistics	
PSY 445	Brain Mechanisms of Behavior	
PSY 449	Cognitive Neuroscience	
PSY 450	Hormones and Behavior	
PSY 457	Group Dynamics	
PSY 458	Decision-Making	
PSY 459	Cultural Psychology	
PSY 468	Motivation and Emotion	
PSY 472	Psychology of Trauma	
PSY 473	Intimate Relationships	
PSY 475	Cognitive Development	
PSY 476	Language Acquisition	
PSY 479	Infancy	
PSY 478	Social Development	
PSY 480	Development and Psychopathology	
Upper-Division Elective Courses [1]		**12**
Total Credits		**68**

[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.

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		**Credits**
First-year interest group or elective course		4
First-year interest group course or arts and letters group-satisfying course		4
PSY 202	Mind and Society (or a social science group-satisfying course)	4
BA-required mathematics or second-language course		4
Winter		
WR 121	College Composition I	4
PSY 201	Mind and Brain (or a science group-satisfying course)	4
Arts and letters group-satisfying course		4
BA-required mathematics or second-language course		4
Spring		
WR 123	College Composition III	4
PSY 202	Mind and Society (or social science group-satisfying course)	4
MATH 243	Introduction to Methods of Probability and Statistics (or science group-satisfying course)	4

BA-required second-language or elective course	4
Total Credits:	**48**

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.

Code	Title	Credits
PSY 201	Mind and Brain	4
PSY 202	Mind and Society	4
PSY 301	Scientific Thinking in Psychology	4
PSY 302	Statistical Methods in Psychology	4
Select three of the following, one of which must be PSY 304 or PSY 305:		12
PSY 304	Biopsychology	
PSY 305	Cognition	
PSY 306	Social Psychology	
PSY 307	Personality	
PSY 308	Developmental Psychology	
PSY 309	Psychopathology	
Total Credits		**28**

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

Course	Title	Credits	Milestones
First Year			
Fall			
First-Year Interest Group or elective course		4	
First-Year Interest Group or arts and letters group-satisfying curse		4	
PSY 202	Mind and Society	4	
First term of first-year second-language sequence		4	
Begin taking your second language in your first or second year			
	Credits	**16**	
Winter			
PSY 201	Mind and Brain	4	
WR 121	College Composition I	4	
Arts and letters group-satisfying course		4	
Second term of first-year second-language sequence		4	
Meet with a psychology advisor to discuss your academic goals			
	Credits	**16**	
Spring			
Social science group-satisfying course (or PSY 202)		4	
WR 123	College Composition III	4	
Science group-satisfying course (or MATH 243)		4	
Third term of first-year second-language sequence		4	
Plan your summer experience			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
PSY 301	Scientific Thinking in Psychology	4	
MATH 243	Introduction to Methods of Probability and Statistics	4	
Arts and letters group-satisfying course		4	
First term of second-year second-language sequence		4	
Consider studying abroad			
	Credits	**16**	

Winter		
PSY 302	Statistical Methods in Psychology	4
Arts and letters group-satisfying course		4
Social science group-satisfying course		4
Second term of second-year second-language sequence		4
Consider doing an internship for the major		
	Credits	**16**
Spring		
PSY 303	Research Methods in Psychology: [Topic]	4
Science group-satisfying course		4
Multicultural course		4
Third term of second-year second-language sequence		4
Talk to a psychology advisor about your career plans		
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
Choose from PSY 306-309		4	
PSY 304 or PSY 305	Biopsychology or Cognition	4	
PSY 401 or PSY 409	Research: [Topic] or Practicum: [Topic]	1-4	
Elective course		4	
If you are considering graduate school, take 300-level CORE courses in your intended field of study, take the GRE, look up possible schools			
	Credits	**13-16**	
Winter			
Choose from PSY 304-309		4	
Science group-satisfying course		4	
Elective courses		8	
	Credits	**16**	
Spring			
Social science group-satisfying course		4	
PSY 400-level core course or multicultural course		4	
Elective courses		8	
	Credits	**16**	
	Total Credits	**45-48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
PSY 400-level core course		4	
Upper-division elective with PSY subject code		4	
Elective courses		8	
Meet with an advisor early to make a graduation plan			
Apply to graduate schools or look for work after graduation			
	Credits	**16**	
Winter			
PSY 400-level core course		4	
Upper-division elective course with PSY subject code		4	
Elective courses		8	
	Credits	**16**	
Spring			
PSY 400-level core course		4	
Upper-division elective course with PSY subject code		4	
Elective courses		8	
Apply to graduate on DuckWeb the term you complete all requirements			
	Credits	**16**	
	Total Credits	**48**	

Bachelor of Science in Psychology

Course	Title	Credits	Milestones
First Year			
Fall			
First-Year Interest Group or elective course		4	
First-Year Interest Group or arts and letters group-satisfying course		4	
PSY 202	Mind and Society	4	
Elective course		4	
	Credits	**16**	
Winter			
PSY 201	Mind and Brain	4	
WR 121	College Composition I	4	
Arts and letters group-satisfying course		4	
Elective course		4	
Meet with a psychology advisor to discuss your academic goals.			
	Credits	**16**	
Spring			
Social science group-satisfying course (or PSY 202)		4	
WR 123	College Composition III	4	
Science group-satisfying course or MATH 243		4	
Elective course		4	
Plan your summer experience			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
PSY 301	Scientific Thinking in Psychology	4	
MATH 243	Introduction to Methods of Probability and Statistics	4	
Arts and letters group-satisfying course		4	
Elective course		4	

Consider studying abroad		
	Credits	**16**
Winter		
PSY 302	Statistical Methods in Psychology	4
Arts and letters group-satisfying course		4
Social science Group-satisfying course		4
Mathematics course		4
Consider doing an internship for the major		
	Credits	**16**
Spring		
PSY 303	Research Methods in Psychology: [Topic]	4
Science group-satisfying course		4
Multicultural course		4
Mathematics course		4
Talk to a psychology advisor about your career plans		
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
Choose from PSY 306-309		4	
PSY 304 or PSY 305	Biopsychology or Cognition	4	
PSY 401 or PSY 409	Research: [Topic] or Practicum: [Topic]	1-4	
Elective course		4	
Begin working in a research lab or doing an internship			
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			
	Credits	**13-16**	
Winter			
Choose from PSY 304-309		4	
Science group-satisfying course		4	
Elective courses		8	
	Credits	**16**	
Spring			
Social science group-satisfying course		4	
PSY 400-level core course or multicultural course		4	
Elective courses		8	
	Credits	**16**	
	Total Credits	**45-48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
PSY 400-level core course		4	
PSY 300-400 level elective		4	
Elective courses		8	
Meet with an advisor early to make a graduation plan			
Apply to graduate schools or look for work after graduation			
	Credits	**16**	
Winter			
PSY 400-level core course		4	
Upper-division elective course with PSY subject code		4	
Elective courses		8	
	Credits	**16**	
Spring			
PSY 400-level core course		4	
Upper-division elective course with PSY subject code		4	
Elective courses		8	
Apply to graduate on DuckWeb the term you complete all requirements			
	Credits	**16**	
	Total Credits	**48**	

- **Master of Arts**
- **Master of Science**
- **Doctor of Philosophy**

Graduate Studies

Online Master's Degree Program

The Online Master's in Psychology program is designed to benefit people with bachelor's degrees working in community-based organizations and public agencies that address social and mental health needs. This terminal master of science (MS) degree requires 54 credits of coursework completed on a part-time schedule (9 credits per term) distributed over 6 consecutive terms, including summer. All courses are delivered asynchronously online. Students receive advanced training in program evaluation and the brain science of development and behavior change and complete a capstone research project. Upon completion of the program, students will be able to (a) evaluate current interventions delivered in their home agencies, (b) make informed selections of evidence-based programs to deliver, and (c) have a working knowledge of the basic psychological and neural processes at play in their clients as they participate in behavior change programs. This program does not provide clinical training.

Code	Title	Credits
PSY 614	Fast Program Refinement	4
PSY 615	Community Needs Assessments	4
PSY 616	Implementation with Community and Cultural Perspectives	3
PSY 619	Intervention Science	4
PSY 628	Methods of Program Evaluation	4
PSY 629	Methods of Program Measurement	4
PSY 630	Translational Neuroscience in Early Childhood	3
PSY 631	Translational Neuroscience in Adolescence	3
PSY 632	Translational Neuroscience in Adulthood	3
PSY 672	Trauma Informed Interventions	3
PSY 690	Capstone Research	12
Choose Two Electives From The Following:		6

PSY 607	Seminar: [Topic] (Neuroscience in the Community)
PSY 607	Seminar: [Topic] (Child Psychology and Neurological Development)
PSY 610	Experimental Course: [Topic] (Implementation Scalability)
PSY 618	Substance Use and Addiction
PSY 611	Data Analysis I
Total Credits	**53**

Individualized Master's Degree Program

The individualized master's degree program does not lead to a PhD. This program is designed to provide advanced training for a small number of individuals who have a clearly focused research interest and an academic plan. Unlike other master's programs, this program is not designed for general master's level training in psychology. We expect persons entering the master's program to be highly self-motivated, with the goal of acquiring conceptual and research skills appropriate to their own work plans. Each program of master's study will be tailed to the individual student's goals within the discipline, so long as it satisfies core master's degree requirements. This program does not provide clinical training.

The degree—either a master of arts (MA) or a master of science (MS) requires 45 credits of work. Program requirements and application information may be obtained from the department website. Clinical training is not available in the master's program.

- 45 credit hours in courses approved for graduate credit
- 24 of the 45 credits must be UO graded graduate credits (B- or higher)
- 30 of the 45 credits must be Psychology graduate credits
- 9 of the 45 credits must be in 600-level courses
- 2 approved graduate-level statistics courses (grade of B- or higher)
- Psy 607 Sem Research Ethics
- Completion of an approved research paper or thesis
- Maintain a UO Cumulative Graduate-Level GPA of 3.0 or higher

The Department expects that most students will complete the Master's degree in 1-2 years

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

Code	Title	Credits
PSY 611–613	Data Analysis I-III	12
Three of five core courses		
PSY 607	Seminar: [Topic] (three terms: Research, Ethics, Research)	1-5
First-year research requirement		
Supporting area requirement		
Major preliminary examination		
Additional course work required for students in the clinical program [1]		
Doctoral dissertation		

[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 (Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, D.C. 20002-4242, 202-336-5979, email apaaccred@apa.org, website www.apa.org/ed/accreditation (http://www.apa.org/ed/accreditation/)); 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. In all practica and clinical training experiences there is 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 hubs linked with the clinical program, notably the Center for Translational Neuroscience, Center for Digital Mental Health, and the Prevention Science Institute, as well as research institutes located in the Eugene community that are affiliated with the clinical program. These institutions include the the

Oregon Research Institute, Oregon Social Learning Center, Decision Research, and Electrical Geodesics.

Members of the clinical faculty and other faculty members 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.

Please note: All clinical students must submit an FBI criminal background check and, when participating in external practicums, must carry their own liability insurance. Newly admitted students must complete a background check prior to enrolling in the program.

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. In addition, studies include 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 Neuroscience. The building also houses the Lewis Center for Neuroimaging, 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, collaborative 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 as a whole 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 learning and knowledge acquisitions, links to research on the development of executive functioning and self-regulation. This cluster also connects with research on self-evaluation, affective and appetitive motivations, and decision-making. Another vibrant area of work looks at infant processing of action, language, and the statistical properties of everyday visual, linguistic, and musical 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-scale (cultural and global contexts of development).

Members of the developmental psychology faculty also have strong collaborative links with the Center for Translational Neuroscience (http://ctn.uoregon.edu/), Oregon Social Learning Center (http://www.oslc.org/), Prevention Science Institute (http://psi.uoregon.edu/), and Oregon Research Institute (http://www.ori.org/). Current and previous funding sources for the faculty and students in developmental psychology include the Bill and Melinda Gates Foundation, National Science Foundation, National Institute on Drug Abuse, Eunice Kennedy Shriver National Institute of Child Health and Human Development, National Institute of Mental Health, John Merck Scholars Program, James S. McDonnell Foundation, John Templeton Foundation, 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, University of California at Davis, University of Michigan, Harvard University, Hamilton College, University of Utah, Oregon Health and Science University, Oregon Social Learning Center, University of Oregon, Villanova University, Brown University, University of Regina, Otterbein University, Wabash College, College of Idaho, and 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 primary goal of the program is to train outstanding researchers, concentrating 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 the following:

- Emotion and motivation—nature of emotions, emotion regulation, social functions of emotions, self-regulation, goal pursuit, self-control
- Self, identity, 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—human judgment, individual and group decision-making, decision-making in applied contexts (e.g., legal, aviation), risk perception, communication, and assessment

Research in these areas draws upon a wide range of methods, including individual, 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.

The program encourages interdisciplinary approaches, and training exposes students to a wide range of topics through small seminars, informal brown-bag series, 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.

System Neuroscience

Systems neuroscience at the University of Oregon bridges the psychology and biology departments, and is strongly affiliated with the Institute of Neuroscience. Research areas span levels from genes to circuits to behavior, with a focus on understanding how neuronal computations underlie behavior. Researchers study the sensory systems, such as the olfactory, visual, and auditory systems, as well as how they interact with neural systems for memory, attention, and decision-making. Graduate students studying systems neuroscience join the neurons, circuits, and cognition graduate program, which provides an interdisciplinary training program that includes cross-rotations in different laboratories, multilab group meetings, research seminars, journal clubs, and retreats. Students combine a core neuroscience curriculum with a customized course of study designed to fit their interests.

Systems neuroscience labs at Oregon are highly collaborative within the systems area as well as with biology labs studying synaptic, cellular, and molecular neuroscience and with cognitive neuroscience labs using fMRI and EEG to study working memory and attention in humans. Research uses a range of innovative approaches, including optogenetics, electrophysiology, imaging, and theory, placing systems neuroscience at the heart of a highly collaborative intellectual community.

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. Repeatable once for a total of 8 credits when the topic changes.
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; psychosexual 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. Cognitive Neuroscience. 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, PSY 304.

PSY 450. Hormones and Behavior. 4 Credits.
Relationships among the brain, endocrine systems, and behavior. Developmental effects of hormones on the brain, puberty, sexuality, aggression, stress.
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 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. Intimate Relationships. 4 Credits.
Adult intimacy and love relationships. Clinical-counseling approaches: assessment, couple and family therapies, and evaluation. Models of relationship functioning and the empirical study of interpersonal relationships.
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 is 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 neurophysiology.

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. Cognitive Neuroscience. 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.
Relationships among the brain, endocrine systems, and behavior. Developmental effects of hormones on the brain, puberty, sexuality, aggression, stress.

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. Intimate Relationships. 4 Credits.
Adult intimacy and love relationships. Clinical-counseling approaches: assessment, couple and family therapies, and evaluation. Models of relationship functioning and the empirical study of interpersonal relationships.

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.

PSY 578. 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.

PSY 579. 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.

PSY 580. 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.

PSY 601. Research: [Topic]. 1-21 Credits.
Repeatable.

PSY 602. Supervised College Teaching. 1-3 Credits.
Repeatable.

PSY 603. Dissertation. 1-16 Credits.
Repeatable.

PSY 605. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

PSY 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

PSY 609. Practicum: [Topic]. 1-9 Credits.
Repeatable.

PSY 610. Experimental Course: [Topic]. 1-21 Credits.
Repeatable.

PSY 611. Data Analysis I. 4 Credits.
Introduction to probability, hypothesis testing, and analysis of variance with applications. Includes training in the statistical analysis of data by computer. With laboratory.

PSY 612. Data Analysis II. 4 Credits.
Multiple regression and advanced topics in analysis of variance. Includes training in the statistical analysis of data by computer. With laboratory.
Prereq: PSY 611.

PSY 613. Data Analysis III. 4 Credits.
Multivariate techniques including MANOVA, factor analysis, principal components. Includes training in the statistical analysis of data by computer. With laboratory.
Prereq: PSY 612.

PSY 614. Fast Program Refinement. 4 Credits.
This course introduces a structured but flexible framework for intervention program development, implementation, and evaluation. Students will explore why change is needed in the field as they learn and practice the Framework's guiding principles (precision, fast-cycle iteration, co-creation, and shared learning).

PSY 615. Community Needs Assessments. 4 Credits.
Explores the formative steps in intervention design and implementation. Introduces key concepts and methods for needs assessments with agencies and individuals serving at-risk communities. Topics include building community partnership and using qualitative research methodology to empirically assess barriers to and facilitators of access to interventions.

PSY 616. Implementation with Community and Cultural Perspectives. 3 Credits.
This course explores essential tools for implementing effective (or evidence-based) programs with fidelity in community settings. Topics include community outreach, diversity science, partnership and co-creation, team science, and models of change.

PSY 618. Substance Use and Addiction. 3 Credits.
Exploration of brain mechanisms underlying motivated behaviors and dysfunctions that lead to addictive behaviors. Topics include neurobiological and psychological effects of addictive drugs, factors that contribute to addiction, societal impacts, the link between addiction and habits, and how this relates to behaviors like pathological gambling.

PSY 619. Intervention Science. 4 Credits.
Exploration of the development and evaluation of evidence-based treatments, the field of implementation science, and culturally competent intervention approaches. Students develop clinical intervention and case conceptualization skills while learning about infant, child, adolescent, adult, and couple focused evidence-based treatments for a variety of disorders.

PSY 620. Psychopathology. 3 Credits.
Definition, measurement, and diagnosis of deviant behavior; includes critical reviews of research on the etiology, intervention, and outcome of major mental disorders.
Prereq: major standing.

PSY 621. Clinical Psychobiology. 3 Credits.
Research and theory from the neurosciences applied to clinical problems and biological therapies.
Prereq: major standing.

PSY 628. Methods of Program Evaluation. 4 Credits.
This course provides full-spectrum coverage of program evaluation. We will cover theory, model testing, experimental design and basic statistical theory and methods. Designed to provide students with tools and techniques they can apply to program development and evaluation within their home organizations.

PSY 629. Methods of Program Measurement. 4 Credits.
This course provides students with an understanding of best practices in quantitative and qualitative measurement. Topics include assessment, psychometrics, validity, and reliability. Students will gain practical tools they can apply to conducting research within social service and related settings.

PSY 630. Translational Neuroscience in Early Childhood. 3 Credits.
Introduction to key concepts and methods of translational neuroscience. Uses a multidisciplinary lens to examine environmental influences on early human development, from the prenatal period through early childhood. Reviews the evidence base for interventions that aim to mitigate risk factors in these critical developmental periods.

PSY 631. Translational Neuroscience in Adolescence. 3 Credits.
Examines neuroscience research on brain structure, function and neuroplasticity specific to adolescent development. Relates principles of adolescent brain development to evidence-based treatments. Topics include the effects of hormones on brain development, increased sensitivity to dopamine in reward seeking, and the neural basis of social cognition.

PSY 632. Translational Neuroscience in Adulthood. 3 Credits.
Examines neuroscience research on brain development and neuroplasticity in adulthood. Emphasizes bidirectional links between neurobiology and behavior and connections to evidence based psychosocial treatment common to aging adult populations. Topics include stress neurobiology, anxiety and depression, substance use, and cognitive function over the adult lifespan.

PSY 672. Trauma Informed Interventions. 3 Credits.
Seminar on the effects of adverse childhood experiences (ACES) and trauma on physical and mental health. Topics include stress-related psychopathology, culture- and trauma-informed clinical intervention, and socio-demographic and cultural factors related to adversity and stress.

PSY 690. Capstone Research. 1-2 Credits.
Faculty-supervised research credits for each quarter in which students conduct their capstone research project, which is embedded in their home agency / employer (minimum 3 terms of 2 units per term). Small group advising allows for faculty-student advising on project enhanced by peer-to-peer advising/mentoring.

PSY 704. Internship: [Topic]. 1-15 Credits.
Repeatable.

Religious Studies

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The Department of Religious Studies offers courses about the teachings and practices of the world's religions from an academic perspective. Courses focus on the history of religions including their origins, sacred texts, rituals and practices, beliefs, and subgroups. These 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.

Department	Degree(s)	Specialty	Faculty
Anthropology	PhD (general anthropology MA presupposed)	Comparative religions, religion and symbol in particular cultures	Aletta Biersack, Carol T. Silverman
Asian Studies	MA	Buddhism in premodern Japan	Andrew E. Goble (history)
		East Asian religions	Mark Unno (religious studies)
		Religion and thought in premodern China	Ina Asim (history)
Classics	MA	Classical civilization, ancient philosophy and religions in or related to ancient Greece and Rome	Jeffrey M. Hurwit (art history), Mary K. Jaeger (classics), Steven Shankman (English), Malcolm Wilson (classics)
Folklore	MA		Carol T. Silverman (anthropology), Daniel N. Wojcik (English)
History	MA, PhD	Reformation	David M. Luebke
History of Art and Architecture	MA, PhD	Buddhist art	Charles H. Lachman
		Japanese art	Akiko Walley

Faculty

Faten Arfaoui, instructor (Arabic). BA, 2006, Ibn Charaf; MA, 2010, 2012, Texas Tech. (2014)

Frederick Colby, associate professor (Islam). BA, 1991, Haverford College; MA, 1995, Chicago; PhD, 2002, Duke. (2008)

Hanan Elsherif, senior instructor (Arabic). BA, 1993, MA, 2002, PhD, 2009, Minia. (2011)

Deborah A. Green, associate professor. See **Judaic Studies**.

Luke Habberstad, assistant professor. BA, 2003, Yale; MA, 2007, PhD, 2014, California, Berkeley. (2014)

David Hollenberg, associate professor (Arabic). BA, 1990, Wesleyan; MA, 1996, California, Santa Barbara; PhD, 2006, Pennsylvania. (2010)

Anne Kreps, assistant professor (biblical studies, history of Christianity). BA, 2003, Michigan; MA, 2005, California, Berkeley; PhD, 2013, Michigan. (2016)

Jeffrey Schroeder, assistant professor (religion and modern Asia). BA, 2005, MA, 2009, Reed; MA, 2009, Duke; PhD, 2015, Duke. (2017)

Stephen J. Shoemaker, professor (history of Christianity). BA, 1991, Emory; MA, 1994, PhD, 1997, Duke. (2000)

Mark T. Unno, associate professor (East Asian religions, Buddhism). BA, 1987, Oberlin; MA, 1991, PhD, 1994, Stanford. (2000)

Emeriti

Judith R. Baskin, professor emerita. BA, 1971, Antioch; PhD, 1976, Yale. (2000)

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.

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

- **Bachelor of Arts**
- **Bachelor of Science**
- **Minor in Religious Studies**
- **Minor in Arabic Studies**

Undergraduate Studies

The Department of Religious Studies offers bachelor of arts (BA) and a bachelor of science (BS) degrees. The department also offers minors 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

Code	Title	Credits
REL 101–102	World Religions	8
Electives in religious studies or additional courses		8
Upper-division religious studies courses (Must include REL 411)		16
Upper-division courses (see Additional Courses list)		12
Total Credits		**44**

Additional Courses

Code	Title	Credits
Folklore		
FLR 411	Folklore and Religion	4
FLR 483	Folklore and Mythology of the British Isles	4
History		
HIST 320	High Middle Ages in Europe	4
HIST 321	Late Middle Ages in Europe	4
HIST 441	16th-Century European Reformations	4
HIST 498	Early Japanese Culture and Society: [Topic]	4
History of Art and Architecture		
ARH 387	Chinese Buddhist Art	4
International Studies		
GLBL 423	Development and the Muslim World	4
Judaic Studies		
JDST 212	Medieval and Early Modern Judaism	4
JDST 213	The Jewish Encounter with Modernity	4
Philosophy		
PHIL 320	Philosophy of Religion	4

Bachelor of Science Degree Requirements

Code	Title	Credits
REL 101–102	World Religions	8
Electives in religious studies or additional courses		8
Upper-division religious studies courses (Must include REL 411)		16
Upper-division courses (see Additional Courses list)		12
Total Credits		**44**

Additional Courses

Code	Title	Credits
Folklore		
FLR 411	Folklore and Religion	4
FLR 483	Folklore and Mythology of the British Isles	4
History		
HIST 320	High Middle Ages in Europe	4
HIST 321	Late Middle Ages in Europe	4
HIST 441	16th-Century European Reformations	4
HIST 498	Early Japanese Culture and Society: [Topic]	4
History of Art and Architecture		
ARH 387	Chinese Buddhist Art	4
International Studies		
GLBL 423	Development and the Muslim World	4
Judaic Studies		
JDST 212	Medieval and Early Modern Judaism	4
JDST 213	The Jewish Encounter with Modernity	4

Philosophy		
PHIL 320	Philosophy of Religion	4

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

Code	Title	Credits
REL 101	World Religions: Asian Traditions	4
REL 102	World Religions: Near Eastern Traditions	4
Religious studies courses		4
Upper-division religious studies courses		12
Total Credits		**24**

Arabic Studies Minor Requirements

Code	Title	Credits
Category I: Third-Year Arabic		
ARB 301–303	Language and Culture	12
Category II: Advanced Arabic		
ARB 331	Reading Classical Arabic	4
An additional course, approved by an advisor		4
Category III: Arabic Culture and Society		
An elective from the following list (or any course with substantial content in Arabic, Middle Eastern, or Islamic studies):		4
ARB 199	Special Studies: [Topic]	
COLT 370	Comparative Comics	
COLT 462	Cultural Intersections: [Topic] (Orientalism)	
COLT 470	Studies in Identity: [Topic] (Multiculturalism and Empire)	
GEOG 209	Geography of the Middle East and North Africa	
HIST 199	Special Studies: [Topic] (The Iraq War; Islamic Civilization I or II; Islam in the Modern World)	
HIST 399	Special Studies: [Topic] (The Iraq War)	
GLBL 399	Special Studies: [Topic]	
GLBL 407	Seminar: [Topic]	
GLBL 423	Development and the Muslim World	
J 467	Issues in International Communication: [Topic] (The Arab World and the Media)	
PS 399	Special Studies: [Topic] (Egypt; Politics of the Middle East)	
REL 102	World Religions: Near Eastern Traditions	
REL 233	Introduction to Islam	
REL 324–325	History of Eastern Christianity	
REL 335	Introduction to the Qur'an	
REL 432	Islamic Mysticism: [Topic]	
TA 472	Multicultural Theater: [Topic] (Arab American Theater)	
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

Course	Title	Credits	Milestones
First Year			
Fall			
REL 101	World Religions: Asian Traditions	4	
WR 121	College Composition I	4	
First term of first-year second-language sequence		5	
Elective course		4	
	Credits	**17**	
Winter			
REL 102	World Religions: Near Eastern Traditions	4	
WR 122 or WR 123	College Composition II or College Composition III	4	
Second term of first-year second-language sequence		5	
General-education course that also satisfies a multicultural requirement		4	
	Credits	**17**	

Spring		
Third term of first-year second-language sequence		5
General-education course in arts and letters		4
General-education course in science		4
Lower-division elective for major		4
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits	Milestones
Second Year			
Fall			
First term of second-year second-language sequence		4	
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course that also satisfies a multicultural requirement		4	
	Credits	**16**	
Winter			
Second term of second-year second-language sequence		4	
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course in science		4	
	Credits	**16**	
Spring			
Third term of second-year second-language sequence		4	
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course in science		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
Upper-division course with REL subject code		4	
Upper-division elective course		4	
General-education course in science		4	
General-education course		4	
	Credits	**16**	
Winter			
Upper-division course with REL subject code		4	
Upper-division elective course		4	
General-education course in social science		4	
Elective course		4	
	Credits	**16**	
Spring			
Upper-division course with REL subject code		4	
Upper-division elective course		4	
Elective courses		8	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Upper-division course with REL subject code		4	
Elective courses		8	
	Credits	**12**	
Winter			
Upper-division course with REL subject code		4	
Elective courses		8	
	Credits	**12**	
Spring			
Elective courses		12	
	Credits	**12**	
	Total Credits	**36**	

Bachelor of Science in Religious Studies

Course	Title	Credits	Milestones
First Year			
Fall			
REL 101	World Religions: Asian Traditions	4	
WR 121	College Composition I	4	
MATH 105 or MATH 111	University Mathematics I or College Algebra	4	
Elective course		4	
	Credits	**16**	
Winter			
REL 102	World Religions: Near Eastern Traditions	4	
MATH 106 or MATH 112	University Mathematics II or Elementary Functions	4	
WR 122 or WR 123	College Composition II or College Composition III	4	
General-education course that also satisfies a multicultural requirement		4	
	Credits	**16**	
Spring			
MATH 107 or MATH 212	University Mathematics III or Fundamentals of Elementary Mathematics II	4	
Lower-division elective for major		4	
General-education course in arts and letters		4	
General-education course in science		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course in science		4	

General-education course that also satisfies a multicultural requirement	4
Credits	**16**
Winter	
General-education course in arts and letters	4
General-education course in social science	4
General-education course in science	4
Elective course	4
Credits	**16**
Spring	
General-education course in arts and letters	4
General-education course in social science	4
General-education course in science	4
Elective course	4
Credits	**16**
Total Credits	**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
Lower-division elective course with REL subject code		4	
Upper-division elective course		4	
General-education course in social science		4	
Elective course		4	
	Credits	**16**	
Winter			
Upper-division course with REL subject code		4	
Upper-division elective course		4	
Elective courses		8	
	Credits	**16**	
Spring			
Upper-division course with REL subject code		4	
Upper-division elective course		4	
Elective courses		8	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Upper-division course with REL subject code (Must take REL 101 by this term)		4	
Elective courses (Must begin year of mathematics by this term)		8	
	Credits	**12**	
Winter			
Elective courses		12	
	Credits	**12**	
Spring			
Elective courses		12	
	Credits	**12**	
	Total Credits	**36**	

Arabic 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 301. 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 302, 303.
Prereq: ARB 203.

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.
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, 302.
Prereq: ARB 302.

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.

Religious Studies 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 scholarlary 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, Mandean, Baha'i. Lecture, discussion.

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

REL 200M. Temp Multilist Course. 4 Credits.

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 Muhammed, 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 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 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 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 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 359. Religion After Atheism. 4 Credits.
Atheist critiques of religion, analyses of secularism from multiple disciplinary perspectives, and responses to atheism and secularism by modernist Christian, Muslim, and Buddhist writers.

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 408. Colloquium: [Topic]. 1-4 Credits.
Repeatable.

REL 409. Supervised Tutoring. 1-4 Credits.
Repeatable.

REL 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

REL 411. Making Sense of Religion. 4 Credits.
History of the study of religion, from the late 19th century to the present, as an expression of society, agent of oppression, psychological experience, symbolic system, and Western concept. Junior standing required.

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 417. New Religious Movements. 4 Credits.
This course offers a deep exploration of New Religious Movements both ancient and modern. How are New Religious Movements born? What determines whether they grow, thrive, and die? Through a survey of biblically based new religions, we will analyze the formation of New Religious Movements.

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 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 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 511. Making Sense of Religion. 4 Credits.
History of the study of religion, from the late 19th century to the present, as an expression of society, agent of oppression, psychological experience, symbolic system, and Western concept.

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 517. New Religious Movements. 4 Credits.
This course offers a deep exploration of New Religious Movements both ancient and modern. How are New Religious Movements born? What determines whether they grow, thrive, and die? Through a survey of biblically based new religions, we will analyze the formation of New Religious Movements.

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 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

David Wacks, Department Head
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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 Beall Graduate Dissertation Scholarship is awarded to doctoral students to support dissertation writing
- The Françoise Calin scholarship is awarded every year to a French major or minor
- The Leona M. Kail Scholarship supports studies in the Department of Romance Languages (Offered on alternate years.)
- Wayne Andre Gottshall Fund supports undergraduate students in studies in the Department of Romance Languages
- 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
- Dr. Carl L. Johnson Scholarship supports studies in the Department of Romance Languages with preference to French majors.
- The Helen Fe Jones Spanish Student Fellowship supports study abroad in a Spanish-speaking country
- 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
- Nicolette B. Weicker Memorial Scholarship is awarded with preference to students specializing in French or Italian.
- The James T. and Mary Alice Wetzel Graduate Scholarship is awarded every year to an outstanding graduate student in the Department of Romance Languages

More information may be obtained from the department office in early January or on the department website, rl.uoregon.edu/scholarships (http://rl.uoregon.edu/scholarships/).

Faculty

Rafael Arias, senior instructor I (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)

Cory Browning, assistant professor (19th- and 20th-century French and Francophone literature, critical theory, aesthetics and politics). BA, 2001, California, San Diego: MA, 2006, Paris Diderot, PhD, 2015, Cornell. (2014)

Nadia Ceccacci, senior instructor II (Italian). Corso di laurea in Lingue e Letterature Straniere, 1981, Università degli Studi di Perugia; MA, 1986, Oregon. (1989)

Jeffrey Contreras, instructor I (Spanish); BA, 2001, Oregon State, MA, 2009, Oregon. (2010)

Amy Costales, senior instructor I (Spanish). BA, 1993, State University of New York, Cortland; MA, 2009, Oregon. (2007)

Lillian Darwin Lopez, senior instructor I (Spanish). BA, 2001, MA, 2007, Oregon. (2007)

Robert L. Davis, professor (methodology and pedagogy, Spanish and Romance linguistics). BA, 1983, Southern Mississippi; MA, 1987, PhD, 1991, North Carolina, Chapel Hill. (1991)

Lauretta De Renzo-Huter, senior instructor (Italian); supervisor and coordinator, first-year Italian programs. Laurea in Lingue e Letterature Starniere Moderne, 1988, Torino; MA, 1992, PhD, 2001, Oregon. (2019)

Juanita Devereaux, senior instructor II (Spanish). BA, 1999, MA, 2001, Oregon. (2001)

Connie Dickey, senior instructor I (French); supervisor-coordinator, first-year French program. BA, 1979, Portland; MA, 1981, Seattle; PhD, 1991, California, Berkeley. (2014)

André Djiffack, associate professor (Francophone literatures, 20th-century French literature, colonial and postcolonial studies). BA, 1987, Maîtrise, 1988, Doctorat de 3e Cycle, 1992, Yaoundé; PhD, 1998, Cape Town. (2000)

Paula Ellister, senior instructor II (Spanish); supervisor and coordinator, first-year Spanish program. BA, 1992, MA, 1994, Oregon. (1994)

Cecilia Enjuto Rangel, associate professor (Spanish and Latin American poetry, transatlantic studies, gender and literary theory). BA, 1998, Universidad de Puerto Rico; MA, 2002, PhD, 2005, Yale. (2005)

Pedro García-Caro, associate professor (19th- and 20th-century literatures of the Americas, postcolonial studies, literary theory). Licenciatura, 1995, Murcia; BA, 1996, Roehampton; MA, 1997, PhD, 2004, University College, London. (2006)

Diana Garvin, assistant professor (Mediterranean studies). AB, 2006, Harvard; PhD, 2016, Cornell. (2019)

Amalia Gladhart, professor (20th-century Latin American literature, theater, feminist studies). BA, 1989, Michigan State; PhD, 1995, Cornell. (1995)

Devin Grammon, assistant professor (Spanish socio-linguistics). BA, 2010; University of Northern Colorado; MA, 2012, University of Colorado, Boulder; PhD 2018, The Ohio State University, Columbus (2018)

Paulo Henriquez, instructor (Spanish); licenciado en castellano, 2000, Universidad Austral de Chile; MA, 2005, PhD, 2012, Oregon. (2012)

Gina Herrmann, associate professor (contemporary Spanish literature, politics and culture, autobiographical studies, gender studies). BA, 1990, Cornell; MA, 1993, Columbia; PhD, 1998, Cornell. (2002)

Nathalie Hester, associate professor (French and Italian Renaissance and baroque literature and culture, travel literature). BA, 1992; MA 1993; PhD, 2001, Chicago. (2001)

Harinder Kaur Khalsa, senior instructor (Italian). BA, 1991, Istanbul; MA, 1996 and 1998, Oregon. (1999)

Mónica Lara, senior instructor II (Spanish). BA, 1982, MA, 1992, Oregon. (1992)

Kelley León Howarth, senior instructor II (Spanish); cohead, undergraduate advising. BA, 1995, Wisconsin, Eau Claire; MA, 2002, Oregon. (2002)

Sergio Loza, Assistant professor (Spanish heritage language education, Spanish socio-linguistics) BA, 2013, Arizona State University; PhD, 2019, Arizona State University. (2019)

Leah Middlebrook, associate professor (early modern Spanish and French literature and culture, lyric poetry, comparative literature). See **Comparative Literature**.

Lanie Millar, associate professor (20th- and 21st-century Caribbean and Latin American literature, Luso-African literature, global south studies). BA, 2002, Baylor; MA, 2003, Middlebury College; PhD, 2011, Texas, Austin. (2013)

Fabienne Moore, associate professor (French Enlightenment, prose poetry, contemporary France). License, 1987, Toulouse–Le Mirail; PhD, 2001, New York University. (2000)

Rosario Murcia, senior instructor II (Spanish); supervisor-coordinator, second-year Spanish program. BA, 1984, Alicante; MA, 1988, Oregon. (1988)

Heather Quarles, senior instructor II (Spanish). BA, 2000, MA, 2003, Oregon. (2001)

Sergio Rigoletto, associate professor (European cinema, popular culture, gender studies). Laurea, 2002, Catania; MA, 2004, Birkbeck, London; PhD, 2010, Reading. (2012)

Andrew Rothgery, senior instructor II (Spanish). BA 1991, MA, 1994, Oregon. (1994)

Maria Benedita Santos, senior instructor I (Portuguese). BA, 1974, Federal University of Maranhão; MA, 2007, Oregon. (2012)

Jésus Sepúlveda, senior instructor I (Spanish). BA, 1995, Universidad Metropolitana de Ciencias de la Educación; MA, 1997, PhD, 2003, Oregon. (2008)

Analisa Taylor, associate professor (Mexican literary and social history). BA, 1992, Oregon; MA, 1996, PhD, 2002, Duke. (2002)

Claudia Ventura, senior instructor I (Italian). supervisor and coordinator, second-year Italian. Laurea, 1995, Bologna; MA, 2006, Ca' Foscari, Venice. (2005)

David Wacks, professor (medieval Iberian literature and culture, Sephardic studies). BA, 1991, Columbia; MA, 1997, Boston College; PhD, 2003, California, Berkeley. (2003)

Nathan Whalen, senior instructor II (Spanish). BA, 1999, MA, 2001, Oregon. (2001)

Melanie Williams, senior instructor II (French); cohead, undergraduate advising. BA, 1992, MA, 1996, Oregon. (1996)

Gloria Zabala, senior instructor II (Spanish). BA, 1983, MA, 1989, Oregon. (1989)

Alex Zunterstein, senior instructor II (Spanish). BA, 2000, MA, 2002, Oregon. (2002)

Emeriti

Alexandre Albert-Galtier, associate professor emeritus. Licence, 1981, DEA, 1983, PhD, 1988, Lyon II. (1994)

Randi M. Brox, professor emerita. Cand. Philol., 1960, Oslo; PhD, 1965, Illinois. (1965)

Françoise G. Calin, professor emerita. Licence, 1963, Diplôme d'Études Supérieures, 1964, CAPES, 1966, Sorbonne; PhD, 1972, Stanford. (1973)

Richard H. Desroches, associate professor emeritus. BA, 1947, Clark; PhD, 1962, Yale. (1957)

Juan A. Epple, professor emeritus. Licenciate, 1971, Chile; MA, 1977, PhD, 1980, Harvard. (1980)

Leonardo García-Pabón, professor emeritus (colonial Latin American literature, contemporary Latin American poetry, literary theory). BS, 1980, Universidad Mayor de San Andrés; MA, 1981, Université Catholique de Louvain; PhD, 1990, Minnesota, Twin Cities. (1990)

Sylvia Giustina, senior instructor emerita. BA, 1956, Marylhurst; MA, 1966, Oregon. (1968)

Evlyn Gould, professor emerita. BA, 1975, California, Irvine; MA, 1977, PhD, 1983, California, Berkeley. (1983)

Massimo Lollini, professor emeritus. Laurea, 1978, Bologna; PhD, 1992, Yale. (1992)

Elisabeth A. Marlow, associate professor emerita. Diplôme, 1953, Hautes Études Commerciales, Paris; MA, 1958, PhD, 1966, Oregon. (1958)

Barbara D. May, associate professor emerita. BA, 1972, MA, 1973, PhD, 1975, Utah. (1976)

Karen McPherson, professor emerita. BA, 1970, Oregon; MA, 1983, PhD, 1987, Yale. (1998)

Amanda W. Powell, senior lecturer emerita. BA, 1977, Yale; MA, 1983, Boston University. (1991)

F. Regina Psaki, professor emerita. BA, 1980, Dickinson; MA, 1986, PhD, 1989, Cornell. (1989)

Steven Rendall, professor emeritus. BA, 1961, Colorado; PhD, 1967, Johns Hopkins. (1967)

Wolfgang F. Sohlich, associate professor emeritus. BA, 1959, Johns Hopkins; MA, 1970, PhD, 1971, Emory. (1970)

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. 484**)**
- **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

Code	Title	Credits
FR 301	Culture et langage: la France contemporaine	4
FR 302	Culture et langage: Le monde francophone contemporain	4
Select three of the following, or their equivalent:		12
FR 312	French Survey: Francophone Literature [1]	
FR 317	French Survey: Medieval and Renaissance	
FR 318	Monarchy, Liberty, Revolution	
FR 319	French Survey: 19th and 20th Centuries	
FR 416	Advanced Writing in French	4
or FR 425	French-English Translation	
330-level or higher French literature, film, or translation courses [2]		12
Upper-division French electives taught in French [3]		12
Total Credits		**48**

1. Students who have already taken *Culture et langage: identités francophones* (FR 303) cannot receive credit for French Survey: Francophone Literature (FR 312).
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

Code	Title	Credits
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

Code	Title	Credits
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	
SPAN 308	Cultura y lengua: comunidades bilingues	
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	
SPAN 350	Introduction to Poetry	
SPAN 351	Introduction to Theater	
SPAN 353	Introduction to Narrative	
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. One course may be RL 407 or LAS 407.		12
Electives		
Upper-division courses in literature, film, or linguistics, taught in Spanish, that address the cultures of the Spanish-speaking world [2]		12
Experiential Learning		

Academic experience that involves using the Spanish language outside the classroom [3]	
Total Credits	**48**

1 Students cannot receive credit for both SPAN 311 and SPAN 312.

2 May include up to 4 lower-division credits from LAS 200, SPAN 150, SPAN 238, or SPAN 248 or SPAN 299.

3 Must involve at least 30 hours of work per term.

Bachelor of Arts: Spanish with Language and Society Concentration

Bachelor of Arts: Spanish with Language and Society Concentration

Code	Title	Credits
Lengua y cultura		
SPAN 308	Cultura y lengua: comunidades bilingues	4
One from the following:		4
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		
SPAN 320	Intensive Spanish Grammar Review	4
SPAN 322	Introduction to Hispanic Linguistics	4
SPAN 324	Spanish Pronunciation and Phonetics	4
Expertise and Mastery		
Three from the following: [2]		12
SPAN 348	United States Latino Literature and Culture	
SPAN 420	Spanish Linguistics: [Topic]	
SPAN 424	History of the Spanish Language	
SPAN 425	Literary Translation	
SPAN 428	Spanish in the United States	
Electives		
Upper-division courses in literature, film, or linguistics, taught in Spanish, that address the cultures of the Spanish-speaking world [3]		12
Experiential Learning		
Academic experience that involves using the Spanish language outside the classroom [4]		
Total Credits		**48**

1 Students cannot receive credit for both SPAN 311 and SPAN 312

2 One course may be RL 407 or LAS 407, with course work in the target language; student should discuss with an advisor.

3 May include up to 4 lower-division credits from LAS 200, SPAN 150, SPAN 151, SPAN 238, SPAN 248, or SPAN 299

4 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

Code	Title	Credits
First Romance Language		
Language courses		12
Literature survey sequence for French, Italian, or Spanish: [1]		12
Three of the following in French:		
FR 312	French Survey: Francophone Literature [2]	
FR 317	French Survey: Medieval and Renaissance	
FR 318	Monarchy, Liberty, Revolution	
FR 319	French Survey: 19th and 20th Centuries	
Three of the following in Italian:		
ITAL 317	Italian Survey: Medieval and Renaissance	
ITAL 318	Italian Survey: Baroque and Enlightenment	
ITAL 319	Italian Survey: 19th and 20th Centuries	
Spanish Literature and Culture Concentration (three of the following):		
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	
Spanish Language and Society Concentration:		
SPAN 320	Intensive Spanish Grammar Review	
SPAN 322	Introduction to Hispanic Linguistics	
SPAN 324	Spanish Pronunciation and Phonetics	
Additional literature, film, linguistics, or translation courses		8
Second Romance Language		
Language courses		8
Courses in literature, film, linguistics, or translation		8
Total Credits		**48**

1 For the Spanish survey, choose only **one** of the two concentrations: Literature and Culture ***or*** Language and Society.

2 Students who have already taken *Culture et langage: identités francophones* (FR 303) cannot receive credit for French Survey: Francophone Literature (FR 312).

Departmental Honors

Approval for graduation with honors is granted to any student who meets one of the following requirements:

1. Maintains at least a 4.00 grade point average (GPA) in all upper-division department course work and at least a 3.50 GPA overall, ***or***
2. Maintains at least a 3.75 GPA in all upper-division department course work and at least a 3.50 GPA overall, and submits an honors thesis written under the guidance of a Romance languages faculty thesis advisor. The thesis adviser determines whether the thesis is acceptable and may require the student to register for up to 6 pass/no pass (P/N) credits in Thesis (FR, ITAL, SPAN 403)

If a student wishes to apply for honors by submitting an honors thesis, the application for graduation with honors must be submitted by the end of the term that immediately precedes the term of graduation. If a student is

planning on graduating in the spring term, they must apply for graduation through their departmental advisor during the winter term.

Transfer credits and overseas-study work used to fulfill major graduation requirements are typically included in determining the major GPA.

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

Code	Title	Credits
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

Code	Title	Credits
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

Code	Title	Credits
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 IE_3 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 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 primaire, 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.

- French **(**p. 487**)**
- Italian **(**p. 488**)**
- **Spanish**

Bachelor of Arts in French

Course	Title	Credits	Milestones
First Year			
Fall			
FR 101	First-Year French	5	
FR 150	Cultural Legacies of France	4	
General-education course in science		4	
Participate in the Romance Languages Opportunities Fair in October			
Take a lighter course load in your first term as you adjust to college			
	Credits	**13**	
Winter			
FR 102	First-Year French	5	
WR 121	College Composition I	4	
General-education course in arts and letters (Minor or second major course, if applicable)		4	
Study skills or time management course		1	
Talk with advisors about study abroad or other experiential learning options			
	Credits	**14**	
Spring			
FR 103	First-Year French	5	
WR 122 or WR 123	College Composition II or College Composition III	4	
General-education course in arts and letters		4	
General-education course in social science		4	
Meet with University Career Center advisor to discuss potential major(s) and career ideas			
	Credits	**17**	
	Total Credits	**44**	

Course	Title	Credits	Milestones
Second Year			
Fall			
FR 201	Second-Year French	4	
General-education course in arts and letters		4	
General-education course in social science (Minor or second major course, if applicable)		4	
General-education course in science (Minor or second major course, if applicable)		4	
Participate in the Romance Languages Opportunities Fair in October			
	Credits	**16**	
Winter			
FR 202	Second-Year French	4	
General-education course in social science		4	
General-education course in science		4	
Multicultural course		4	
	Credits	**16**	
Spring			
FR 203	Second-Year French	4	Declare French major
General-education course in social science		4	
General-education course in science		4	
Elective course		4	
Confirm study-abroad or experiential learning plans, and work with advisor to verify progress toward degree			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
Choose two from the following:		8	
FR 301	Culture et langage: la France contemporaine		
FR 302	Culture et langage: Le monde francophone contemporain		
FR 320	Intensive French Grammar Review		
Electives or courses for minor or second major		8	
Participate in Romance Languages Opportunities Fair in October			
	Credits	**16**	
Winter			
FR 312 or FR 317	French Survey: Francophone Literature or French Survey: Medieval and Renaissance	4	
French language or survey course		4	

Electives or courses for minor or second major			8
Apply for Romance languages scholarships			
	Credits		**16**
Spring			
FR 318 or FR 319	Monarchy, Liberty, Revolution or French Survey: 19th and 20th Centuries		4
FR 330	French Poetry		4
Electives or courses for minor or second major			8
Meet with advisor to confirm major progress and plan for senior year			
	Credits		**16**
	Total Credits		**48**

Course	Title		Credits Milestones
Fourth Year			
Fall			
French survey course			4
French elective course			4
Elective or courses for minor or second major			8
	Credits		**16**
Winter			
FR 407	Seminar: [Topic]		4
French elective course			4
Elective or course for minor or second major			4
	Credits		**12**
Spring			
FR 407	Seminar: [Topic]	Apply for graduation, including any certificates	4
French elective course			4
Elective or course for minor or second major			4
	Credits		**12**
	Total Credits		**40**

Bachelor of Arts in Italian (Focus in Italian Studies)

Course	Title		Credits Milestones
First Year			
Fall			
ITAL 101	First-Year Italian		5
ITAL 150 or ITAL 152	Cultural Legacies of Italy or Desire and Resistance: Italian Cinema		4
General-education course in science			4
Participate in the Romance Languages Opportunities Fair in October			
Take a lighter course load in your first term as you adjust to college			
	Credits		**13**
Winter			
ITAL 102	First-Year Italian		5
WR 121	College Composition I		4
ITAL 252	The Italian-American Experience		4
Study skills or time management course			4
Talk with advisors about study abroad or other experiential learning options			
	Credits		**17**
Spring			
ITAL 103	First-Year Italian		5
WR 122 or WR 123	College Composition II or College Composition III		4
General-education course in arts and letters			4
General-education course in social science			4
Meet with University Career Center advisor to discuss potential major(s) and career ideas			
	Credits		**17**
	Total Credits		**47**

Course	Title		Credits Milestones
Second Year			
Fall			
ITAL 201	Second-Year Italian		4
General-education course in arts and letters			4
General-education course in social science			4
General-education course in science			4
Participate in the Romance Languages Opportunities Fair in October			
Talk with advisors about study abroad or other experiential learning options			
	Credits		**16**
Winter			
ITAL 202	Second-Year Italian		4
General-education course in social science			4
General-education course in science			4
Multicultural course			4
Apply for Romance languages scholarships			
	Credits		**16**
Spring			
ITAL 203	Second-Year Italian	Declare Italian major	4
General-education course in social science			4
General-education course in science			4
Course for minor or second major			4
Confirm study-abroad or experiential learning plans, and work with advisor to verify progress toward degree			
	Credits		**16**
	Total Credits		**48**

Course	Title	Credits Milestones
Third Year		
Fall		
ITAL 301	Cultura e lingua: l'Italia contemporanea	4
ITAL 319	Italian Survey: 19th and 20th Centuries	4

Courses for minor or second major		8
Participate in the Romance Languages Opportunities Fair in October		
	Credits	**16**
Winter		
ITAL 305	Cultura e lingua: arte, musica, i mass media	4
ITAL 318	Italian Survey: Baroque and Enlightenment	4
Courses for minor or second major		8
Apply for scholarships		
	Credits	**16**
Spring		
ITAL 303	Cultura e lingua: societa, economia, politica	4
ITAL 407	Seminar: [Topic]	4
Courses for minor or second major		8
Meet with advisor to confirm major progress and plan for senior year		
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
ITAL 320	Intensive Italian Grammar Review	4	
ITAL 491	20th-Century Literature: [Topic]	4	
Courses for minor or second major		8	
Participate in the Romance Languages Opportunities Fair in October			
	Credits	**16**	
Winter			
ITAL 449	Humanism and the Renaissance	4	
Course for minor or second major		4	
	Credits	**8**	
Spring			
ITAL 317	Italian Survey: Medieval and Renaissance	4	Apply for graduation, including any certificates
ITAL 407	Seminar: [Topic]	4	
Course for minor or second major		4	
	Credits	**12**	
	Total Credits	**36**	

Bachelor of Arts in Spanish (Focus in Language and Society)

Course	Title	Credits	Milestones
First Year			
Fall			
SPAN 101	First-Year Spanish	5	
SPAN 150	Hispanic and Latinx Cultures	4	
General-education course in science		4	
Participate in Romance Languages Opportunities Fair in October			
Take a lighter course load in your first term as you adjust to college			
	Credits	**13**	
Winter			
SPAN 102	First-Year Spanish	5	
WR 121	College Composition I	4	
General-education course in social science		4	
Study skills or time management course		4	
Talk with advisors about study abroad or other experiential learning options			
	Credits	**17**	
Spring			
SPAN 103	First-Year Spanish	5	
WR 122 or WR 123	College Composition II or College Composition III	4	
ARH 211	Survey of Latin American Arts	4	
HIST 248	Latinos in the Americas	4	
Meet with University Career Center advisor to discuss potential major(s) and career ideas			
	Credits	**17**	
	Total Credits	**47**	

Course	Title	Credits	Milestones
Second Year			
Fall			
SPAN 201	Second-Year Spanish	4	
LING 301	Introduction to Linguistics Analysis	4	
General-education course in arts and letters		4	
General-education course in science		4	
Participate in Romance Languages Opportunities Fair in October			
Talk with advisors about study abroad or other experiential learning options			
	Credits	**16**	
Winter			
SPAN 202	Second-Year Spanish	4	
LING 296	Language and Society in the United States	4	
General-education course in arts and letters		4	
General-education course in science		4	
Apply for Romance languages scholarships (if you have already declared a major or minor in Spanish)			
	Credits	**16**	
Spring			
SPAN 203	Second-Year Spanish	4	Declare Spanish major
General-education course in science		4	
Courses of minor or second major		8	

Confirm study abroad or internship plans, and work with advisor to verify progress toward degree		
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
SPAN 301	Cultura y Lengua: Identidades Hispanas	4	
SPAN 308	Cultura y lengua: comunidades bilingues	4	
Courses for minor or second major		8	
Participate in Romance Languages Opportunities Fair in October			
	Credits	**16**	
Winter			
Choose one from the following:		4	
SPAN 320	Intensive Spanish Grammar Review		
SPAN 322	Introduction to Hispanic Linguistics		
SPAN 324	Spanish Pronunciation and Phonetics		
SPAN 311 or SPAN 312	Advanced Writing in Spanish or Spanish in the Media	4	
Courses for minor or second major		8	
Apply for scholarships			
	Credits	**16**	
Spring			
Choose one from the following:		4	
SPAN 320	Intensive Spanish Grammar Review		
SPAN 322	Introduction to Hispanic Linguistics		
SPAN 324	Spanish Pronunciation and Phonetics		
300-level course with SPAN subject code		4	
Courses for minor or second major		8	
Meet with advisor to confirm major progress and plan for senior year			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Choose one of the following:		4	
SPAN 320	Intensive Spanish Grammar Review		
300-level course with SPAN subject code		4	
Courses for minor or second major		8	
SPAN 322	Introduction to Hispanic Linguistics		
SPAN 324	Spanish Pronunciation and Phonetics		
Participate in Romance Languages Opportunities Fair in October			
	Credits	**16**	
Winter			
SPAN 348	United States Latino Literature and Culture	4	
SPAN 424	History of the Spanish Language	4	
Course for minor or second major		4	
	Credits	**12**	
Spring			
300-level course with SPAN subject code		4	
Course for minor or second major		4	
	Credits	**8**	
	Total Credits	**36**	

- Master of Arts: French **(**p. 491**)**
- **Master of Arts: Italian**
- Master of Arts: Spanish **(**p. 492**)**
- **Master of Arts: Romance Languages**
- **Doctor of Philosophy**

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.

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., licence, 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 (http://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 (http://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 Employee Opportunities

Graduate employee (GE) opportunities 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 employee (GE) 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

Code	Title	Credits
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 medieval and Renaissance literature		8
Two graduate-level courses in 17th–18th centuries literature		8
Two graduate-level courses in literature from 1830 to 1945		8
Two graduate-level courses in literature from 1945 to the present		8
French 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: Italian

Code	Title	Credits
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 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

Code	Title	Credits
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

Code	Title	Credits
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**

Literary Periods

- French
  - medieval and Renaissance
  - 17th–18th centuries
  - 1830–1945
  - 1945 to the present
- 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 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 during the summer. The books must belong to no more than two of the periods defined by the MA program, and five of the books must be taken from the departmental reading list. At least one of the texts should be a literary history or a similar text about the period. This approved list (signed by the faculty advisor) will be submitted to the director of graduate studies before the end of the spring term.

In fall term, students will register for a 2-credit, graded Reading and Conference course with the director of graduate studies as the instructor of record.

In the third week of the fall term of the second year, students present the findings of their summer study in a public forum. This one-day forum is organized as a professional meeting, with a chair for each session, a discussion following the presentations, and refreshments. Most Romance

language faculty members are present during these presentations, as well as all MA students.

Presentations are fifteen minutes long and delivered in English. Presentations focus on the main themes that students have explored in their readings. Students should be able to discuss both literary techniques and historical context of the period selected, providing examples from the books they have read. Plot summaries should be avoided.

At the end of the presentations, the faculty members meet to evaluate the presentations. On satisfactory completion of this exercise, students receive 2 graded credits for the course. If the faculty members find that a presentation was deficient, they recommend that the student do supervised reading with the faculty specialist in the period before being assigned a grade and receiving course credit.

Incompletes

Incompletes are strongly discouraged. However, students who find it necessary to ask for an incomplete are urged to complete their incompletes as rapidly as possible. Agreements for obtaining and completing incompletes must be filed with the department. Graduate students must convert a graduate course incomplete into a passing grade within one calendar year of the assignment of the incomplete. Any student who has more than 5 credits of incompletes is making unsatisfactory progress toward the degree.

Doctor of Philosophy

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.

*Students typically will register for RL 601 or RL 605 during the terms that they are preparing for exams or writing their prospectus, and will register RL 603 Dissertation (18 credits) while writing their dissertation.

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. The student is encouraged to do so no later than six months after failing. 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 employee (GE) opportunities. 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.

French 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.
Prereq: FR 101.

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 102.

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.
Training in language and culture of modern France using newspapers, short stories, poetry and film. Vocabulary enrichment activities. Conducted in French.
Prereq: FR 203.

FR 302. Culture et langage: Le monde francophone contemporain. 4 Credits.
Training in language and cultures of the French-speaking world using literary texts, websites, videos. Grammar review and vocabulary enrichment.
Prereq: FR 203.

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. Monarchy, Liberty, Revolution. 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 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.
Prereq: FR 301 or FR 302.

FR 403. Thesis. 3-6 Credits.
Repeatable.

FR 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

FR 407. Seminar: [Topic]. 1-6 Credits.
Repeatable. Recent topics include French Novel and World War II, Writers and Painters, Medievalism, Francophone Caribbean, Gide and Sartre.
Prereq: two survey courses from FR 312, FR 317, FR 318, or FR 319.

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.
Prereq: FR 301, FR 302.

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 maximum of 16 credits.
Prereq: two 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: two 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: two survey courses from FR 312, FR 317, FR 318, or FR 319.

FR 490. 20th-Century Literature: [Topic]. 4 Credits.
Changing topics concerning trends or particular authors representative of 20th-century French literature. Recent topics include African Identities, The French Novel in 2000, Postcolonial Africa. Repeatable when topic changes.
Prereq: two survey courses from FR 312, FR 317, FR 318, or FR 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 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 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.
Changing topics concerning trends or particular authors representative of 20th-century French literature. Recent topics include African Identities, The French Novel in 2000, Postcolonial Africa. Repeatable when topic changes.

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.

Italian 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.
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.

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: societa, 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 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, Michelangelo, Tasso). Includes essays in criticism and theory. Conducted in Italian.
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 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 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.

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 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable twice when topic changes for a maximum of 15 credits.

LAS 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

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 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

LAS 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable twice when topic changes for a maximum of 15 credits.

Portuguese 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 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 Lingua: 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 305. Cultura e lingua: Brasil ontem e hoje. 4 Credits.
Introduction to Brazilian history and culture. Topics include geography; indigenous, European, and African presence; trends of authoritarianism and democratization; issues in migration and urbanization; racial and ethnic identities; women's roles. Taught in Portuguese.
Prereq: PORT 203 or equivalent.

PORT 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.
Prereq: PORT 203.

PORT 405. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

Romance Languages Courses

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

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

RL 404. Bilingual Internship. 2 Credits.
Bilingual internship opportunity in area schools or community agencies for students of French or Spanish. Repeatable once for a maximum of 4 credits in another term.
Prereq: third-year language competence.

RL 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Changing topics on issues relevant to study in two or more Romance languages. Recent topics include Travel Writing, Testimonial Writing, Caribbean Women Writers.
Pre-req: One 300-level literature course in any Romance language.

RL 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

RL 503. Thesis. 1-16 Credits.
Repeatable.

RL 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Changing topics on issues relevant to study in two or more Romance languages. A recent topic is Travel Literature.

RL 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

RL 602. Supervised College Teaching. 1-16 Credits.
Repeatable.

RL 603. Dissertation. 1-16 Credits.
Repeatable.

RL 604. Bilingual Internship. 2 Credits.
A bilingual internship opportunity in area schools or community agencies for students of French or Spanish. Repeatable twice for a maximum of 6 credits in another term.
Prereq: third-year language competence.

RL 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

RL 607. Seminar: [Topic]. 1-6 Credits.
Repeatable.

RL 608. Workshop: [Topic]. 1-4 Credits.
Teaching Methods offered fall term only. Other workshops may be offered. Repeatable when topic changes.

RL 609. Supervised Tutoring. 1-16 Credits.
Repeatable.

RL 620. Graduate Study in Romance Languages. 2-4 Credits.
Discussion of purposes, problems, and methods of graduate study in Romance languages. Elements of critical method, research techniques, scholarly writing, and professional development.

RL 623. Romance Languages Colloquium: [Topic]. 2-4 Credits.
Seminar organized around a series of speakers exposes students to critical and theoretical issues central to the study of Romance languages and literatures. Repeatable for a maximum of 8 credits.

Spanish 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.

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 111. Intensive Beginning Spanish. 5 Credits.
Intensive study for experienced language learners; introduction to Hispanic culture. Prereq: evidence of placement. Sequence. Conducted in Spanish. Cannot be combined with SPAN 101, 102, 103 for more than 15 credits of first-year Spanish.
Prereq: previous study in Spanish or competence in another Romance language.

SPAN 112. Intensive Beginning Spanish. 5 Credits.
Intensive study for experienced language learners; introduction to Hispanic culture. Prereq: evidence of placement. Sequence. Conducted in Spanish. Cannot be combined with SPAN 101, 102, 103 for more than 15 credits of first-year Spanish.
Prereq: SPAN 111.

SPAN 150. Hispanic and Latinx Cultures. 4 Credits.
This course provides students with an overview of the cultures of the Hispanic/Latinx world (Spain, Latin America, US)

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

SPAN 201. Second-Year Spanish. 4 Credits.
Continued development of Spanish-language skills; emphasis on diversity of Hispanic cultures. Sequence. Conducted in Spanish.
Prereq: first year language competence.

SPAN 202. Second-Year Spanish. 4 Credits.
Continued development of Spanish-language skills; emphasis on diversity of Hispanic cultures. Sequence. Conducted in Spanish.
Prereq: SPAN 201.

SPAN 203. Second-Year Spanish. 4 Credits.
Continued development of Spanish-language skills; emphasis on diversity of Hispanic cultures. Sequence. Conducted in Spanish.
Prereq: SPAN 202.

SPAN 218. Latino Heritage I. 5 Credits.
Designed for heritage learners—students who grew up with Spanish in their community and want to build 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: placement through self-identification or placement by Spanish heritage language placement test.

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

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 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 SPAN 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.
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.
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.
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.
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, SPAN 303, SPAN 305, SPAN 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 355. Creative Writing in Spanish. 4 Credits.
This course aims to expand the students' creative capabilities in Spanish through writing exercises in poetry and fiction. Students will develop their literary sensitivity as well as their critical judgment and interpretative skills. Writing creatively diversifies the students' experience with the Spanish language.
Prereq: SPAN 311 or SPAN 312; one course from SPAN 341, SPAN 342, SPAN 343, SPAN 344, SPAN 350, SPAN 351, SPAN 353.

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.
Recent topics include Golden Age Theater, Latin American Film, Medieval Iberian, Mexican Literature and Culture, 19th-Century Spanish Decadence, Postwar Spain, Testimonial Literature. Repeatable.
Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 408. Workshop: [Topic]. 1-12 Credits.
Special on-campus activities in Spanish. Repeatable.

SPAN 409. Practicum: [Topic]. 1-4 Credits.
Repeatable.

SPAN 410. Experimental Course: [Topic]. 1-4 Credits.
Recent topics include Literature and Democratic Transition, Race in Modern Los Angeles, Social Roots of Creativity. Repeatable.

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 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 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 341, SPAN 342, SPAN 343, SPAN 344.

SPAN 507. Seminar: [Topic]. 1-6 Credits.
Recent topics include Golden Age Theater, Latin American Film, Medieval Iberian, Mexican Literature and Culture, 19th-Century Spanish Decadence, Postwar Spain, Testimonial Literature. Repeatable.

SPAN 508. Workshop: [Topic]. 1-12 Credits.
Repeatable.

SPAN 510. Experimental Course: [Topic]. 1-4 Credits.
Recent topics include Literature and Democratic Transition, Race in Modern Los Angeles, Social Roots of Creativity. Repeatable.

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 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 566. Introduction to Spanish Golden Age. 4 Credits.
Survey of major figures and cultural issues in the Spanish Golden Age, c. 1500s–1700s.

SPAN 580. 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

Jenifer Presto, Program Director
541-346-4065
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

Heghine Hakobyan, instructor (Slavic librarian). BA, 1983, Kurgan College of Culture and Enlightenment; MA, 1988, Tyuman State; MLIS, 2003, City University of New York, Queens College. (2007)

Katya E. Hokanson, associate professor (Russian literature, travel literature, cultural studies). B.A., 1984, Williams; M.A., 1988, Ph.D., 1994, Stanford. (1995)

Susanna Soojung Lim, associate professor (19th- and 20th-century Russian literature). BA, 1996, MA, 1998, Korea; MA, 1999, PhD, 2006, California, Los Angeles. (2007)

Julia Nemirovskaya, senior instructor (Russian literature and theater). MA, 1986, PhD, 1991, Moscow State. (2002)

Jenifer Presto, associate professor (Russian literature, modernism, environmental criticism). A.B., 1985, Smith; M.A., 1988, Middlebury; M.A., 1989, Ph.D., 1996, Wisconsin, Madison. (2003)

Lara Ravitch, Senior Instructor (Russian language). B.A., 1998, Connecticut College; M.A., 2002, Monterey (Middlebury) Institute of International Studies. (2012)

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)

Julie Hessler, history (20th-century Russia, Europe)

Ryan Tucker Jones, history (Russian and environmental history)

Mikhail Myagkov, political science (comparative politics, formal political theory)

Steven Shankman, English (comparative literature, Russian novel)

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)

Courtesy

Amanda Bird, courtesy instructor (folklore, translation, Persian literature). BA, 1994, Baylor; MA, 2006, Oregon. (2013)

Alexander Kashirin, courtesy professor. BA, 2002, Eastern New Mexico University; MA, 2005, Oregon; Ph.D., 2010, Oregon. (2003)

Tamara Morris, courtesy professor (Russian language, culture of "Old Believers"). Baccalaureate, D. Banzarov; MA, 1984, Kransoyarsky State Pedagogical Institute; PhD, 1986, Institute of Russian Language. (2013)

Emeriti

Esther Jacobson-Tepfer, history of art and architecture

R. Alan Kimball, history (modern Russia)

Yelaina Kripkov, Russian Language

Sherwin Simmons, history of art and architecture

Ronald Wixman, geography

Cynthia Vakareliyska, linguistics

Associated

John E. Bonine, law

Lisa Wolverton, history

- Bachelor of Arts **(**p. 504**)**
- **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

Code	Title	Credits
Language Courses		
RUSS 101–103	First-Year Russian [1]	15
RUSS 201–203	Second-Year Russian [1]	15
RUSS 316–318	Third-Year Russian [1]	15
Field of Concentration Courses		**20**
At least four upper-division courses in a chosen concentration [2]		
Elective Courses [3]		**16**
Total Credits		**36**

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. Two courses must be at the 400 level.
3. At least two 4-credit courses should be outside of the field of concentration.

Double Majors

To apply for a double major, students must complete and submit a declaration form to the program office.

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.

Code	Title	Credits
Language Courses		
RUSS 101–103	First-Year Russian [1]	15
RUSS 201–203	Second-Year Russian [1]	15
RUSS 316–318	Third-Year Russian [1]	15
Field of Concentration Courses		**12**
Three upper-division courses in a chosen concentration [2]		
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.

Four-Year Degree Plan

The degree plan shown is only a 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 (Humanities Concentration)

Course	Title	Credits Milestones
First Year		
Fall		
RUSS 101	First-Year Russian	5
WR 121	College Composition I	4
RUSS 204	Introduction to Russian Literature	4
General-education course in social science that also satisfies multicultural requirement		4
	Credits	**17**
Winter		
RUSS 102	First-Year Russian	5
WR 122 or WR 123	College Composition II or College Composition III	4
RUSS 309	Russian through Theater	4
General-education course in science		4
	Credits	**17**
Spring		
RUSS 103	First-Year Russian	5
RUSS 334	Dostoevsky	4
General-education course in social science		4
General-education course in science		4
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits Milestones
Second Year		
Fall		
RUSS 201	Second-Year Russian	5

Upper-division content course in REEES humanities (Field of concentration course)		4
General-education course in arts and letters		4
General-education course in science		4
	Credits	**17**
Winter		
RUSS 202	Second-Year Russian	5
RUSS 426	Classics of Russian Poetry: [Topic]	4
General-education course in arts and letters		4
General-education course in social science		4
	Credits	**17**
Spring		
RUSS 203	Second-Year Russian	5
HIST 346	Imperial Russia	4
General-education course in arts and letters		4
General-education course in science		4
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits Milestones
Third Year		
Fall		
ANTH 315	Gender, Folklore, Inequality ( )	4
RUSS 316	Third-Year Russian	5
Elective or second-major courses		8
	Credits	**17**
Winter		
RUSS 317	Third-Year Russian	5
PS 433	Marxism and Radical Thought	4
Elective or second-major courses		8
	Credits	**17**
Spring		
RUSS 318	Third-Year Russian	5
Elective or second-major courses		8
	Credits	**13**
	Total Credits	**47**

Course	Title	Credits Milestones
Fourth Year		
Fall		
Elective or second-major courses		16
	Credits	**16**
Winter		
Elective or second-major courses		12
	Credits	**12**
	Total Credits	**28**

Bachelor of Arts in Russian, East European, and Eurasian Studies (Social Science Concentration)

Course	Title	Credits Milestones
First Year		
Fall		
RUSS 101	First-Year Russian	5
WR 121	College Composition I	4
HIST 345	Early Russia	4
General-education course in social science		4
	Credits	**17**
Winter		
RUSS 102	First-Year Russian	5
WR 122 or WR 123	College Composition II or College Composition III	4
HIST 346	Imperial Russia	4
General-education course in arts and letters that also satisfies multicultural requirement		4
	Credits	**17**
Spring		
RUSS 103	First-Year Russian	5
HIST 347	Soviet Union and Contemporary Russia	4
General-education course in social science		4
General-education course in science		4
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits Milestones
Second Year		
Fall		
RUSS 201	Second-Year Russian	5
Content course in REEES social science (Field of concentration course)		4
General-education course in arts and letters		4
General-education course in science		4
	Credits	**17**
Winter		
RUSS 202	Second-Year Russian	5
PS 433	Marxism and Radical Thought	4
General-education course in arts and letters		4
General-education course in social science		4
	Credits	**17**
Spring		
RUSS 203	Second-Year Russian	5
RUSS 240	Russian Culture	4
General-education course in social science		4
General-education course in science		4
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits Milestones
Third Year		
Fall		
RUSS 316	Third-Year Russian	5
REEES elective course (outside concentration, different from first elective course)		4
Elective or second-major courses		8
	Credits	**17**
Winter		
RUSS 309	Russian through Theater	4
RUSS 317	Third-Year Russian	5
Elective or second-major courses		8
	Credits	**17**
Spring		
HUM 300	Themes in the Humanities (Tolstoy's Legacy)	4
RUSS 318	Third-Year Russian	5
Elective or second-major courses		8
	Credits	**17**
	Total Credits	**51**

Course	Title	Credits Milestones
Fourth Year		
Fall		
Elective or second-major courses		16
	Credits	**16**
Winter		
Elective or second-major courses		12
	Credits	**12**
	Total Credits	**28**

- **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.

Code	Title	Credits
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 [1]		
Field of Concentration Courses		
Four graded graduate-level courses in a chosen concentration		16
Research and Thesis		
REES 503	Thesis	9
or RUSS 503	Thesis	
Elective Courses		
Six graded graduate-level courses [2]		24
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.

Fields of Concentration

- Russian literature
- Russian and East European history
- Contemporary Russia, East Europe, and Eurasia

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.

Code	Title	Credits
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 [1]	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
- 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.

Russian, East European, and Eurasian Studies 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.

Russian Courses

RUSS 101. First-Year Russian. 5 Credits.
Elementary Russian grammar, conversation, reading, and composition.

RUSS 102. First-Year Russian. 5 Credits.
Elementary Russian grammar, conversation, reading, and composition.
Prereq: RUSS 101.

RUSS 103. First-Year Russian. 5 Credits.
Elementary Russian grammar, conversation, reading, and composition.
Prereq: RUSS 102.

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 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 up to three times for a total of 16 credits.

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. Besides being a great writer, Tolstoy was also a philosopher, a religious thinker and a reformer. 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 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 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.

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 Swedish.

Steering Committee Faculty

Jon M. Erlandson, anthropology

D. Gantt Gurley, German and Scandinavian

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

Michael C. Dreiling, Department Head
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1291 University of Oregon
Eugene OR 97403-1291
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Sociology is the systematic study of human social life, groups, and societies. Sociology can reveal how society works, what motivates individuals to behave in certain ways, how particular rules and norms get established, why people obey those rules and norms, how seemingly invisible social forces might govern our behavior, and how the outcome of our lives are frequently determined by forces largely outside of our control. It can even help us understand why we might sometimes act in ways that are contrary to our deeply held beliefs.

Sociologists study how societies form, change, and die out. They study how society affects you and vice versa. The department curriculum focuses on social institutions—the family, work, religion, and the economy; culture—the governing ideas and beliefs of a society; and social interactions—the way people behave as individuals and in groups. Taken together, they make up what sociologists call the social structure: enduring, patterned, orderly relationships among institutions, people, and other elements of a given society. Through a systematic study of society, sociology helps us understand social problems such as inequality, racism, environmental degradation, and poverty, to name a few, and aids in the development of creative solutions to solve them.

Faculty

Michael B. Aguilera, associate professor (economic sociology, social inequality, race and ethnicity). BA, 1995, California, Irvine; MA, 1995, PhD, 1999, State University of New York, Stony Brook. (2004)

Oluwakemi Balogun, assistant professor (gender, race and migration, African Studies). See **Women's, Gender, and Sexuality Studies**.

Michael C. Dreiling, professor (political sociology, environmental sociology, social movements). BA, 1990, California, Irvine; MA, 1993, PhD, 1997, Michigan, Ann Arbor. (1996)

Clare R. Evans, assistant professor (medical sociology, quantitative methods, social networks). BA, 2008, Lewis and Clark College; MPH, 2011, Columbia; ScD, 2015, Harvard. (2015)

John B. Foster, professor (environment, Marxism, political economy). BA, 1975, Evergreen State; MA, 1977, PhD, 1984, York. (1985)

Aaron O. Gullickson, associate professor (race and ethnicity, stratification, demography). BA, 1998, Washington (Seattle); MA, 1999, 2001, PhD, 2004, California, Berkeley. (2007)

Jill A. Harrison, associate professor (work, organizations, qualitative methods). BA, 2000, Youngstown State; MA, 2004, PhD, 2009, Ohio State. (2009)

Claire W. Herbert, assistant professor (crime & socio-legal studies, housing, urban sociology, race, poverty & inequality). BS, 2006, University of Oregon; MA, 2014, University of Michigan; PhD, 2016, University of Michigan. (2019)

Jocelyn Hollander, professor (gender, microsociology, gender-based violence). BA, 1987, Stanford; MA, 1991, PhD, 1997, Washington (Seattle). (1997)

Raoul S. Liévanos, assistant professor (environment and health, race and ethnicity, science and technology). BA, 2004, California State, Fresno; MA, 2007, PhD, 2013, California, Davis. (2016)

Ryan Light, associate professor (cultural sociology, inequality, social networks). BA, 2000, Kenyon College; MA, 2004, PhD, 2009, Ohio State. (2009)

Krystale Littlejohn, assistant professor (health and medicine, social cognition, inequality). BA, 2007, Occidental College; MA, 2010, PhD, 2013, Stanford. (2019)

Kari Marie Norgaard, professor (environmental sociology, gender and environment, race and environment, climate change, sociology of culture, social movements and sociology of emotions). BS, 1992, Humboldt State; MA, 1994, Washington State; PhD, 2003, Oregon. (2011)

Matthew Norton, associate professor (political and cultural sociology, theory). BA, 1998, Villanova; MA, 2002, Bradford; PhD, 2012, Yale. (2012)

C. J. Pascoe, associate professor (sexuality and gender, childhood and youth, new media). BA, 1996, Brandeis; MA, 2000, PhD, 2006, California, Berkeley. (2013)

Elaine Replogle, senior instructor I (sociology of medicine and mental health, culture, qualitative methods). BA, 1989, Earlham College; MTS, 1994, Harvard; MA, 2002, PhD, 2005, Rutgers. (2008)

Ellen K. Scott, professor (low-wage work, public policy, gender). BA, 1982, Williams; MA, 1991, New School for Social Research; MA, 1992, PhD, 1997, California, Davis. (2001)

Jiannbin Lee Shiao, associate professor (race and ethnicity, research methods, Asian America). BA, 1991, Brown; MA, 1994, 1996, PhD, 1998, California, Berkeley. (1998)

Jessica Vasquez-Tokos, professor (race and ethnicity, immigration, family). BA, 1998, Princeton; MA, 2002, PhD, 2007, California, Berkeley. (2012)

Richard York, professor (environmental sociology, statistics, research methods). BS, 1994, Southern Oregon; MS, 1997, Bemidji State; PhD, 2002, Washington State. (2002)

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)

Marion Sherman Goldman, professor emeritus [sic]. AB, 1967, California, Berkeley; MA, 1970, PhD, 1977, Chicago. (1973)

Patricia A. Gwartney, professor emerita. AB, 1973, California, Berkeley; MA, 1979, PhD, 1981, Michigan. (1981)

Benton Johnson, professor emeritus. BA, 1947, North Carolina; MA, 1953, PhD, 1954, Harvard. (1957)

Kenneth B. Liberman, professor emeritus. BA, 1970, State University of New York, Old Westbury; MA, 1976, PhD, 1981, California, San Diego (1983)

Gregory McLauchlan, associate professor (urban sociology; political sociology; science, technology, environment). BA, 1974, MA, 1978, PhD, 1988, California, Berkeley. (1989)

Robert M. O'Brien, professor emeritus. BS, 1967, Pomona; MS, 1970, PhD, 1973, Wisconsin. (1981)

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.

- Sociology (BA, BS) **(**p. 515**)**
- Minor in Sociology **(**p. 517**)**

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; in addition, a course in statistics should be considered. 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.

Advising

Academic advising in sociology is provided Public Policy, Society and Identity Flight Path through Tykeson College and Career Advising. The advising office is located on the first and second floors of Willie and Donald Tykeson Hall. Advisors may be reached via Navigate, Microsoft Teams or by phone at 541-346-9200.

Internship advising and information is available through the Director of Undergraduate Studies, Jessica Vasquez-Tokos. She can be reached at vasquezj@uoregon.edu.

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. Career advising is available through the University Career Center, located in the Garden Level of Tykeson Hall. Appointments can be scheduled through Navigate. The career center may be contacted through Microsoft Teams or at 541-346-3235. Jobs and internships are listed in Handshake.

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 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 University 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 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 senior year students have the opportunity to write an honors thesis by working closely with faculty members and fellow honors students on a year-long empirical research project of their own design.

The Sociology Department encourages students to apply for admission to the Honors Program in Sociology if they are planning to pursue advanced training in sociology, if they are interested in more direct applications of sociology, or if they simply desire a more challenging academic experience.

Students who successfully complete the honors program are awarded departmental honors. The honors distinction 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 at least 12 units of 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 junior year. Application forms are available on 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 two-credit honors thesis seminar, Seminar: [Topic] (SOC 407), and in all three terms of the senior year also enroll in Thesis (SOC 403).

In fall term, they work closely with the Honors Program advisor and other honors students to design a research proposal and identify a primary thesis advisor from among the UO Sociology faculty. By the end of the term, each student submits a thesis proposal for approval. During winter term, students proceed with data collection. In the spring term, students work independently with their individual thesis advisor and proceed with analysis and writing. Students are required to submit their thesis for presentation at the Undergraduate Research Symposium in spring quarter, and the final thesis is due in June.

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 count toward 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.

- Sociology (MA, MS) (p. 518)
- Doctor of Philosophy in Sociology (p. 518)

Graduate Studies

The Department of Sociology offers graduate work leading to a doctor of philosophy (PhD) and is intended for students seeking a professional career in research and teaching in both academic and nonacademic settings. The department does not offer a terminal master's degree, although students enrolled in the PhD program will also receive a master's degree as part of their training.

Students receive training in qualitative and quantitative research methodologies, sociological theory, and major substantive fields within sociology such as gender, sexuality, environment, race and ethnicity, culture, social networks, labor, immigration, and political economy. The department places a strong emphasis on research, and many students will find opportunities to participate in projects conducted by faculty members.

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 relationship 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 304. Community, Environment, and Society. 4 Credits.
Interrelationship of social and environmental factors in human communities, processes of community change, impact of environmental change on human communities.

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. Research Methods. 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 SOC 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 SOC 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 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 385. Medical Sociology. 4 Credits.
This course is designed as an introduction to the broad field of medical sociology and the sociology of health and illness.

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

SOC 400M. Temporary Multilisted Course. 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 204 or SOC 207.

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.

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. Examines 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 458. Issues in Cultural Sociology: [Topic]. 4 Credits.
Topics include the examination of sociological literature, research, and perspectives on a range of important themes core to cultural sociology, including production and consumption of culture, semiotics, community and networks, and popular culture.Repeatable twice for a maximum of 12 credit when topic changes.

SOC 459. Issues in Science, Technology & Society: [Topic]. 4 Credits.
Topics include the examination of sociological literature, research, and perspectives on a range of themes core to understanding science, technology and society, including the public understanding of science, science and social movements, and social inequalities in science.Repeatable twice for a maximum of 12 credits when topic changes.

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 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 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 545. 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.

SOC 546. 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 547. 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 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 558. Issues in Cultural Sociology: [Topic]. 4 Credits.
Topics include the examination of sociological literature, research, and perspectives on a range of important themes core to cultural sociology, including production and consumption of culture, semiotics, community and networks, and popular culture.Repeatable twice for a maximum of 12 credit when topic changes.

SOC 559. Issues in Science, Technology & Society: [Topic]. 4 Credits.
Topics include the examination of sociological literature, research, and perspectives on a range of themes core to understanding science, technology and society, including the public understanding of science, science and social movements, and social inequalities in science.Repeatable twice for a maximum of 12 credits when topic changes.

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 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 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.
Proseminar required for all incoming Sociology graduate students. Professional socialization and preparation for the discipline. Repeatable.

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 reseach 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 646. Work and Organization Issues: [Topic]. 5 Credits.
Examples of issues explored include power in organizations; changing patterns of employment and work; industrial democracy; and race, class and gender. 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. Political and Economic Sociology 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.

Bachelor of Arts and Bachelor of Science in Sociology

Sociology is the systematic study of human social life, groups, and societies. Sociology can reveal how society works, what motivates individuals to behave in certain ways, how particular rules and norms get established, why people obey those rules and norms, how seemingly invisible social forces might govern our behavior, and how the outcome of our lives are frequently determined by forces largely outside of our control. It can even help us understand why we might sometimes act in ways that are contrary to our deeply held beliefs.

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.

Bachelor of Arts Degree Requirements

Code	Title	Credits
Core Courses		
SOC 204	Introduction to Sociology (May be replaced by SOC 207 Social Inequality)	4
SOC 310	Social Theory	4
SOC 311	Research Methods	4
SOC 312	Statistical Analysis in Sociology [1]	4
Upper-Division Courses		
400-level lecture courses (407, 410–499) [2]		12
300- or 400-level courses		8
Additional Courses		
Sociology courses (any level)		12
Total Credits		**48**

1 MATH 243 , MATH 425, or PSY 302 can be taken as substitutes for SOC 312. If MATH 243 is substituted for SOC 312 then an additional upper division 4 credit SOC course must be taken.

2 These credits must be earned at the University of Oregon.

Bachelor of Science Degree Requirements

Code	Title	Credits
Core Courses		
SOC 204	Introduction to Sociology (May be replaced by SOC 207 Social Inequality)	4

SOC 310	Social Theory	4
SOC 311	Research Methods	4
SOC 312	Statistical Analysis in Sociology	4
Upper-Division Courses		
400-level lecture courses (407, 410–499) [1]		12
300- or 400-level courses		8
Additional Courses		
Sociology courses (any level)		12
Total Credits		**48**

1 MATH 243 , MATH 425, or PSY 302 can be taken as substitutes for SOC 312. If MATH 243 is substituted for SOC 312 then an additional upper division 4 credit SOC course must be taken.

2 These credits must be earned at the University of Oregon.

Curriculum

Undergraduate courses in sociology are offered at four levels.

- Topical courses at the 100 level provide an introduction to a specific facet of sociology.
- Courses at the 200 level provide a broad 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.
- 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 100-, 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), Research Methods (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. Four credits from a course not numbered 401–409 may be taken pass/no pass (P/N); P grades must be earned to apply them to the major.

Courses numbered 401–406 may be taken pass/no pass (P/N); P grades must be earned to apply them to the major. No more than 8 credits from these courses may be applied to the major.

Concentration in Critical Thinking with Data

Code	Title	Credits
Core Courses		
SOC 204	Introduction to Sociology (May be replaced by SOC 207 Social Inequality)	4
SOC 310	Social Theory	4
SOC 311	Research Methods	4
SOC 412	Sociological Research Methods	4
Upper-Division Courses		
SOC 413	Sociological Research Methods	4
SOC 416	Issues in Environmental Sociology [Topic]	4
or SOC 442	Issues in Urban Sociology: [Topic]	
or SOC 450	Sociology of Developing Areas	
or SOC 456	Feminist Theory	
or SOC 457	Sex and Society	
or SOC 475	Marxist Sociological Theory	
or SOC 484	Issues in Deviance, Control, and Crime: [Topic]	
SOC 425	Issues in Sociology of Family: [Topic]	4
or SOC 445	Sociology of Race and Ethnicity: [Topic]	
or SOC 446	Issues in Sociology of Work: [Topic]	
or SOC 447	Issues in Sociology of Organizations: [Topic]	
or SOC 451	Social Stratification	
or SOC 452	Issues of Migration: [Topic]	
or SOC 465	Political Sociology	
or SOC 467	Economic Sociology	
or SOC 491	Sociology of Education	
300- or 400-level courses		12
Additional Courses		
Sociology courses (any level)		8
Total Credits		**48**

Concentration in Culture, Identities, and Institutions

Code	Title	Credits
Core Courses		
SOC 204	Introduction to Sociology (May be replaced by SOC 207 Social Inequality)	4
SOC 310	Social Theory	4
SOC 311	Research Methods	4
SOC 312	Statistical Analysis in Sociology	4
Upper-Division Courses		
SOC 328	Self and Society	4
SOC 317	Sociology of the Mass Media	4
or SOC 330	Sociology of the Family	
or SOC 346	Work and Occupations	
or SOC 370	Urban Sociology	
or SOC 385	Medical Sociology	
SOC 355	Sociology of Gender	4
or SOC 345	Race and Ethnicity	
400 Level Sociology Coursework:		**12**
SOC 458	Issues in Cultural Sociology: [Topic] (Cultural Sociology)	
SOC 445	Sociology of Race and Ethnicity: [Topic]	
SOC 455	Issues in Sociology of Gender: [Topic]	
SOC 457	Sex and Society	
SOC 452	Issues of Migration: [Topic]	
SOC 451	Social Stratification	
SOC 425	Issues in Sociology of Family: [Topic]	
SOC 446	Issues in Sociology of Work: [Topic]	
SOC 447	Issues in Sociology of Organizations: [Topic]	
SOC 465	Political Sociology	
SOC 467	Economic Sociology	

SOC 491	Sociology of Education	
Additional Courses		
Sociology courses (any level)		8
Total Credits		**48**

Concentration in Environment, Health, and Community

Code	Title	Credits
Core Courses		
SOC 204	Introduction to Sociology (May be replaced by SOC 207 Social Inequality)	4
SOC 310	Social Theory	4
SOC 311	Research Methods	4
SOC 312	Statistical Analysis in Sociology	4
Upper-Division Courses		
SOC 304	Community, Environment, and Society	4
Choose Two Courses From The Following:		**8**
SOC 346	Work and Occupations	
SOC 370	Urban Sociology	
SOC 385	Medical Sociology	
400 Level Sociology Courses		**12**
SOC 416	Issues in Environmental Sociology [Topic] (SOC485 Health & Society Approved Fall 2020)	
SOC 442	Issues in Urban Sociology: [Topic]	
SOC 446	Issues in Sociology of Work: [Topic]	
Additional Courses		
Sociology courses (any level)		8
Total Credits		**48**

Concentration in Inequalities, Crime, and Social Justice

Code	Title	Credits
Core Courses		
SOC 204	Introduction to Sociology (May be replaced by SOC 207 Social Inequality)	4
SOC 310	Social Theory	4
SOC 311	Research Methods	4
SOC 312	Statistical Analysis in Sociology	4
Upper-Division Courses		
SOC 301	American Society	4
or SOC 304	Community, Environment, and Society	
or SOC 313	Social Issues and Movements	
or SOC 355	Sociology of Gender	
or SOC 370	Urban Sociology	
SOC 345	Race and Ethnicity	4
SOC 380	Introduction: Deviance, Control, and Crime	4
400 Level Sociology Courses		**8**
Choose Two Courses from the Following:		
SOC 442	Issues in Urban Sociology: [Topic]	
SOC 445	Sociology of Race and Ethnicity: [Topic]	
SOC 451	Social Stratification	
SOC 465	Political Sociology	
SOC 475	Marxist Sociological Theory	
SOC 484	Issues in Deviance, Control, and Crime: [Topic]	4
Additional Courses		
Sociology courses (any level)		8
Total Credits		**48**

Minor in Sociology

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

Code	Title	Credits
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	Research Methods	
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.

Graduate Studies in Sociology

Graduate Studies

The Department of Sociology offers graduate work leading to a doctor of philosophy (PhD) and is intended for students seeking a professional career in research and teaching in both academic and nonacademic settings. The department does not offer a terminal master's degree, although students enrolled in the PhD program will also receive a master's degree as part of their training.

Students receive training in qualitative and quantitative research methodologies, sociological theory, and major substantive fields within sociology such as gender, sexuality, environment, race and ethnicity, culture, social networks, labor, immigration, and political economy. The department places a strong emphasis on research, and many students will find opportunities to participate in projects conducted by faculty members.

Master of Arts and Master of Science in Sociology

Code	Title	Credits
SOC 601	Research: [Topic]	1-16
SOC 603	Dissertation	1-16
SOC 605	Reading and Conference: [Topic] [1]	1-16
SOC 606	Supervised Field Study: [Topic]	1-16
SOC 608	Workshop: [Topic] (Master's Project)	1-16

[1] In some cases, Reading and Conference: [Topic] (SOC 605) must be taken for a grade. Consult with the graduate coordinator.

Master of Arts Degree Requirements

Code	Title	Credits
Graduate-level sociology courses		55
Master's paper [1]		
Total Credits		**55**

[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

Code	Title	Credits
Graduate-level sociology courses		55
Master's paper [1]		
Total Credits		**55**

[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's-Level Requirements

Students typically complete 55 credits of master's-level requirements in the first six terms of full-time work. 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. Students who enter with a master's degree in sociology may request substitution of as many as five courses from their previous institutions to meet programmatic requirements.

Doctor of Philosophy in Sociology

Code	Title	Credits
SOC 601	Research: [Topic]	1-16
SOC 603	Dissertation	1-16
SOC 605	Reading and Conference: [Topic] [1]	1-16
SOC 606	Supervised Field Study: [Topic]	1-16
SOC 608	Workshop: [Topic] (Master's Project)	1-16

[1] In some cases, Reading and Conference: [Topic] (SOC 605) must be taken for a grade. Consult with the graduate coordinator.

Doctor of Philosophy Degree Requirements

Code	Title	Credits
Graduate-level sociology courses		75
Dissertation		18
SOC 603	Dissertation	
Total Credits		**93**

Master's-Level Requirements

Students typically complete 55 credits of master's-level requirements in the first six terms of full-time work. 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. Students who enter with a master's degree in sociology may request substitution of as many as five courses from their previous institutions to meet programmatic requirements.

Doctoral-Level Requirements

After earning the master's degree, students take an additional 20 credits of doctoral-level course work and 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. The final product is a book-length manuscript presenting empirical research that demonstrates originality and the scholar's ability to conduct independent investigation.

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 relationship 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 304. Community, Environment, and Society. 4 Credits.
Interrelationship of social and environmental factors in human communities, processes of community change, impact of environmental change on human communities.

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. Research Methods. 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 SOC 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 SOC 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 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 385. Medical Sociology. 4 Credits.
This course is designed as an introduction to the broad field of medical sociology and the sociology of health and illness.

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

SOC 400M. Temporary Multilisted Course. 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 204 or SOC 207.

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.

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. Examines 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 458. Issues in Cultural Sociology: [Topic]. 4 Credits.
Topics include the examination of sociological literature, research, and perspectives on a range of important themes core to cultural sociology, including production and consumption of culture, semiotics, community and networks, and popular culture.Repeatable twice for a maximum of 12 credit when topic changes.

SOC 459. Issues in Science, Technology & Society: [Topic]. 4 Credits.
Topics include the examination of sociological literature, research, and perspectives on a range of themes core to understanding science, technology and society, including the public understanding of science, science and social movements, and social inequalities in science.Repeatable twice for a maximum of 12 credits when topic changes.

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 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 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 545. 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.

SOC 546. 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 547. 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 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 558. Issues in Cultural Sociology: [Topic]. 4 Credits.
Topics include the examination of sociological literature, research, and perspectives on a range of important themes core to cultural sociology, including production and consumption of culture, semiotics, community and networks, and popular culture.Repeatable twice for a maximum of 12 credit when topic changes.

SOC 559. Issues in Science, Technology & Society: [Topic]. 4 Credits.
Topics include the examination of sociological literature, research, and perspectives on a range of themes core to understanding science, technology and society, including the public understanding of science, science and social movements, and social inequalities in science.Repeatable twice for a maximum of 12 credits when topic changes.

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 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 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.
Proseminar required for all incoming Sociology graduate students. Professional socialization and preparation for the discipline. Repeatable.

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 reseach 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 646. Work and Organization Issues: [Topic]. 5 Credits.
Examples of issues explored include power in organizations; changing patterns of employment and work; industrial democracy; and race, class and gender. 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. Political and Economic Sociology 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

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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 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. 79) 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.

Introductory Statistics

- **Earth Sciences.** Earth and Environmental Data Analysis (ERTH 418), Earth and Environmental Data Analysis (ERTH 518)
- **Human Physiology.** Scientific Investigation in Physiology (HPHY 212)
- **Mathematics.** Introduction to Methods of Probability and Statistics (MATH 243), Statistical Models and Methods (MATH 343), Statistical Methods I (MATH 425), Statistical Methods I (MATH 525)
- **Political Science.** Methods for Politics and Policy Analysis I (PS 445) ,
- **Psychology.** Applied Data Analysis (PSY 412), Applied Data Analysis (PSY 512)
- **Sociology.** Statistical Analysis in Sociology (SOC 312)

Advanced Statistics

- **Anthropology.** Statistical Analysis of Biological Anthropology (ANTH 470), Statistical Analysis of Biological Anthropology (ANTH 570)
- **Economics.** Introduction to Econometrics (EC 320)**,** Introduction to Econometrics (EC 421) , Econometrics (EC 423) , Econometrics (EC 523), Econometrics (EC 424), Econometrics (EC 524), Econometrics (EC 425), Econometrics (EC 525)
- **Education.** Educational Statistics (EDUC 614), Applied Statistical Design and Analysis (EDUC 640), Applied Multivariate Statistics (EDUC 644)
- **Finance.** Quantitative Methods for Finance (FIN 615)
- **Mathematics.** Introduction to Mathematical Methods of Statistics I (MATH 461) , Introduction to Mathematical Methods of Statistics I (MATH 561), Introduction to Mathematical Methods of Statistics II (MATH 462), Introduction to Mathematical Methods of Statistics II (MATH 562), Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 463) , Mathematical Methods of Regression Analysis and Analysis of Variance (MATH 563), Stochastic Processes (MATH 467), Stochastic Processes (MATH 567), Theory of Probability (MATH 672), Theory of Probability (MATH 673)
- **Operations and Business Analytics.** Business Analytics II (OBA 312) Business Analytics II (OBA 312H)
- **Psychology.** Data Analysis I (PSY 611), Data Analysis II (PSY 612), Data Analysis III (PSY 613)
- **Sociology.** Sociological Research Methods (SOC 412) , Sociological Research Methods (SOC 512), Sociological Research Methods (SOC 413), Sociological Research Methods (SOC 513)

Theater Arts

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About the Department

The Department of Theater Arts offers major curricula leading to the Bachelor of Arts (BA), Bachelor of Science (BS), Master of Arts (MA), Master of Fine arts (MFA) with a specialization in design and technology, and Doctor of Philosophy (PhD) degrees. The Master of Science (MS) degree program is currently inactive.

Courses in Theater Arts are available for all students who want to develop their communication skills, explore lighting, scenic design and costume technology, practice leadership in collaborative teamwork, or study diverse Histories of Theater (including Middle Eastern American and Arab American Theater, Native and Latinx Theatre, Eco Dramaturgy, Ethnic and Communal Engagements). Students can also gain practical theater experience through involvement with our University Theater productions as actors, designers, technicians, dramaturgs and stage managers.

The Department offers a cross-disciplinary and liberal-arts education. Upper division courses provide vocational competence in many aspects of commercial theater. Students seek careers in professional, educational, and community theaters as designers, actors, technicians, stage managers, or theater managers, or continue specialized training in MFA degree programs or non-degree professional training schools. Other students use the Theater Arts' background to pursue vocational opportunities that require advanced skills in communication and organization.

At the graduate level, the department offers intensive study and practical work toward the MFA degree focus areas of costume design, scenic design, lighting design, and technical theater, with opportunities to also emphasize projection design, sound design, or both. The MFA also provides training and experience in teaching theatre. The MA and PhD programs offer an in-depth study of theater and performance through contemporary critical and cultural theories as well as historiography and performance praxis.

Theaters

The James F. Miller Theatre Complex includes the renovated Robinson Theatre, a proscenium theater seating 300, and the Hope Theatre, a flexible venue that can seat 100–150. The complex includes a large lobby and costume and scene shops. The Pocket Playhouse, in Villard Hall, is a small proscenium stage and seats 75 people.

Technical Facilities

The scene shop is well equipped with power tools for wood and metal fabrication. Lighting equipment includes computerized controls and up-to-date instruments. The costume shop has power sewing and serging machines and a laundry and crafts area. Students are encouraged to sign up for production workshop classes or to practice their crafts as volunteers. Those who qualify for work-study financial aid are hired to assist in the shops. The shops are open every day.

Pocket Playhouse

Pocket Playhouse is the site for a series of productions presented by an elected student board.

University Theatre

The department's season is composed of productions in two venues: the Robinson Theatre and the Hope Theatre. Faculty members and graduate students direct and design as many as six shows a year. Auditions are open to UO students, and admission for UO students is free.

Faculty

Bradley Branam, associate professor (technical direction, media design). BA, 2000, Luther College; MFA, 2009, Missouri, Kansas City. (2012)

Jeanette De Jong, associate professor. BA, 1982, Puget Sound; MFA, 1984, Oregon. (2015)

Jerry Hooker, associate professor (scene designer). BA, 1978, Puget Sound; MFA, 1985, Utah State. (2001)

Theresa May, professor (acting, embodiment, Native American theater); director, graduate studies. BA, 1980, California, Irvine; MFA, 1983, Southern California; PhD, 2000, Washington (Seattle). (2007)

Michael Malek Najjar, associate professor (Arab American theater and performance, playwriting, performance theory). BA, 1993, New Mexico; MFA, 1999, York; PhD, 2011, California, Los Angeles. (2011)

Tricia Rodley, instructor (acting, voice and dialect) BA, 1992, Oregon; MA, 2005, Royal Central School of Speech and Drama (London); PhD, 2014, Oregon. (2015)

Janet Rose, senior instructor (technical director, lighting designer). BFA, 1977, Florida Atlantic; MFA, 1979, Ohio. (1987)

John Schmor, associate professor (theory, history, acting). BA, 1984, Willamette; MA, 1989, PhD, 1991, Oregon. (1999)

Emeriti

Alexandra Bonds, professor emerita. BS, 1972, Syracuse; MA, 1974, Denver. (1979)

Robert Barton, professor emeritus. BA, 1967, Western Michigan; MA, 1968, PhD, 1977, Bowling Green State. (1980)

Jerry R. Williams, professor emeritus. BFA, 1964, Carnegie-Mellon; MA, 1965, Washington (Seattle). (1973)

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:

Bachelor of Arts Degree Requirements

Code	Title	Credits
TA 210	Introduction to Design	4
TA 211–212	Theater Production I-II	8
TA 250	Acting I	4
TA 271	Introduction to Theater Arts	4
TA 367–369	History of the Theater I-III	12
TA 470	Majors Seminar	4
TA 490	Theater Capstone: [Topic] (Play Direction, Playwriting, Devising, Dramaturgy)	4
Three of the following: [1]		3
TA 321	Scenery Production	
TA 322	Costume Production	
TA 323	Lighting Production	
TA 324	Production	
Three upper-division courses in acting, directing, design, technical production, or playwriting		12
Three upper-division courses in history, literature, criticism, or dramaturgy [2]		12
Total Credits		**67**

1. Production assignments are 1–4 credits each and are arranged individually between the student and faculty member overseeing the area of interest.
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.

Bachelor of Science Degree Requirements

Code	Title	Credits
TA 210	Introduction to Design	4
TA 211–212	Theater Production I-II	8
TA 250	Acting I	4
TA 271	Introduction to Theater Arts	4
TA 367–369	History of the Theater I-III	12
TA 470	Majors Seminar	4
TA 490	Theater Capstone: [Topic] (Play Direction, Playwriting, Devising, Dramaturgy)	4
Three of the following: [1]		3
TA 321	Scenery Production	
TA 322	Costume Production	
TA 323	Lighting Production	
TA 324	Production	
Three upper-division courses in acting, directing, design, technical production, or playwriting		12
Three upper-division courses in history, literature, criticism, or dramaturgy [2]		12
Total Credits		**67**

1. Production assignments are 1–4 credits each and are arranged individually between the student and faculty member overseeing the area of interest.
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

Code	Title	Credits
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

Course	Title	Credits	Milestones
First Year			
Fall			
TA 271	Introduction to Theater Arts	4	
WR 121	College Composition I	4	
First term of first-year second-language sequence		4	

TA 250 or TA 210	Acting I or Introduction to Design		4
	Credits		**16**
Winter			
TA 211	Theater Production I		4
Second term of first-year second-language sequence			4
TA 250 or TA 251	Acting I or Acting II		4
WR 122 or WR 123	College Composition II or College Composition III		4
	Credits		**16**
Spring			
TA 212 or TA 210	Theater Production II or Introduction to Design		4
TA 250 or TA 252	Acting I or Acting III	Complete UO writing requiremer	4
General-education course			4
Third term of first-year second-language sequence			4
Meet with TA advisor			
	Credits		**16**
	Total Credits		**48**

Course	Title	Credits	Milestones
Second Year			
Fall			
General-education course			4
First term of second-year second-language sequence			4
TA 321	Scenery Production		1
TA 322	Costume Production		1
TA 323	Lighting Production		1
TA 324	Production		1
TA 271 or TA 210 or TA 211	Introduction to Theater Arts or Introduction to Design or Theater Production I		4
	Credits		**16**
Winter			
Second term of second-year second-language sequence			4
General-education courses			8
TA 321 & TA 322 & TA 323 & TA 324 or TA 251	Scenery Production or Acting II		4
	Credits		**16**
Spring			
Third term of second-year second-language sequence (Overall UO GPA of 2.00 or higher)			4
General-education courses			8
TA 321 & TA 322 & TA 323 & TA 324 or TA 252	Scenery Production or Acting III		4
	Credits		**16**
	Total Credits		**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
TA 367	History of the Theater I		4
Group-satisfying courses			8
Upper-division course with TA subject code			4
Meet with TA advisor			
	Credits		**16**
Winter			
TA 368	History of the Theater II		4
TA 470	Majors Seminar		4
Group-satisfying courses			8
	Credits		**16**
Spring			
TA 369	History of the Theater III		4
Upper-division course with TA subject code			4
General-education course that also satisfies a multicultural requirement			8
	Credits		**16**
	Total Credits		**48**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
TA 490	Theater Capstone: [Topic]		4
Upper-division courses with TA subject code			8
TA 321 & TA 322 & TA 323 & TA 324	Scenery Production and Costume Production and Lighting Production and Production		4
Meet with TA advisor			
	Credits		**16**
Winter			
TA 490	Theater Capstone: [Topic]		4
Upper-division course with TA subject code			4
Elective courses			8
	Credits		**16**
Spring			
Elective courses (Overall UO GPA of 2.00 or higher)			8
Upper-division courses with TA subject code			8
	Credits		**16**
	Total Credits		**48**

Bachelor of Science in Theater Arts

Course	Title	Credits	Milestones
First Year			
Fall			
TA 271	Introduction to Theater Arts	4	
WR 121	College Composition I	4	
TA 250 or TA 210	Acting I or Introduction to Design	4	
Mathematics course		4	
	Credits	**16**	
Winter			
TA 211	Theater Production I	4	
WR 122 or WR 123	College Composition II or College Composition III	4	
TA 250 or TA 251	Acting I or Acting II	4	
Mathematics course		4	
	Credits	**16**	
Spring			
TA 212 or TA 210	Theater Production II or Introduction to Design	4	
TA 250 or TA 252	Acting I or Acting III	4	
General-education course		4	
Mathematics course		4	
Meet with TA advisor			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
TA 271 or TA 210 or TA 211	Introduction to Theater Arts or Introduction to Design or Theater Production I	4	
TA 321 & TA 322 & TA 323 & TA 324	Scenery Production and Costume Production and Lighting Production and Production	4	
General-education courses		8	
	Credits	**16**	
Winter			
TA 321 & TA 322 & TA 323 & TA 324 or TA 251	Scenery Production or Acting II	4	
General-education courses		12	
	Credits	**16**	
Spring			
TA 321 & TA 322 & TA 323 & TA 324 or TA 252	Scenery Production or Acting III	4	
General-education courses		12	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
TA 367	History of the Theater I	4	
General-education courses		8	
Upper-division course with TA subject code		4	
Meet with TA advisor			
	Credits	**16**	
Winter			
TA 368	History of the Theater II	4	
TA 470	Majors Seminar	4	
General-education course		4	
General-education or elective course		4	
	Credits	**16**	
Spring			
TA 369	History of the Theater III	4	
Upper-division course with TA subject code		4	
General-education course that also satisfies a multicultural requirement		4	
General-education or elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
TA 490	Theater Capstone: [Topic]	4	
TA 321 & TA 322 & TA 323 & TA 324	Scenery Production and Costume Production and Lighting Production and Production	4	
Upper-division courses with TA subject code		8	
Meet with TA advisor			
	Credits	**16**	
Winter			
TA 490	Theater Capstone: [Topic]	4	
Upper-division course with TA subject code		4	
Elective courses		8	
	Credits	**16**	
Spring			
Upper-division courses with TA subject code (Overall UO GPA of 2.00 or higher)		8	
Elective courses		8	
	Credits	**16**	
	Total Credits	**48**	

- **Master of Arts**
- **Master of Fine Arts**
- **Doctor of Philosophy**

Graduate Studies

The department offers graduate work leading to the master of arts (MA), master of fine arts (MFA), and doctor of philosophy (PhD) degrees. The master of science (MS) degree program is currently inactive. Students entering the master's degree program should have an undergraduate major in theater arts or the equivalent, while students entering the doctoral program should have completed a master's degree in theater arts or the equivalent.

Each graduate student is expected to show ability in both academic and production areas. During residence at the university, a student is expected to make a significant contribution in three areas out of the following seven: acting, directing, technical theater, management, playwriting, teaching, and design.

Master of Arts Degree Requirements

Code	Title	Credits
Graduate credits in graded theater arts course work		28
TA 503	Thesis	12
TA 607	Seminar: [Topic] [1]	16
Total Credits		**56**

1. 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.

Additional Requirements

- A minimum grade point average of 3.00
- Language proficiency (course work or examination)
- Completion of approved thesis
- Faculty-guided artistic production in design, acting, directing, technical production, dramaturgy, and playwriting

Master of Fine Arts Degree Requirements

The following are minimum requirements, all of which must be taken for a letter grade with the exception of Research: [Topic] (TA 601) and Practicum: [Topic] (TA 609).

Code	Title	Credits
TA 601	Research: [Topic]	4
TA 607	Seminar: [Topic] [1]	8
TA 609	Practicum: [Topic]	16
Design and technology courses [2]		24
Theater history, literature, and theory courses at the 500 and 600 level		8
Related courses outside the department [3]		8
At least one course from acting, directing, dramaturgy, or stage management		4
Additional graded graduate-level theater arts course work		16
Total Credits		**88**

1. Course topics change every term. The MFA requires at least 8 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.
3. With advisor approval, undergraduate courses at the 300 level may apply.

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, technical direction, and costume design.

The master of fine arts degree does ***not*** require proficiency in a second language. 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, which may include as much as 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, such as the College-Level Examination Program (CLEP) test.

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. Candidacy may be granted only after an approved dissertation prospectus. 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.
Freshman seminars. Repeatable.

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]. 1-4 Credits.
Repeatable nine times when the topic changes for a maximum of 40 credits.

TA 405. Reading and Conference: [Topic]. 1-4 Credits.
Repeatable nine times when the topic changes for a maximum of 40 credits.

TA 406. Field Studies: [Topic]. 1-16 Credits.
Repeatable twice for a maximum of 48 credits.

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 416. Costume Design. 4 Credits.
Beginning design concepts and various artistic media as applicable to costume design and rendering techniques.
Prereq: TA 210.

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) once for a maximum of 2 credits; for Acting II (TA 251) once for a maximum of 2 credits.
Prereq: TA 250, 251, 252. Coreq: TA 409.

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.
Prereq: TA 210.

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 251, 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. Repeatable up to 3 times for a total of 16 credits.
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 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

Priscilla Yamin, Department Head

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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

Oluwakemi Balogun, associate professor (globalization, nationalism, African studies). BA, 2003, Pomona College; PhD, 2012, California, Berkeley. (2013)

Jamie M. Bufalino, senior instructor (gender and sexuality in US history, history of feminism, US consumer culture). See **History**.

Ana-Maurine Lara, associate professor (Black feminisms, decolonial theories and methodologies, speculative fiction and poetry). BA, 1997, Harvard-Radcliffe University; MA, 2012, Yale University; PhD, 2014, Yale University. (2015)

Isabel Millán, assistant professor (Latino and Chicano studies, transnational feminism, women and queer of color theory). BA, 2004, California, Santa Barbara; MA, 2007, San Francisco State; PhD, 2013, Michigan, Ann Arbor. (2018)

Judith Raiskin, associate professor (postcolonial literature, feminist theory, sexuality). BA, 1979, California, Berkeley; MA, 1981, Chicago; PhD, 1989, Stanford. (1995)

Yvette Saavedra, assistant professor (Chicana/o history, US history, gender and sexuality history). BA, 2001, Pitzer College; MA, 2003, University of Texas, El Paso; PhD, 2013, University of Texas, El Paso. (2019)

Carol Stabile, professor (gender, race, and class in the media). AB, 1983, Mount Holyoke College; MA, 1985, PhD, 1992, Brown. (2008)

Priscilla Yamin, associate professor (marriage and family politics; US political development and institutions; race, gender, and sexuality studies). See **Political Science**.

Emerita

Barbara Corrado Pope, professor emerita. BA, 1964, Hiram; MA, 1966, Iowa; PhD, 1981, Columbia. (1976)

Linda O. Fuller, professor emerita. BA, 1966, MA, 1977, PhD, 1985, California, Berkeley. (1989)

Elizabeth Reis, professor emerita. AB, 1980, Smith; MA, 1982, Brown; PhD, 1991, California, Berkeley. (2002)

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
Sonja Boos, German and Scandinavian
Yvonne Braun, international studies
Charise Cheney, ethnic studies
Krista Chronister, counseling psychology and human services
Carolyn Craig, Research Compliance Services
Lynn Fujiwara, ethnic studies
Alison Gash, political science
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
Kate Kelp-Stebbins, English
Rebecca Linder, honors college
Sharon Luk, ethnic studies
Kathryn A. Lynch, environmental studies
Bonnie Mann, philosophy
Erin McKenna, philosophy
Michelle McKinley, law
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
Camisha Russell, philosophy
Ellen Scott, sociology
Carol T. Silverman, anthropology
Gretchen Soderlund, journalism and communication

Beata Stawarska, philosophy
Leslie H. Steeves, journalism and communication
Lynn Stephen, anthropology
Analisa Taylor, Romance languages
Courtney Thorsson, English
Jessica Vasquez-Tokos, sociology
Jo Weaver, international studies
Elizabeth A. Wheeler, English
Frances J. White, anthropology
Mary E. Wood, English

- **Bachelor of Arts**
- **Bachelor of Science**
- **Minor in Women's, Gender, and Sexuality Studies**
- **Minor in Queer Studies**

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; of those 36 credits, as many as 12 may be approved in other subject codes with advisor approval. At least 16 credits applied to the major 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. No more than 8 credits from another major or minor may count toward the major.

Bachelor of Arts Degree Requirements

Code	Title	Credits
WGS 101	Introduction to Women's and Gender Studies	4
Select two of the following:		8
WGS 201	Introduction to Queer Studies	
WGS 221	Bodies and Power	
WGS 250	Gender, Literature, and Culture	
WGS 251	Transnational and Indigenous Feminisms	
WGS 261	Gender and Popular Culture	
Select eight of the following: [1]		32
WGS 303	Women and Gender in American History	
WGS 315	History and Development of Feminist Theory	
WGS 321	Feminist Perspectives: Identity, Race, Culture	
WGS 322	Queer Theory	
WGS 331	Science, Technology, and Gender	
WGS 341	Women, Work, and Class	
WGS 350	Literature as Feminist Theory	
WGS 351	Decolonial Feminisms	
WGS 361	Gender, Film, and the Media	
WGS 407	Seminar: [Topic]	
WGS 409	Practicum: [Topic]	
WGS 421	Bodies and Embodiment	
WGS 422	Sexuality Studies: [Topic]	
WGS 432	Gender, Environment, and Development	
WGS 450	Literature and Feminist World-Making	
WGS 451	Global Perspectives on Gender [Topic]	
WGS 411	Feminist Praxis [2]	4
Total Credits		**48**

[1] Students may choose one of two options to satisfy the eight-course requirement:
- Choose three 300-level courses and five 400-level courses
- Choose four 300-level courses and four 400-level courses

[2] Offered fall term only.

Bachelor of Science Degree Requirements

Code	Title	Credits
WGS 101	Introduction to Women's and Gender Studies	4
Select two of the following:		8
WGS 201	Introduction to Queer Studies	
WGS 221	Bodies and Power	
WGS 250	Gender, Literature, and Culture	
WGS 251	Transnational and Indigenous Feminisms	
WGS 261	Gender and Popular Culture	
Select eight of the following: [1]		32
WGS 303	Women and Gender in American History	
WGS 315	History and Development of Feminist Theory	
WGS 321	Feminist Perspectives: Identity, Race, Culture	
WGS 322	Queer Theory	
WGS 331	Science, Technology, and Gender	
WGS 341	Women, Work, and Class	
WGS 350	Literature as Feminist Theory	
WGS 351	Decolonial Feminisms	

WGS 361	Gender, Film, and the Media	
WGS 407	Seminar: [Topic]	
WGS 409	Practicum: [Topic]	
WGS 421	Bodies and Embodiment	
WGS 422	Sexuality Studies: [Topic]	
WGS 432	Gender, Environment, and Development	
WGS 450	Literature and Feminist World-Making	
WGS 451	Global Perspectives on Gender [Topic]	
WGS 411	Feminist Praxis [2]	4
Total Credits		**48**

[1] Students may choose one of two options to satisfy the eight-course requirement:
- Choose three 300-level courses and five 400-level courses
- Choose four 300-level courses and four 400-level courses

[2] Offered fall term only.

Senior Honors Thesis

Students interested in producing a substantial piece of original research and writing may elect to write a senior thesis in women's, gender, and sexuality studies.

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 in the field of gender studies by reviewing that body of literature and providing a substantive bibliography
- 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.

Minor Requirements

Graded courses in the minors 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 minors.

A minumum of 16 credits applied to the minors must be taken at the University of Oregon. No more than 8 credits from other majors or minors may count toward the minors for women's, gender, and sexuality studies and queer studies.

Women's, Gender, and Sexuality Studies Minor Requirements

Code	Title	Credits
WGS 101	Introduction to Women's and Gender Studies	4
Select one of the following:		4
WGS 201	Introduction to Queer Studies	
WGS 221	Bodies and Power	
WGS 250	Gender, Literature, and Culture	
WGS 251	Transnational and Indigenous Feminisms	
Select three of the following: [1]		12
WGS 303	Women and Gender in American History	
WGS 315	History and Development of Feminist Theory	
WGS 321	Feminist Perspectives: Identity, Race, Culture	
WGS 322	Queer Theory	
WGS 331	Science, Technology, and Gender	

WGS 341	Women, Work, and Class	
WGS 350	Literature as Feminist Theory	
WGS 351	Decolonial Feminisms	
WGS 361	Gender, Film, and the Media	
WGS 407	Seminar: [Topic]	
WGS 409	Practicum: [Topic]	
WGS 411	Feminist Praxis [2]	
WGS 421	Bodies and Embodiment	
WGS 422	Sexuality Studies: [Topic]	
WGS 432	Gender, Environment, and Development	
WGS 450	Literature and Feminist World-Making	
WGS 451	Global Perspectives on Gender [Topic]	
Choose one 300- or 400-level WGS elective or an advisor-approved course with another subject code		4
Total Credits		**24**

Queer Studies Minor Requirements

Code	Title	Credits
WGS 201	Introduction to Queer Studies	4
Select one of the following:		4
WGS 221	Bodies and Power	
WGS 250	Gender, Literature, and Culture	
WGS 251	Transnational and Indigenous Feminisms	
Select one of the following:		4
WGS 322	Queer Theory	
WGS 422	Sexuality Studies: [Topic] (repeatable when topic changes)	
Select one queer studies course (with the QST subject code) at any level—100. 200. 300. or 400		4
Select two 300- or 400-level queer studies courses (with the QST subject code)		8
Total Credits		**24**

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 credits.

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

Course	Title	Credits Milestones
First Year		
Fall		
WGS 101	Introduction to Women's and Gender Studies	4
PEMA 116	Women's Self Defense	2
WR 121	College Composition I	4
General-education course in arts and letters		4
	Credits	**14**
Winter		
WR 122	College Composition II	4
WGS 200-level course		4
General-education course in social science		4
Lower-division elective course		4
	Credits	**16**
Spring		
200-level course with WGS subject code		4
General-education course in arts and letters		4
General-education course in science		4
Lower-division elective course		4
	Credits	**16**
	Total Credits	**46**

Course	Title	Credits Milestones
Second Year		
Fall		
300-level course with WGS subject code		4
First term of first-year second-language sequence		5
General-education course in arts and letters		4
Elective physical education course		1
	Credits	**14**
Winter		
300-level course with WGS subject code		4
Second term of first-year second-language sequence		5
General-education course in science		4
Elective physical education course		1
	Credits	**14**
Spring		
300-level course with WGS subject code	Apply for departmental scholarship	4
Third term of first-year second-language sequence		5
General-education course in social science		4
General-education course in science		4
	Credits	**17**
	Total Credits	**45**

Course	Title	Credits	Milestones
Third Year			
Fall			
Upper-division elective course with WGS subject code or approved cross-listed course		4	
First term of second-year second-language sequence		4	
General-education course in arts and letters		4	
Elective course		4	
	Credits	**16**	
Winter			
400-level course with WGS subject code		4	
Second term of second-year second-language sequence		4	
General-education course in social science		4	
	Credits	**12**	
Spring			
400-level course with WGS subject code		4	
Third term of second-year second-language sequence		4	
General-education course in science		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**44**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
WGS 411	Feminist Praxis	4	
Elective courses		12	
	Credits	**16**	
Winter			
400-level course with WGS subject code or approved cross-listed course		4	
Elective courses		12	
	Credits	**16**	
Spring			
400-level course with WGS subject code or approved cross-listed course		4	
Elective courses		12	
	Credits	**16**	
	Total Credits	**48**	

Bachelor of Science in Women's and Gender Studies

Course	Title	Credits	Milestones
First Year			
Fall			
WGS 101	Introduction to Women's and Gender Studies	4	
WR 121	College Composition I	4	
General-education course in arts and letters		4	
Lower Elective Course such as PEMA 116		2	
	Credits	**14**	
Winter			
200 level WGS course		4	
WR 122	College Composition II	4	
General-education course in social science		4	
Lower Division Elective course		4	
	Credits	**16**	
Spring			
200 level WGS course		4	
General-education course in arts and letters		4	
General-education course in science		4	
Lower Division Elective course		4	
	Credits	**16**	
	Total Credits	**46**	

Course	Title	Credits	Milestones
Second Year			
Fall			
300 level WGS course		4	
Mathematics or computer and information science course		4	
General-education course in arts and letters		4	
Lower Division Elective Course such as PE		1	
	Credits	**13**	
Winter			
300 level WGS course		4	
Mathematics or computer and information science course		4	
General-education course in science		4	
Lower Division Elective Course such as PE		1	
	Credits	**13**	
Spring			
300 level WGS course		4	
Mathematics or computer and information science course		4	
General-education course in social science		4	
General-education course in science		4	
	Credits	**16**	
	Total Credits	**42**	

Course	Title	Credits	Milestones
Third Year			
Fall			
Upper Division WGS Course or Approved Cross-Listed		4	
Mathematics or computer and information science course		4	
General-education course in arts and letters		4	
Elective course		4	
	Credits	**16**	
Winter			
400 Level WGS Course		4	
Elective course		4	

General-education course in social science		4
	Credits	**12**
Spring		
400 Level WGS Course		4
General-education course in science		4
Elective Course		4
Elective Course		4
	Credits	**16**
	Total Credits	**44**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
WGS 411	Feminist Praxis	4	
Three Elective Courses		12	
	Credits	**16**	
Winter			
400 level WGS Course or Approved Cross-Listed Course		4	
Elective courses		12	
	Credits	**16**	
Spring			
400 level WGS Course or Approved Cross-Listed Course		4	
Three Elective Courses		12	
	Credits	**16**	
	Total Credits	**48**	

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

Code	Title	Credits
Core Courses		
WGS 615	Contemporary Feminist Theory	5
Select WGS courses totaling 12 credits from the following:		12
WGS 507	Seminar: [Topic]	
WGS 511	Feminist Praxis	
WGS 521	Bodies and Embodiment	
WGS 522	Sexuality Studies: [Topic]	
WGS 532	Gender, Environment, and Development	
WGS 550	Literature and Feminist World-Making	
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 WGS or other departments		7
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 261. Gender and Popular Culture. 4 Credits.
Drawing on contemporary popular culture texts, including films, music, and TV shows, introduces students to feminist perspectives on pop culture representations, production, and reception. Engages with pop culture as a meaningful site for the construction of gender in intersection with sexuality, race, nation, and bodies.

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 322. Queer Theory. 4 Credits.
Surveys key terms and texts of the interdisciplinary fields that constitute queer theory; recent debates in scholarship and popular culture on gender, sexuality, race, disability, and other identities.

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 up to five times.

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 421. Bodies and Embodiment. 4 Credits.
Focuses on the complex relationships between gender, bodies, and society from theoretical and empirical perspectives. Theories examine the body through an intersectional lens to understand social construction, cultural symbolism, and political struggles, especially within institutional contexts like the media, medicine, and the market.
Prereq: one 300-level WGS course.

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 521. Bodies and Embodiment. 4 Credits.
Focuses on the complex relationships between gender, bodies, and society from theoretical and empirical perspectives. Theories examine the body through an intersectional lens to understand social construction, cultural symbolism, and political struggles, especially within institutional contexts like the media, medicine, and the market.

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.

WGS 615. Contemporary Feminist Theory. 5 Credits.
This interdisciplinary graduate seminar covers foundational texts as well as critical cutting-edge developments in feminist theory. The course centers intersectional, transnational, and de-colonial theoretical frameworks.

Robert Donald Clark Honors College

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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 core faculty members 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. Because the Clark Honors College curriculum is an honors track specifically for general-education requirements, many students choose to pursue honors within their major departments as well. These “disciplinary honors” complement the general-education honors offered through the Clark Honors College.

The student’s undergraduate education at the honors college 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 discussion, 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).

Honors college students pay honors college tuition, known as differential 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). Scholarships covering the cost of differential tuition are offered through the Office of Admissions and the Office of Student Financial Aid and Scholarships based on demonstrated financial need as determined by the FAFSA.

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 reopened in 2018 following a complete interior renovation. The building provides classrooms, student common areas, and a library.

The honors college academic residential communities (ARC) are located on the east side of campus in the Global Scholars Hall and the adjacent, recently renovated Bean Hall. The ARC offer academic and social programming and access to campus resources that support undergraduate research. Each residential hall is led by a residence assistant who is also a Clark Honors College student.

Programs

Inside-Out Prison Exchange Program

Each term, Clark Honors College offers, exclusively for its students, one or two course 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 as many as 13 “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. A partnership between the Clark Honors College and OHSU reserves two intern spots 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

- 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, academically motivated 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. Students applying via the Common Application may also apply to the honors college by completing the "Honors College" section of the University of Oregon application within the Common Application.

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. Spring term admission 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 an essay and a description of accomplishments. Required supporting documents include recommendations from two teachers, 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.

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 and the Common Application. The Clark Honors College supplemental PDF application and Clark Honors College teacher recommendation forms are available from the websites for the honors college and the UO Office of Admissions. Teacher recommendation forms are also accessible through the Common Application.

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

Monique Balbuena, associate professor (comparative literature, Jewish studies, Sephardic languages). BA, 1988, MA, 1994, Federal University of Rio de Janeiro; PhD, 2003, California, Berkeley. (2004)

Dare A. Baldwin, professor (cognitive science). See **Psychology**.

Mark Carey, professor (glaciers, climate change, natural disasters). BA, 1991, State University of New York, Potsdam; MA, 1998, Montana; PhD, 2005, California, Davis. (2010)

Mai-Lin Cheng, associate professor (literature of the British Romantic period, travel writing, gender and genre). BA, 1993, Brown; PhD, 2006, California, Berkeley. (2008)

Nicole M. Dudukovic, senior instructor (psychology). See **Psychology**.

David A. Frank, professor (argumentation, international ethics, rhetorical theory and history). BA, 1978, MA, 1979, Western Washington; PhD, 1982, Oregon. (1979)

Daphne Gallagher, senior lecturer (anthropology); associate dean, undergraduate studies. See **Anthropology**.

Melissa Graboyes, associate professor (colonial and postcolonial African history, medical history, history of science). BA, 2002, California, Davis; MA, MPH, 2007, PhD, 2010, Boston. (2016)

Samantha Hopkins, associate professor (vertebrate paleontology, environmental change, mammalian ecology and evolution); associate dean, faculty. BS, 1999, Tennessee, Knoxville; PhD, 2005, California, Berkeley. (2007)

Trond Jacobsen, instructor (speech and debate, political communication, legal proceedings); director, forensics and university forum. BA, 2002, Oregon; PhD, 2014, Michigan, Ann Arbor. (2013)

Brian McWhorter, associate professor (music). See **Music**.

Barbara Mossberg, professor of practice (poetry, leadership, drama,). BA, 1970, California, Los Angeles; MA, 1972, PhD, 1977, Indiana, Bloomington. (2013)

Gabe Paquette, professor (history). See **History**.

Carol Paty, associate professor.

Roxann Prazniak, professor (history of China and Eurasia, modernity, transcultural studies). BA, 1970, California, Berkeley; MA, 1973, San Francisco State; PhD, 1981, California, Davis. (2002)

Elizabeth Raisanen, instructor (women writers of the British Romantic Period, romantic drama, digital humanities); director, undergraduate advising. BA, 2003, Northern Michigan; MA, 2005, Colorado, Boulder; PhD, 2013, California, Los Angeles. (2015)

Daniel Rosenberg, professor (modern European intellectual and cultural history, the Enlightenment, history of information). BA, 1988, Wesleyan; MA, 1991, PhD, 1996, California, Berkeley. (2000)

Casey Shoop, postdoctoral instructional scholar (19th- and 20th-century American literature, critical theory, urban theory). BA, 1999, California, Berkeley; MA, 2001, PhD, 2008, Columbia. (2013)

Christopher D. Sinclair, associate professor (mathematics). See **Mathematics**.

Helen Southworth, professor (modernism, Virginia Woolf, digital humanities). BA, 1989, London; MA, 1991, PhD, 1999, Southern California. (2002)

Carol Stabile, professor (women's, gender, and sexuality studies). See **Women's, Gender and Sexuality Studies.**

Charlotte R. Vaughn, instructor (linguistics). See **Linguistics.**

Tim Williams, assistant professor (intellectual and cultural history, 19th-century United States, gender and sexuality). BA, 2003, Wake Forest; MA, 2005, PhD, 2010, North Carolina, Chapel Hill. (2014)

Emeriti

Henry M. Alley, professor emeritus. BA, 1967, Stanford; MFA, 1969, PhD, 1971, Cornell. (1982)

Louise M. Bishop, associate professor emerita. BA, 1978, Fairleigh Dickinson; MA, 1980, PhD, 1984, Fordham. (1987)

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 core-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 outside course requirements, second-language requirements, applicable major requirements, cultural literacy 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 core-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).

Clark Honors College students who have completed the CHC#core#education requirements (HC 101H, 221H, 231H, 241H, and 301H; Area of Inquiry approved courses outside the CHC in Arts and Letters, Social Science, and Science (one course in each area); an approved quantitative reasoning course; and 20 credits in upper division CHC Colloquia) have fulfilled the university's Area of Inquiry requirements. Should a student leave the CHC after successful completion of#all of#these requirements, the student will retain their clearance of the university's Area of Inquiry requirements.

Honors College Degree Requirements

Code	Title	Credits
Honors College Requirement		
HC 101H	Liberal Arts: [Topic]	4
HC 301H	Research and Writing: [Topic]	4
200-level Disciplinary Requirements		
HC 221H	Arts and Letters Inquiry: [Topic] (Ancient World)	4
HC 231H	Social Science Inquiry: [Topic] (Ancient World)	4
HC 241H	Scientific Inquiry: [Topic] (Honors College Natural Science)	4
Outside Course Requirements		
One course in quantitative reasoning or mathematics		4
One additional Natural Science course from the UO approved Areas of Inquiry list		4
One additional Social Science course from the UO approved Areas of Inquiry list		
One additional Humanities course from the UO approved Areas of Inquiry list		
Second-Language Requirements [1]		
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		
Cultural Literacy Requirements		
University cultural literacy requirement [2]		
Colloquia Requirements [7]		
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
Any two additional colloquia [4]		8
Thesis Requirements		
HC 477H	Thesis Prospectus [3]	2
HC 277H	Thesis Orientation	2
Successful completion and defense of a thesis		

1 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.

2 Designated honors college colloquia carry a supplemental course number if they satisfy one of the below categories—, Honors College International Cultures Colloquium: [Topic] (HC 434H), Honors College American Cultures Colloquium: [Topic] (HC 444H)—or any approved (p. 48) UO courses may be used to satisfy the multicultural requirement.

3 Course taken at least one term before intended graduation to formalize the thesis project.

4 Students may substitute four credits of independent thesis research (403), taken within or outside the honors college, in place of an elective colloquium. Independent research credits may be taken P/NP

Majors, Degrees, and Contexts Waiving Second-Language Requirement

- Accounting[MOU1] (p.)
- Biology
- Business administration
- Biochemistry
- Chemistry
- Computer and information science
- Earth sciences
- Environmental science
- Environmental studies
- General science
- Human physiology
- Math and computer science
- Marine biology
- Music, only in cases in which the second language is not a requirement for the student's chosen degree (Note: The second language requirement is not waived for General Music and Popular Music concentrations)
- Bachelor of Music in Music Education
- Music Composition
- Music Performance
- Jazz Studies
- Physics
- Product design
- Bachelor of architecture
- Bachelor of interior architecture
- Bachelor of landscape architecture
- Students pursuing a bachelor of fine arts degrees (students must still fulfill the BFA Language or Math/Science 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 lower-division courses (HC 101H, HC 221H, HC 231H, and HC 241H) as well as HC 301H with a grade point average of 3.00 or better in all five courses satisfy the university's writing requirement if they withdraw from the honors college.

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

Course	Title	Credits	Milestones
First Year			
Fall			
HC 221H or HC 231H	Arts and Letters Inquiry: [Topic] or Social Science Inquiry: [Topic]	4	
First term of first-year second-language sequence		5	
MATH 105	University Mathematics I	4	
HC 199H	Special Studies: [Topic] (Clark Honors Introductory Program)	1	
Elective course		4	
	Credits	**18**	
Winter			
HC 222H or HC 232H	Honors College Arts and Letters or Honors College Social Science	4	
Second term of first-year second-language sequence		5	
Elective mathematics or science course		4	
Elective course		4	
	Credits	**17**	
Spring			
HC 207H or HC 209H	Honors College Science or Honors College Science	4	
Third term of first-year second-language sequence		5	
Elective courses		8	
	Credits	**17**	
	Total Credits	**52**	

Course	Title		Credits	Milestones
Second Year				
Fall				
HC 221H or HC 231H	Arts and Letters Inquiry: [Topic] or Social Science Inquiry: [Topic]	HC 221H & 231H complete	4	
First term of second-year second-language sequence			4	
Elective mathematics or science course			4	
Elective course			4	
	Credits		**16**	

Winter			
HC 222H or HC 232H	Honors College Arts and Letters or Honors College Social Science	HC 222H & 232H complete	4
Second term of second-year second-language sequence			4
Elective courses			8
	Credits		**16**
Spring			
HC 223H or HC 233H	Honors College Arts and Letters or Honors College Social Science		4
Third term of second-year second-language sequence		Completion of HC second-language requirement	4
HC 408H	Workshop: [Topic] (Thesis Orientation)		1
Elective course			4
	Credits		**13**
	Total Credits		**45**

Course	Title	Credits	Milestones
Third Year			
Fall			
HC 421H	Honors College Arts and Letters Colloquium: [Topic]	4	
Elective courses		12	
	Credits	**16**	
Winter			
HC 431H	Honors College Social Science Colloquium: [Topic]	4	
Elective courses		12	
	Credits	**16**	
Spring			
HC 477H	Thesis Prospectus	2	
Elective courses		12	
	Credits	**14**	
	Total Credits	**46**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
HC 441H	Honors College Science Colloquium: [Topic]	4	
Elective courses		12	
	Credits	**16**	
Winter			
HC 421H or HC 431H or HC 434H or HC 444H	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]	4	
Elective courses		8	
	Credits	**12**	
Spring			
HC 424H or HC 431H or HC 434H or HC 444H	Honors College Identities Colloquium: [Topic] or Honors College Social Science Colloquium: [Topic] or Honors College International Cultures Colloquium: [Topic] or Honors College American Cultures Colloquium: [Topic]	4	
Thesis defense		Thesis defended	
Elective courses		8	
	Credits	**12**	
	Total Credits	**40**	

Courses

HC 101H. Liberal Arts: [Topic]. 4 Credits.
This course will introduce students to the intellectual culture of liberal arts scholarship and provide a foundation in academic reading, analysis, and writing.

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. Arts and Letters Inquiry: [Topic]. 4 Credits.
Introduction to critical inquiry in Arts and Letters fields such as literature, philosophy, language, religion, and the visual and performing arts. In this writing-intensive course students will use disciplinary methodologies to develop skills in evidence-based argument.

HC 222H. Honors College Arts and Letters. 4 Credits.
Literary history and modes of literary analysis and interpretation: modern literature.

HC 223H. Honors College Arts and Letters. 4 Credits.
Research in literature.

HC 231H. Social Science Inquiry: [Topic]. 4 Credits.
Introduction to critical inquiry in Social Science fields such as history, economics, anthropology, sociology, political science, law, business, geography, communication, and education. In this writing-intensive course students will use disciplinary methodologies to develop skills in evidence-based argument.

HC 232H. Honors College Social Science. 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 Social Science. 4 Credits.
Research in history.

HC 241H. Scientific Inquiry: [Topic]. 4 Credits.
Introduction to critical inquiry in science fields such as chemistry, earth science, biology, mathematics, physics, engineering, neuroscience, biological anthropology, data science, and human physiology. In this writing-intensive course students will use disciplinary methodologies to develop skills in evidence-based argument.

HC 277H. Thesis Orientation. 2 Credits.
Introduction to the Clark Honors College thesis process; provides an overview of early steps and preparatory activities for the thesis.

HC 301H. Research and Writing: [Topic]. 4 Credits.
An introduction to research including development of research questions, methodology, analysis, and presentation of results.
Prereq: HC 221H, HC 231H, HC 241H.

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 twice for a maximum of 16 credits.

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 424H. 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 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

Sarah Nutter, Edward Maletis Dean in the 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 college offers programs of study leading to bachelor's degrees in accounting and business administration (with concentrations in finance, marketing, management, operations and business analytics, or sports business). It also offers a master of business administration (MBA) and master's and doctoral degrees in accounting, finance, management, marketing, operations and business analytics, and sports product management.

At the undergraduate level, the college operates an honors program for high-achieving students. Minors are available in business administration, entrepreneurship, and sports business, offering majors the opportunity to enhance their degrees with the knowledge and organizational skills necessary for effective leadership in future professions. Students from all majors may also elect to earn a certificate in global business in preparation for an international career.

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. At the forefront of their fields, they bring new ideas to the classroom, keeping their students ahead of the curve through ongoing research on evolving national and international business practices and economic drivers.

Facilities

Designed to complement the college's team-based approach to learning, the Lillis Business Complex (https://business.uoregon.edu/lillis-complex/) enhances and enriches the business curriculum. Certified by the US Green Building Council at the silver level with their Leadership in Energy and Environmental Design sustainability rating, the building features one of the largest solar installations in the Pacific Northwest and one of the pioneering uses of photovoltaic solar glass in the world.

The college also maintains a Portland location at 109 NW Naito Parkway, which houses its sports product management master's degree and executive MBA programs, offering to students connections to the city's business community. The Portland facility also houses a product-making innovation lab, providing students with access to specialized equipment to design, build, and test prototypes of sports and outdoor apparel, footwear, and products.

International Experiences

Students are strongly encouraged to obtain international experience as part of their business education. The college and the university have partnerships with campuses worldwide to provide extensive opportunities for undergraduate and graduate 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 of them depending on the specific program selected. Students are advised to meet with an advisor prior to participating in an international program to fully understand how such as 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. Undergraduate students interested in international business are particularly encouraged to take advantage of one of these programs while also completing the certificate in global business.

Charles H. Lundquist College of Business Code of Professional Business Conduct

The Lundquist College of Business learning community is committed to a set of core values (https://business.uoregon.edu/code-of-conduct/) that guide members' interactions with one another. These values include integrity, respect, openness, responsibility, and teamwork, and they are as important in the Lundquist College community as they are in the business community.

Support Services

Mohr Career Services

Gene Rhee, Executive Director
541-346-3301

Through this office, business students explore career paths, develop an employment strategy, identify strengths, form connections with industry leaders, and understand the skills they need to achieve their career ambitions. Services include career advising and exploration, job and internship information, guidance in establishing a résumé and online profile, a job shadow program, networking opportunities, a mentoring program, and skills development through a variety of workshops and events. The office also offers short courses to help students develop advanced skills essential in the modern job market while earning industry-recognized certifications. For more information, visit their website (https://business.uoregon.edu/career/).

Braddock Tutoring

Weili Wee, Learning Specialist
541-346-4739

This program provides free tutoring in accounting, economics, finance, calculus, and statistics to business majors, accounting majors, business premajors, and business minors. Private tutoring with hourly fees can also be arranged for select courses. For more information, visit their website (https://business.uoregon.edu/ug/tutoring/).

Diversity Programs

Damien Pitts, Academic Advisor and Diversity Initiatives Specialist
541-346-3303

Coordinated through undergraduate advising, a cohort program, Building Business Leaders, is offered for self-identified, underrepresented minority students. It supports students as they progress through the business premajor curriculum 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. For more information, visit the website (https://business.uoregon.edu/ug/bbl/).

Computer Laboratories

Shandon Bates, Director, Information Services and Instructional Technology
541-346-3311

The Lundquist College of Business provides dedicated computer labs for business students. The systems run Windows, Microsoft Office, and all software necessary to complete business courses. Students also have access to high-capacity black-and-white and color printers, as well as binding and laminating services for a fee. Electronically enhanced study rooms may be reserved at the front desk of the lab or online, and 50 virtualized lab seats may be access via the internet from anywhere in the world. 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 with a resident computer, projector, document camera, and sound system to enhance presentation capabilities. There are two fully operational videoconferencing rooms in the building, and a portable videoconferencing unit can be requested for classroom use. For more information, visit the website (https://business.uoregon.edu/computer-labs/).

Academic Residential Community

541-346-3303
https://business.uoregon.edu/ug/advising/residential-community (https://business.uoregon.edu/ug/advising/residential-community/)

In partnership with the Office of University Housing, the business college sponsors an academic residential community—an on-campus living and learning opportunity for undergraduate students interested in business. In the business residential community, residents take courses together and participate in a wide variety of dedicated programming, including career exploration, academic advising, résumé building, business etiquette, and panels focused on majors in the Lundquist College of Business.

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 more than a dozen student organizations supported by the college. For more information, visit the website (https://business.uoregon.edu/ug/clubs/).

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 the classroom through its many student-run clubs and activities, a faculty-supervised consulting agency, internships, practicums, and its Centers for Excellence.

Center for Sustainable Business Practices

Izabel Loinaz, Program Manager
541-346-8846

The Center for Sustainable Business Practices prepares 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. 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. For more information, visit the website (https://business.uoregon.edu/centers/csbp/).

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 provides students with practical experience in corporate finance, treasury management, and investment management. The center augments the curriculum by integrating finance and accounting, allowing 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. Opportunities include management of live equity portfolios through the University of Oregon Investment Group and Emerging Markets Equity Portfolio, an Engaging Asia tour, internships, seminars, visiting speakers, and mentoring. For more information, visit the website (https://business.uoregon.edu/centers/cameron/).

Lundquist Center for Entrepreneurship

Nathan Lillegard, Program Manager
541-346-3349

The Lundquist Center for Entrepreneurship helps students develop the tools, skills, and abilities to turn innovative ideas into reality, whether the idea is improving a Fortune 500 company or starting a business. Courses, internships, guest speakers, study tours, and business plan competitions 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 helps make students more competitive in today's business world. For more information, visit the website (https://business.uoregon.edu/centers/lce/).

James H. Warsaw Sports Marketing Center

Whitney Wagoner, Director
541-346-3706

The Warsaw Sports Marketing Center advances 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 specialization area in the MBA degree program. The center also organizes research, sports-industry internships, guest speakers, and a variety of nonclassroom experiences for students. For more information, visit the website (https://business.uoregon.edu/centers/warsaw/).

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 typically 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.

Admitted business premajors typically spend the first two years fulfilling general-education and premajor requirements.

Premajor Requirements

- **Junior Standing.** Course work of 75 or more credits must be complete.
- **Cumulative GPA Requirement**. Guaranteed admission requires a 3.00 cumulative grade point average in 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.

First-Year Direct Admission

Direct admission is only offered to first-year students who are entering in the fall term and list their intended major as business administration. The University of Oregon considers a number of factors when making direct admissions decisions, including high school GPA, strength of academic course work, test scores, and ability to enhance the diversity of the university. Students selected for direct admission will need to complete the lower-division course requirements but will not need to apply to the major like other students interested in business administration or accounting.

Business Premajor Courses

Premajor core business courses must be taken at the University of Oregon.

In addition, international students are required to take Academic English for International Students (AEIS) courses or produce English language proficiency test scores (575 on the TOEFL paper-based test, 89 on the TOEFL internet-based test, or 7.0 in the IELTS).

Code	Title	Credits
Core Courses [1]		
BA 101	Introduction to Business	4
ACTG 211	Introduction to Accounting I	4
ACTG 213	Introduction to Accounting II	4
EC 201	Introduction to Economic Analysis: Microeconomics	4
EC 202	Introduction to Economic Analysis: Macroeconomics	4
Additional Courses [2]		
BA 240	Spreadsheet Analysis and Visualization	4
MATH 241	Calculus for Business and Social Science I	4
MATH 243	Introduction to Methods of Probability and Statistics	4
Select one of the following:		8
WR 121 & WR 122	College Composition I and College Composition II	
WR 121 & WR 123	College Composition I and College Composition III	
Total Credits		**40**

1 A 3.00 cumulative GPA (including both UO and transfer course work) 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 is 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.

Application to the Major

Students seeking admission through the standard pathway must submit a formal application for admission to the major one term prior to enrolling

in upper-division business courses. Typically this takes place in the term they are completing their lower-division requirements. To be eligible for admission as a major, a student must apply before the term deadline. Applications are due the first week of the term for admission the following term. Applications are not accepted during summer session. Students who are completing their final term of business premajor requirements may submit applications.

The following documents are required for admission:

1. Completed application form (https://business.uoregon.edu/ug/apply/major/)
2. Academic transcripts or proof of enrollment
3. A cover letter and résumé
4. Short answer essays

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. 9**).**

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 the Association to Advance Collegiate Schools of Business 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), the master of science in sports product management (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 Degree Programs

Ryan J. Wilson, Director
380 Lillis Hall
541-346-4552

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.

The PhD typically requires four or five years of intensive study with a concentration in accounting, finance, management, marketing, or operations and business analytics. 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. In the Lundquist College, 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.

For more information, visit the website (https://business.uoregon.edu/phd/).

Concurrent Degree Programs

At the University of Oregon, the term “concurrent degrees” is used when a student is pursuing two degrees simultaneously. Below are some examples involving graduate degrees in business. For more information, visit the website (https://gradschool.uoregon.edu/policies-procedures/concurrent-degrees/).

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. For more information, visit the website (https://business.uoregon.edu/mba/degree-programs/concurrent-msf/).

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. For more information, visit the MBA website (https://business.uoregon.edu/mba/degree-programs/full-time/) and JD website (https://law.uoregon.edu/explore/joint-biz-and-law/).

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. For more information, visit the website (https://business.uoregon.edu/master-accounting/).

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. For more information, visit the website (https://law.uoregon.edu/explore/CRES-concurrent-degrees/).

MBA/MCRP

Business students 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. For more information, visit the website (https://pppm.uoregon.edu/grad/master-of-community-and-regional-planning/).

MBA/Graduate Certificate in Arts Management or Nonprofit Management

Students interested in both business and the arts should consider furthering their careers with a master of business administration degree and a concurrent certificate in arts management or nonprofit management. The certificates in arts management and nonprofit management are based on the underlying belief that professional arts and nonprofit 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 for both programs. Applications are reviewed on a rolling basis in fall, winter and spring terms. Prospective students should consult the admissions staffs of the MBA program and the School of Planning, Public Policy and Management. For more information, visit the website (https://pppm.uoregon.edu/grad/certificate/arts-management/).

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 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 with 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 and Deadlines

Admission for the MBA, MActg, MS in Finance

The admission process is based on these factors:

1. Undergraduate academic performance
2. Graduate Management Admission Test (GMAT) score
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 student's 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. Please visit links for each program to explore requirements specific to each program.

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. MActg applicants with a business degree other than accounting must complete additional accounting courses.

Deadlines

MActg. To start winter term, the deadline is October 15; to start spring term, the deadline is January 15.

MBA and MSF. A rolling admission system is used. The early-decision deadline is October 15; round two is January 15, round three is March 15, and round four is May 15. The deadline for international applicants is February 15. Admission for applicants whose applications are received after March 15 is granted only if space is available in the incoming class of students.

Admission for the OEMBA

Admission to the program requires the following:

1. Demonstrate at least three years of managerial or leadership experience in a position that included supervision of other employees, responsibility for budgets, or financial performance, project management, account management, or similar responsibilities
2. Demonstrate at least five years of career-related work experience
3. Currently hold a mid- to senior-level management position with significant responsibility
4. Hold an undergraduate degree from a US or internationally accredited institution of recognized standing

Deadlines. A rolling admission system is used.

Admission for the MS in Sports Product Management

Admission to the program requires the following:

1. A bachelor's degree from a regionally accredited four-year college or university in the United States or its equivalent from a foreign institution
2. Two to three letters of recommendation
3. Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) scores if GPA is below a 3.00
4. A résumé
5. A product project
6. Three essays

Deadlines

Online. Round one is December 15; round two is January 15; final round is March 1.

Full-time. Round one isNovember 15; round two is January 15; round three is March 15; round four is May 15; final round is June 30.

Doctoral Admissions

For admission to the doctoral program, the student must

1. Satisfy the admission requirements of the Lundquist College of Business (https://business.uoregon.edu/phd/admissions/) and of the Graduate School (https://gradschool.uoregon.edu/?page=admissions)
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

Averages for Recently Matriculated Students

- Grade point average (GPA)—3.84 on a four-point scale
- Test of English as a Foreign Language (TOEFL), internet-based test score—104
- Graduate Management Admission Test (GMAT) scores—720 (quantitative, 87th percentile; verbal, 87th percentile; writing, 5.3)
- Graduate Record Examination (GRE) revised general test scores—320 (163 quantitative, 87th percentile;157 verbal, 73rd percentile)

Minimum Testing Qualifications

- GPA—3.00 on a four-point scale (undergraduate and graduate)
- TOEFL scores—96 (internet-based test) or 600 (paper-based test)
- International English Language Testing System (IELTS) score—7.5
- GMAT scores—600 total (quantitative, 63rd percentil; verbal, 65th percentile)
- GRE revised general test scores—315 (155 quantitative, 61st percentile; 160 verbal, 84th percentile; 308 combined quantitative and verbal) for operations and business analytics applicants

PhD students receive financial support in the form of an appointment as a graduate employee. 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 employees may assist faculty members in research and teaching and assume responsibility for teaching undergraduate business

courses. Inquiries concerning the program should be addressed to the Lundquist College of Business director of doctoral programs.

Deadline. Application to the PhD program for fall term is the preceding January 5 by 5:00 p.m. Pacific Standard Time.

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.

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.

Undergraduate Programs

Collette Niland, Assistant Dean, Undergraduate Programs
541-346-3303
203 Peterson Hall
https://business.uoregon.edu/ug (https://business.uoregon.edu/ug/)

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 business may be added to the business administration or accounting major.

Student Services

Undergraduate Advising Office

Heather Bottorff, Senior Director
541-346-3303

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 business college advisor at least once a year to ensure that they are meeting requirements and to stay informed of program changes. The college's undergraduate advising office also maintains information about major and minor admission processes, degree requirements, scholarships, educational exchange programs, tutoring services, and student organizations. For more information, visit the website (https://business.uoregon.edu/ug/advising/).

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.

Academic Opportunities

Honors Program

Eric Boggs, Director
541-346-4659

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/).

Accounting

Angela K. Davis, Director
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 cofounder 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

Dane M. Christensen, associate professor (corporate misconduct, corporate social responsibility). BA, 2003, Oregon State; BS, 2004, MActg, 2005, Oregon; PhD, 2013, Arizona. (2016)

Robin P. Clement, Robert and Lois Braddock Distinguished Senior Instructor II (consolidations, financial accounting theory); director, master of accounting program; academic director, sports product management. BSBA, 1979, Ohio State; MBA, 1983, Wisconsin, Milwaukee; PhD, 1994, Michigan State. (2003)

Angela K. Davis, Jack O. Rickli Professor of Business (financial reporting, valuation). BS, 1993, Idaho; PhD, 2001, Washington. (2006)

Kari Day, instructor. BS, 2002, MS, 2002, Oklahoma City; DBA, 2017, Northcentral. (2018)

Shannon Dolan, instructor [profit sharing 401(k) plan administration, compliance, and design]. BA, 2000, MS, 2001, Oregon. (2013)

Qintao Fan, associate professor. BA, 1996, Renmin University of China; MA, 1998, Maryland, College Park; MS, 2001, PhD, 2004, Stanford. (2016)

Gudrun K. Granholm, instructor. MBA, 1975, Stanford. (2013)

David A. Guenther, Scharpf-Knight Professor in Business (effects of income taxes, economic effects of international accounting differences). BA, 1976, California State, San Bernardino; PhD, 1990, Washington. (2005)

Michele C. Henney, Bashaw Senior Instructor II of Accounting (auditing, corporate governance); program manager, Cameron Center for Finance and Securities Analysis. BS, 1982, California State; MS, 1988, Golden Gate; PhD, 1994, Oregon. (2004)

Nicole Bastian Johnson, associate professor (managerial incentives, performance measurement). BS, 1996, MAcc, 1996, Brigham Young; MS, 2002, PhD, 2005, Stanford. (2013)

Drummond Kahn, instructor (auditing). BA, 1989, Whitman; MS, 1990, Oregon. (2000)

Linda K. Krull, associate professor (capital structure decisions, effects of taxes on corporate financial reporting and investment); coordinator, doctoral program. BS, 1992, Indiana; MAcc, 1994, Florida; PhD, 2001, Arizona. (2008)

Steven Roy Matsunaga, Charles E. Johnson Memorial Professor of Accounting (corporate governance, managerial incentives). BA, 1979, San Francisco State; MBA, 1984, William and Mary; PhD, 1992, Washington. (1992)

Sarah Nutter, professor (impact of taxes and taxation structures, institutional and individual behavior); Edward Maletis Dean. BS, Ferris State; MBA, PhD, Michigan State. (2017)

Stephanie Peel, instructor pro tem. BS, 1990, Washington, St. Louis. (2018)

Kyle Peterson, associate professor (comparability, disclosure). BS, 2001, MAcc, 2001, Brigham Young; PhD, 2008, Michigan, Ann Arbor. (2008)

Joel Sneed, senior instructor (accounting information systems, financial and international accounting). BS, 1986, MBA, 1988, Appalachia State; MS, 1997, PhD, 2001, Arizona. (2000)

Michael P. Tomcal, senior instructor (financial accounting, cost accounting, federal taxation). BS, 1982, DePaul; MEd, 2005, Oregon State; MActg, 2005, Oregon. (2006)

Brady J. Twedt, assistant professor (capital markets, information intermediaries). BS, 2009, Utah State; PhD, 2013, Texas A&M. (2018)

Ryan J. Wilson, Richard W. Lindholm Professor of Taxation (corporate governance and tax planning, financial accounting for income taxes); director, doctoral program;. BS, 1999, Oregon; PhD, 2007, Washington. (2013)

Emeriti

Helen Gernon, 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)

Dale Morse, professor emeritus. BA, 1969, MBA, 1975, Oregon; PhD, 1978, Stanford. (1991)

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

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. Milestones are not specific to one course unless explicitly stated. Please visit the website *(*https://business.uoregon.edu/ug/advising*) for more information*.

Bachelor of Arts in Accounting

Course	Title	Credits	Milestones
First Year			
Fall			
BA 101	Introduction to Business	4	
BA 199	Special Studies: [Topic]	1	
Academic Residential Community or FIG seminar			
MATH 111	College Algebra	4	
TLC 199	Special Studies: [Topic] (Study Skills coursework)	1	
First term of first-year second-language sequence		5	
Review the holistic requirements for admission to the major and establish a plan for developing these traits			
	Credits	**15**	
Winter			
EC 201	Introduction to Economic Analysis: Microeconomics	4	
MATH 241	Calculus for Business and Social Science I	4	
WR 121	College Composition I	4	
Second term of first-year second-language sequence		5	
Meet with an academic advisor to make a long-term plan			

Get involved in a club or activity.		
Use Career Services this year to learn to write an evidence-based cover letter and résumé.		
	Credits	**17**
Spring		
EC 202	Introduction to Economic Analysis: Macroeconomics	4
WR 122 or WR 123	College Composition II or College Composition III	4
Third term of first-year second-language sequence		5
General-education course in science		4
Consider applying for the job shadow program. Plan to attend the spring career fair to network and learn.		
	Credits	**17**
	Total Credits	**49**

Course	Title	Credits	Milestones
Second Year			
Fall			
ACTG 211	Introduction to Accounting I	4	
MATH 243	Introduction to Methods of Probability and Statistics	4	
First term of second-year second-language sequence		4-5	
General-education social science course that also satisfies a multicultural requirement		4	
Meet an advisor regarding progress toward admission			
Learn to use Duck Connect			
	Credits	**16-17**	
Winter			
ACTG 213	Introduction to Accounting II	4	
General-education course in arts and letters		4	Prepare major application
Second term of second-year second-language sequence		4-5	Meet Lundquist peer educator
General-education course in science		4	Complete practice interview
	Credits	**16-17**	
Spring			
BA 240	Spreadsheet Analysis and Visualization	4	
Third term of second-year second-language sequence		4-5	
General-education arts and letters course that also satisfies a multicultural requirement		8	
Consider summer leadership program in accounting			
Apply for business major within the first week of the term you are completing business premajor requirements.			
	Credits	**16-17**	
	Total Credits	**48-51**	

Course	Title	Credits	Milestones
Third Year			
Fall			
ACTG 350	Intermediate Accounting I	4	
BA 308	Leadership and Communication	4	
OBA 311	Business Analytics I	4	
If studying abroad, select a program and finalize term to attend			
	Credits	**12**	
Winter			
ACTG 351	Intermediate Accounting II	4	
FIN 316	Financial Management	4	
OBA 312	Business Analytics II	4	
General-education course in arts and letters		4	Attend career fairs
	Credits	**16**	
Spring			
ACTG 352	Intermediate Accounting III	4	
FIN 311	Economic Foundations of Competitive Analysis	4	
MGMT 311	Managing People in Organizations	4	
Elective course		4	
Consider applying for a master of accounting program if CPA is the goal			
	Credits	**16**	
	Total Credits	**44**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
ACTG 450	Advanced Financial Accounting	4	Attend Meet the Firms
ACTG 470	Federal Taxation	4	Utilize networking events
MKTG 311	Marketing Management	4	
	Credits	**12**	
Winter			
ACTG 360	Cost Accounting	4	Apply for graduation
BA 325	Business Law and Ethics	4	
Elective course		4	
OBA 335	Operations Management	4	
	Credits	**16**	
Spring			
ACTG 440	Auditing	4	Register for commence
BA 453	Business Strategy and Planning	4	

Elective course		4
Credits		**12**
Total Credits		**40**

Bachelor of Science in Accounting

Course	Title	Credits	Milestones
First Year			
Fall			
BA 101	Introduction to Business	4	
MATH 111	College Algebra (Beginning mathematics 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	
Review the holistic requirements for admission to the major and establish a plan for developing these traits			
Attend study-abroad and club fairs in first term			
Credits		**16**	
Winter			
EC 201	Introduction to Economic Analysis: Microeconomics	4	
MATH 241	Calculus for Business and Social Science I	4	
WR 121	College Composition I	4	Use Career Services
General-education arts and letters course that also satisfies a multicultural requirement		4	Get involved in a club
Meet with an academic advisor to make a long-term plan			
Credits		**16**	
Spring			
EC 202	Introduction to Economic Analysis: Macroeconomics	4	
WR 122 or WR 123	College Composition II or College Composition III	4	Attend the spring career fair
General-education course in arts and letters		4	Access tutoring resources
General-education course in science		4	
Credits		**16**	
Total Credits		**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
ACTG 211	Introduction to Accounting I	4	
MATH 243	Introduction to Methods of Probability and Statistics	4	Learn Duck Connect
Group-satisfying arts and letters course (for global context)		4	
Nonbusiness breadth course		4	
Meet with an advisor regarding progress toward admission			
Credits		**16**	
Winter			
ACTG 213	Introduction to Accounting II	4	
Nonbusiness elective course		4	
Group-satisfying science courses		8	Prepare major application
Complete a practice interview on interview stream (Duck Connect); meet Lundquist peer educator about informational interviews			
Credits		**16**	
Spring			
BA 240	Spreadsheet Analysis and Visualization	4	
Global context course		4	
General-education course that also satisfies a multicultural requirement		4	
Nonbusiness elective course		4	Summer leadership program
Apply for business major within the first week of the term the term you are completing prebusiness requirements			
Credits		**16**	
Total Credits		**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
ACTG 350	Intermediate Accounting I	4	
BA 308	Leadership and Communication	4	
OBA 311	Business Analytics I	4	Summer internship
Credits		**12**	
Winter			
ACTG 351	Intermediate Accounting II	4	
FIN 316	Financial Management	4	
Nonbusiness breadth course		4	Attend career fairs
OBA 312	Business Analytics II	4	
Credits		**16**	
Spring			
ACTG 352	Intermediate Accounting III	4	Utilize networking events
FIN 311	Economic Foundations of Competitive Analysis	4	
Nonbusiness elective course		4	
MGMT 311	Managing People in Organizations	4	

Consider applying for a master of accounting program if CPA is the goal			
	Credits		**16**
	Total Credits		**44**

Course	Title		Credits Milestones
Fourth Year			
Fall			
ACTG 450	Advanced Financial Accounting	Attend Meet the Firms	4
ACTG 470	Federal Taxation		4
MKTG 311	Marketing Management		4
Group-satisfying science course			4
	Credits		**16**
Winter			
ACTG 360	Cost Accounting	Apply for graduation	4
OBA 335	Operations Management		4
BA 325	Business Law and Ethics		4
	Credits		**12**
Spring			
ACTG 440	Auditing	Register for commence	4
BA 453	Business Strategy and Planning		4
Nonbusiness breadth course			4
	Credits		**12**
	Total Credits		**40**

Courses

ACTG 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable when the topic changes.

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.
Prereq: ACTG 211 or MGMT 335.

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.
Prereq: ACTG 213, BA 101, BA 240, EC 201, MATH 241, MATH 243, and WR 122 or WR 123 and with a grade of C- or better.

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.
Prereq: C- or better in ACTG 213, BA 101, BA 240, EC 201, EC 202, MATH 241, MATH 243, and WR 122 or WR 123.

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.
A recent topic is Accounting Information Systems. Repeatable when the topic changes.

ACTG 440. Auditing. 4 Credits.
The audit environment, examinations of financial statements, and the audit process. Includes professional standards, audit sampling, and the audit profession; concepts underlying professional ethics for auditors.
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 460. Government & Not for Profit Accounting. 4 Credits.
This course teaches differences in accounting and financial reporting for governmental and not-for-profit organizations and differences between private sector and public-sector accounting, standards-setting, meeting stakeholder needs.

ACTG 470. Federal Taxation. 4 Credits.
Federal income tax law covering primarily the taxation of individuals with a focus on business invoice and property transactions. Introduction to tax planning.
Prereq: C- or better in ACTG 213, BA 101, BA 240, EC 201, EC 202, MATH 241, MATH 243.

ACTG 480. Accounting Data Analytics I. 4 Credits.
Focuses on the increased use of data analytics within the accounting profession, including an understanding of data analytic thinking, terminology and application.
Prereq: ACTG 350.

ACTG 503. Thesis. 1-16 Credits.
Repeatable.

ACTG 510. Experimental Course: [Topic]. 1-4 Credits.
A recent topic is Accounting Information Systems. Repeatable when the topic changes.

ACTG 540. Auditing. 4 Credits.
The audit environment, examinations of financial statements, and the audit process. Includes professional standards, audit sampling, and the audit profession; concepts underlying professional ethics for auditors.

ACTG 550. Advanced Financial Accounting. 4 Credits.
Accounting for equity; financial accounting and reporting for corporate consolidation.

ACTG 560. Government & Not for Profit Accounting. 4 Credits.
This course teaches differences in accounting and financial reporting for governmental and not-for-profit organizations and differences between private sector and public-sector accounting, standards-setting, meeting stakeholder needs.

ACTG 570. Federal Taxation. 4 Credits.
Federal income tax law covering primarily the taxation of individuals with a focus on business invoice and property transactions. Introduction to tax planning.

ACTG 580. Accounting Data Analytics I. 4 Credits.
Focuses on the increased use of data analytics within the accounting profession, including an understanding of data analytic thinking, terminology and application.

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.
Current Research in Accounting is a recent topic. Repeatable.

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.
Recent topics include Developing the Business Professional, International Accounting, Tax Pass-Through Entities. Repeatable when the topic changes.

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 619. Taxation of Pass Through Entities. 3 Credits.
Designed for accountants, managers, and entrepreneurs, covers basics of taxation of partnerships, S corporations and their shareholders, and trusts and their beneficiaries. Also covers taxation of exempt entities. Students cannot receive credit for both ACTG 619 and LAW 681.

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 and 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

Deborah J. Bauer, Peter and Molly Powell Distinguished Senior Instructor of Finance (investment strategies, competitive analysis); academic director, Oregon Executive MBA. BS 1997, Bryant; MS, 2001, Oregon. (2001)

Ioannis Branikas, assistant professor (household finance, mutual funds). BA, 2010, MSc, 2012, Athens University of Economics and Business; MA, 2014, PhD, 2018, Princeton. (2018)

John Chalmers, Abbott Keller Professor in Finance (household finance, municipal bond markets). BA, 1985, Middlebury; MS, 1992, PhD, 1995, Rochester. (1996)

Diane Del Guercio, Gerry and Marilyn Cameron Professor in Finance (corporate governance, institutional investors); senior associate dean, faculty affairs. BA, 1986, California, Santa Barbara; MA, 1989, PhD, 1994, Chicago. (1994)

Jennifer M. Ellis, senior instructor (competitive analysis, international trade and finance). BA, 1977, MA, 1978, Essex; PhD, 1992, Oregon. (1997)

Ali Emami, Bashaw Senior Instructor II of Finance (economics of the public accounting profession, international trade and finance). BS, 1972, National University of Iran; MS, 1980, Oregon; PhD, 1988, Oregon State. (1991)

Roberto Cruz Gutierrez Jr., associate professor (asset pricing, return anomalies). BS, 1992, Tulane; PhD, 1999, North Carolina, Chapel Hill. (2003)

Brandon R. Julio, associate professor (corporate investment, international finance). BA, 1998, Brigham Young; MS, 2001, South Carolina; MS, 2005, PhD, 2007, Illinois, Urbana-Champaign. (2014)

Scott Kerslake, James F. and Shirley J. Rippey Professor of Practice. BS, 1986, Boston. (2016)

Xiaoding Liu, assistant professor (corporate finance, corporate governance). BS, 2005, MS, 2006, PhD, 2012, Florida. (2012)

Stephen B. McKeon, associate professor (corporate finance, behavioral finance); academic director, Cameron Center for Finance and Securities Analysis. BS, 2000, Oregon; MS, 2009, PhD, 2011, Purdue, West Lafayette. (2011)

Jonathan Moulton, senior instructor (banking, corporate finance, investments). BS, 1982, Oregon; MBA, 1986, California State, East Bay; PhD, 1995, Oregon. (2011)

Robert Ready, associate professor (asset pricing, commodities). BA, 2003, Carnegie Mellon; MS, 2008, PhD, 2011, Pennsylvania. (2017)

Philip J. Romero, professor (cost-benefit analysis, economics policy). BA, 1983, Cornell; MA, 1985, PhD, 1988, Rand Graduate School. (1999)

Albert Sheen, assistant professor (corporate finance). BA, 1995, Chicago; PhD, 2009, California, Los Angeles. (2014)

Zhi "Jay" Wang, associate professor (asset management, institutional investors); coordinator, doctoral program. BA, 1994, Peking (Beijing); MS, 1998, PhD, 2000, Iowa State; PhD, 2004, Michigan, Ann Arbor. (2012)

Michael Wismer, instructor (real estate). BA, 1970, MS, 1974, Brigham Young. (1996)

Youchang Wu, associate professor (asset pricing, corporate finance). BS, 1994, MS, 1996, Peking (Beijing); PhD, 2004, Vienna. (2015)

Emeriti

Larry Y. Dann, professor emeritus. BS, 1967, Northwestern; MBA, 1969, Harvard; PhD, 1980, California, Los Angeles. (1977)

Jerome J. Dasso, professor emeritus. BS, 1951, Purdue; MBA, 1952, Michigan; MS, 1960, PhD, 1964, Wisconsin, Madison. (1966)

Michael H. Hopewell, associate professor emeritus. BA, 1963, MBA, 1967, PhD, 1972, Washington (Seattle). (1969)

Wayne H. Mikkelson, professor emeritus. BA, 1974, Macalester; MS, 1978, PhD, 1980, Rochester. (1984)

George A. Racette, associate professor emeritus. BA, 1966, Stanford; MBA, 1967, Michigan; PhD, 1972, Washington (Seattle). (1974)

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

Participating

Glen R. Waddell, professor (applied econometrics, industrial organization, labor economics). See **Economics**.

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

Course	Title		Credits Milestones
First Year			
Fall			
BA 101	Introduction to Business		4
BA 199	Special Studies: [Topic] (Academic Residential Community or FIG seminar.)	Attend club fairs	1
MATH 111	College Algebra		4
TLC 199	Special Studies: [Topic] (Study Skills Workshop)		1
Review the holistic requirements for admission to the major and establish a plan for developing these traits			
First term of first-year second-language sequence			5
	Credits		**15**
Winter			
EC 201	Introduction to Economic Analysis: Microeconomics		4
Second term of first-year second-language sequence		Use Career Services	5
MATH 241	Calculus for Business and Social Science I		4

WR 121	College Composition I	Get involved in a club	4
Meet with a Lundquist academic advisor to make a long-term plan			
	Credits		**17**
Spring			
EC 202	Introduction to Economic Analysis: Macroeconomics		4
Third term of first-year second-language sequence		Apply for job shadowing	5
MATH 242	Calculus for Business and Social Science II	Access tutoring resources	4
WR 122 or WR 123	College Composition II or College Composition III	Attend the spring career fair	4
	Credits		**17**
	Total Credits		**49**

Course	Title		Credits Milestones
Second Year			
Fall			
ACTG 211	Introduction to Accounting I		4
MATH 243	Introduction to Methods of Probability and Statistics	Leadership role in club	4
First term of second-year second-language sequence		Learn Duck Connect	4-5
Social science course that also satisfies a multicultural requirement			4
	Credits		**16-17**
Winter			
ACTG 213	Introduction to Accounting II		4
Arts and letters course that also satisfies a multicultural requirement			4
Second term of second-year second-language sequence		Complete a practice interview	4-5
General-education course in nonmath science			4
Meet Lundquist peer educator about informational interviews			
	Credits		**16-17**
Spring			
BA 240	Spreadsheet Analysis and Visualization		4
Apply for business administration major within the first week of the term you are completing business premajor requirements			
General-education courses in arts and letters			8
Third term of second-year second-language sequence		Conduct informational interviews	4-5
	Credits		**16-17**
	Total Credits		**48-51**

Course	Title		Credits Milestones
Third Year			
Fall			
BA 308	Leadership and Communication		4
FIN 311	Economic Foundations of Competitive Analysis	Explore concentrati	4
OBA 311	Business Analytics I	Update résumé	4
	Credits		**12**
Winter			
FIN 316	Financial Management	Attend career fairs	4
MKTG 311	Marketing Management		4
OBA 311	Business Analytics I		4
General-education course in arts and letters		Apply for internships	4
	Credits		**16**
Spring			
OBA 335	Operations Management		4
MGMT 311	Managing People in Organizations		4
Business elective 1 (concentration)			4
Elective			4
Meet with Lundquist advisor to revise long-term plan to meet academic goals and strategize how to strengthen weak areas for career goals			
	Credits		**16**
	Total Credits		**44**

Course	Title		Credits Milestones
Fourth Year			
Fall			
BA 325	Business Law and Ethics	Check in with career advisor	4
Business elective 2			4
Business elective 3 (concentration)			4
	Credits		**12**
Winter			
Business elective 4 (concentration)		Apply for graduation	4
Business elective 5			4
Business elective 6			4
Elective			3
	Credits		**15**

Spring			
BA 453	Business Strategy and Planning	300-level business core completion	4
Business elective 7 (concentration)		Register for commencement	4
Elective course			4
	Credits		**12**
	Total Credits		**39**

Bachelor of Science in Business Administration

Course	Title		Credits Milestones
First Year			
Fall			
BA 101	Introduction to Business		4
MATH 111	College Algebra		4
BA 199	Special Studies: [Topic] (Academic residential community or FIG seminar)		1
Arts and letters course that also satisfies a multicultural requirement			4
General-education course in social science		Attend club fairs	4
Review the holistic requirements for admission t the major and establish a plan for developing these traits			
	Credits		**17**
Winter			
EC 201	Introduction to Economic Analysis: Microeconomics		4
MATH 241	Calculus for Business and Social Science I		4
WR 121	College Composition I	Use Career Services	4
General-education course in arts and letters		Get involved in a club	4
Meet a Lundquist academic advisor to make a long-term plan			
	Credits		**16**
Spring			
EC 202	Introduction to Economic Analysis: Macroeconomics		4
WR 122 or WR 123	College Composition II or College Composition III	Consider the job shadow program	4
Arts and letters course that also satisfies a multicultural requirement		Access tutoring resources	4
General-educationcourse in nonmath science		Attend the spring career fair	4
	Credits		**16**
	Total Credits		**49**

Course	Title		Credits Milestones
Second Year			
Fall			
ACTG 211	Introduction to Accounting I		4
MATH 243	Introduction to Methods of Probability and Statistics	Leadership role in a club	4
General-education course in arts and letters with a global context		Learn Duck Connect	4
Course with global context subject matter			4
Meet an advisor regarding progress toward admission			
	Credits		**16**
Winter			
ACTG 213	Introduction to Accounting II		4
Nonbusiness breadth course		Meet Lundquist peer educator	4
General-education courses in science			8
Complete a practice interview on Interview Stream (Duck Connect). Prepare major application materials.			
	Credits		**16**
Spring			
BA 240	Spreadsheet Analysis and Visualization		4
Nonbusiness breadth course			4
General-education course in science		Conduct informatior interviews	4
Nonbusiness breadth course			4
Submit a nonbusiness breadth or global context proposal for approval			
Apply for business administration major within the first week of the term you are completing business premajor requirements			
	Credits		**16**
	Total Credits		**48**

Course	Title		Credits Milestones
Third Year			
Fall			
BA 308	Leadership and Communication		4
OBA 311	Business Analytics I	Update résumé	4
FIN 311	Economic Foundations of Competitive Analysis	Explore concentrations	4
	Credits		**12**
Winter			
OBA 312	Business Analytics II		4

FIN 316	Financial Management	Attend career fairs	4
MKTG 311	Marketing Management	Apply for internships	4
Nonbusiness breadth course			4
	Credits		**16**
Spring			
OBA 335	Operations Management	Utilize networking events	4
MGMT 311	Managing People in Organizations		4
Business elective 1 (concentration)			4
Nonbusiness breadth course			4
	Credits		**16**
	Total Credits		**44**

Course	Title	Credits Milestones	
Fourth Year			
Fall			
BA 325	Business Law and Ethics		4
Business elective 2 (concentration)		Check in with career advisor	4
Business elective 3 (Concentration)			4
Business elective 4 (Concentration)			4
	Credits		**16**
Winter			
BA 453	Business Strategy and Planning		4
Business elective 5 (concentration)		Apply for graduation	4
Course with global context subject matter			4
	Credits		**12**
Spring			
Business elective 6		Register for commence	4
Business elective 7			4
Nonbusiness breadth course			4
	Credits		**12**
	Total Credits		**40**

Courses

FIN 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable when the topic changes.

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.
Prereq: C- or better in BA 101, BA 240, EC 201, ACTG 211, ACTG 213, MATH 241.

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.
Prereq: C- or better in BA 101, BA 240, EC 201, ACTG 211, ACTG 213, MATH 241.

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 when the topic changes.
Prereq: C- or better in FIN 316 or FIN 316H.

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 473. 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 when the topic changes.

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 604. Internship: [Topic]. 1-9 Credits.
Repeatable.

FIN 605. Reading and Conference: [Topic]. 1-12 Credits.
Repeatable.

FIN 606. Special Problems: [Topic]. 1-9 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 when the topic changes.

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 617. Data Analysis in Finance. 3 Credits.
Programming for financial data analysis using popular languages; Back testing and developing algorithm trading strategies.

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.

FIN 685. Alternative Investments. 3 Credits.
Covers alternative asset classes such as venture capital, private equity (LBO), commercial real estate, and cryptoassets. Focus on valuation methodologies, fund structures, and investment strategies.
Prereq: FIN 612.

FIN 687. Hedge Funds. 3 Credits.
Institutional features and trading strategies of the hedge fund industry; developing trading ideas, evaluating based on historical data or financial statements, and analyzing risk-return tradeoff.
Prereq: FIN 683.

Management

Anne Parmigiani, Department Head
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 entrepreneurially 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

Eric Boggs, instructor; director, honors program. BA, 2001, Lewis and Clark College; MA, 2010, Pacific; MS, 2011, Oregon. (2017)

Ryan Cabinte, instructor. BA, 1996, Yale; JD, 2001, Boston; MBA, 2010, Presidio Graduate School. (2017)

Neil Chinn, instructor (communications and leadership, business strategy, human resource management). BA, 1973, Leicester; certificate of higher education, 1974, Loughborough; MS, 1979, MBA, 1992, Oregon. (2013)

Allan G. Cochrane, instructor (entrepreneurship, venture planning, leadership development). BS, 1970, Roberts Wesleyan. (2008)

Michael Crooke, Avamere Professor of Practice. BS, MBA, Humboldt State; PhD, 2008, Claremont Graduate. (2012)

Thomas L. Durant, senior instructor (global business management; market, product, and technology development). BS, 1972, MBA, 1974, Southern California; MA, 2006, George Fox Evangelical Seminary. (2010)

David Dusseau, senior instructor. BS, 1975, Ohio State; MBA, 1985, PhD, 1992, Oregon. (1984)

David Garten, instructor. BS, 1982, Trinity College; MS, 1984, Rensselaer Polytechnic Institute; MBA, 1987, Massachusetts Institute of Technology. (2009)

Kate A. Harmon, instructor (entrepreneurship, venture planning); undergraduate program manager, Lundquist Center for Entrepreneurship. BFA, BA, 1993, MFA, 1997, Ohio. (2015)

Ralph A. Heidl, associate professor (collaborative networks, innovation management). MS, 1994, MS, 2000, Pennsylvania State; PhD, 2010, Washington (Seattle). (2015)

Elizabeth Hjelm, senior instructor, Edwin E. and June Woldt Cone Professor of Marketing (benchmarking and best practice, financial process analysis and redesign). BA, 1980, Notre Dame; MMgmt, 1982, Northwestern. (2003)

Charles Kalnbach, senior instructor (generations in the workplace, Myers-Briggs type indicator). BA, 1991, Thomas Edison State; MS, 1995, Indiana, Bloomington; EdD, 2008, Nova Southeastern. (2003)

Lauren Lanahan, assistant professor (innovation, business policy, entrepreneurship). BA, 2006, Reed College; MA, 2013, PhD, 2015, North Carolina, Chapel Hill. (2015)

Nathan Lillegard, instructor (early-stage finance and operations, new venture development); 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); director, Center for Sustainable Business Practices. BA, 1997, San Francisco State; MBA, 2012, Presidio Graduate School. (2015)

Farhad Malekafzali, instructor. PhD, 1994, Wisconsin-Madison. (2012)

Mohan Nair, instructor. BS, 1980, MS, 1982, Oregon. (2015)

Andrew Joel Nelson, associate professor (commercialization of university research, diffusion networks and network analysis); Randall C. Papé Chair in Entrepreneurship and Innovation; academic director, Lundquist Center for Entrepreneurship; associate vice president, entrepreneurship and innovation. BA, 1998, Stanford; MSc, 2000, Oxford; PhD, 2007, Stanford. (2008)

Anne Parmigiani, Tykeson Professor (firm capabilities, interfirm relationships). BS, 1987, MBA, 1996, Pennsylvania State; PhD, 2003, Michigan, Ann Arbor. (2004)

David Preston, instructor. BA, 1977, Kalamazoo College; MBA, 1983, Chicago; PhD, 1997, Oregon. (2013)

Michael V. Russo, professor (corporate policy and strategy, environmental management); academic director, Center for Sustainable Business Practices. BS, 1979, Columbia; MS, 1980, Stanford; MBA, 1986, PhD, 1989, California, Berkeley. (1989)

Ronald Severson, senior instructor (cross-cultural negotiation, cultural studies). BA, 1979, Willamette; MA, 1987, Oregon; PhD, 1999, Utah. (1996)

Joshua Skov, instructor (life-cycle assessment, clean energy finance, carbon accounting). BA, 1992, Yale; MA, 1994, Washington (Seattle); MA, 1997, California, Berkeley. (2009)

William H. Starbuck, courtesy professor in residence (decision-making, organizational learning). AB, 1956, Harvard; MS, 1959, PhD, 1964, Carnegie Institute of Technology. (2005)

Tina Starr, senior instructor (business management, expatriates). BSc, 2000, Derby; MSc, 2001, PhD, 2006, Nottingham. (2011)

Jeffrey J. Stolle, senior instructor (ethics, critical thinking). BA, 1990, St. Thomas (Minnesota); MA, 1994, Vanderbilt; PhD, 2001, Oregon. (2007)

David T. Wagner, associate professor (mood and emotion, sleep and work); coordinator, doctoral program. BS, 2002, MAcc, 2004, Brigham Young; PhD, 2009, Michigan State. (2014)

Ed Warnock, instructor. BS, 1968, Arizona; MA, 1993, Antioch. (2011)

Nicole L. Wilson, instructor (personality, individual differences, self-regulation). BA, 1999, MS, 2001, Oregon; PhD, 2008, Washington (Seattle). (2015)

Peter A. Younkin, assistant professor. BA, 1999, Columbia; PhD, 2010, California, Berkeley. (2018)

Kate P. Zipay, assistant professor. BS, 2008, Florida State; MAcc, 2009, South Florida; PhD, 2018, Georgia. (2018)

Emeriti

Warren B. Brown, professor emeritus. BS, 1955, Colorado; MS, 1957, Stanford; MS, 1959, PhD, 1962, Carnegie-Mellon. (1967)

Alan Downing Meyer, professor emeritus. BA, 1968, MBA, 1970, Washington (Seattle); PhD, 1978, California, Berkeley. (2009)

Peter K. Mills, professor emeritus. BS, 1970, MBA, 1971, California State, Long Beach; PhD, 1978, Stockholm; PhD, 1980, California, Irvine. (1995)

Richard T. Mowday, professor emeritus. BS, 1970, San Jose; MS, 1972, PhD, 1975, California, Irvine. (1977)

Richard M. Steers, professor emeritus. BA, 1967, Whittier; MBA, 1968, Southern California; PhD, 1973, California, Irvine. (1975)

James R. Terborg, professor emeritus; James H. Warsaw Academic Director, James H. Warsaw Sports Marketing Center. 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.

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

Course	Title		Credits
First Year			
Fall			
BA 101	Introduction to Business		4
BA 199	Special Studies: [Topic]	Attend study abroad	1
MATH 111	College Algebra		4
TLC 199	Special Studies: [Topic] (Study Skills Workshop)		1
First term of first-year second-language sequence			5
Review the holistic requirements for admission to the major and establish a plan for developing these traits			
	Credits		**15**
Winter			
EC 201	Introduction to Economic Analysis: Microeconomics	Get involved in a club	4
Second term of first-year second-language sequence		Use Career Services	5
MATH 241	Calculus for Business and Social Science I		4
WR 121	College Composition I		4
Meet with a Lundquist Academic advisor to make a long-term plan			
	Credits		**17**
Spring			
EC 202	Introduction to Economic Analysis: Macroeconomics		4
Third term of first-year second-language sequence		Consider the job shadow program	5
MATH 242	Calculus for Business and Social Science II		4
WR 122 or WR 123	College Composition II or College Composition III	Attend the spring career fair	4
	Credits		**17**
	Total Credits		**49**

Course	Title		Credits	Milestones
Second Year				
Fall				
ACTG 211	Introduction to Accounting I		4	
MATH 243	Introduction to Methods of Probability and Statistics	Leadership role in club	4	
First term of second-year second-language sequence		Learn Duck Connect	4-5	
Social science course that also satisfies a multicultural requirement			4	
Meet an advisor regarding progress toward admission				
	Credits		**16-17**	
Winter				
ACTG 213	Introduction to Accounting II	Prepare major application	4	
Arts and letters course that also satisfies a multicultural requirement			4	
Second term of second-year second-language sequence		Complete a practice interview	4-5	
General education course in science			4	
See Lundquist Peer Educator about informational interviews				
	Credits		**16-17**	
Spring				
BA 240	Spreadsheet Analysis and Visualization		4	
General education courses in arts and letters			8	
Third term of second-year second-language sequence		Conduct informational interviews	4-5	
Apply for business administration major within the first week of the term you are completing business premajor requirements				
	Credits		**16-17**	
	Total Credits		**48-51**	

Course	Title		Credits	Milestones
Third Year				
Fall				
FIN 311	Economic Foundations of Competitive Analysis	Explore concentrations	4	

OBA 311	Business Analytics I		4
BA 308	Leadership and Communication		4
	Credits		**12**
Winter			
FIN 316	Financial Management	Attend career fairs	4
MKTG 311	Marketing Management		4
General education course in arts and letters			4
MGMT 311	Managing People in Organizations		4
	Credits		**16**
Spring			
OBA 335	Operations Management		4
Upper-division business elective courses			8
OBA 312	Business Analytics II		4
Meet with Lundquist advisor to revise long-term plan to meet academic goals and strategize how to strengthen weak areas for career goals			
	Credits		**16**
	Total Credits		**44**

Course	Title	Milestones	Credits
Fourth Year			
Fall			
BA 325	Business Law and Ethics		4
Upper-division business elective courses			8
Elective course			4
	Credits		**16**
Winter			
BA 453	Business Strategy and Planning	Apply for graduation	4
Upper-division business elective courses			8
	Credits		**12**
Spring			
Upper-division business elective courses		Register for commence	8
Elective course			4
	Credits		**12**
	Total Credits		**40**

Bachelor of Science in Business Administration

Course	Title	Milestones	Credits
First Year			
Fall			
BA 101	Introduction to Business		4
MATH 111	College Algebra		4
BA 199	Special Studies: [Topic]		1
Arts and letters course that also satisfies a multicultural requirement			4
General education course in social science			4
Review the holistic requirements for admission to the major and establish a plan for developing these traits			
	Credits		**17**
Winter			
EC 201	Introduction to Economic Analysis: Microeconomics	Use Career Services	4
MATH 241	Calculus for Business and Social Science I		4
WR 121	College Composition I		4
General education course in arts and letters			4
Meet a Lundquist Academic advisor to make a long-term plan			
	Credits		**16**
Spring			
EC 202	Introduction to Economic Analysis: Macroeconomics	Consider the job shadow program	4
MATH 242	Calculus for Business and Social Science II	Attend the spring career fair	4
WR 122 or WR 123	College Composition II or College Composition III		4
Arts and letters course that also satisfies a multicultural requirement		Access tutoring resources	4
	Credits		**16**
	Total Credits		**49**

Course	Title	Milestones	Credits
Second Year			
Fall			
ACTG 211	Introduction to Accounting I		4
MATH 243	Introduction to Methods of Probability and Statistics	Leadership role in a club	4
General education course in arts and letters with a global context		Learn Duck Connect	4
Course with global context subject matter			4
Meet an advisor regarding progress toward admission			
	Credits		**16**
Winter			
ACTG 213	Introduction to Accounting II	Prepare major application	4
Elective course			4
General education courses in science		Complete a practice interview	8
Meet Lundquist Peer Educator about informational interviews			
	Credits		**16**

Spring			
BA 240	Spreadsheet Analysis and Visualization	Conduct informatior interviews	4
Elective courses			8
General education course in science			4
Apply for business administration major within the first week of the term you are completing business premajor requirements			
Submit a Non-Business Breadth/Global Context proposal for approval			
	Credits		**16**
	Total Credits		**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
BA 308	Leadership and Communication		4
MGMT 311	Managing People in Organizations		4
OBA 312	Business Analytics II		4
	Credits		**12**
Winter			
FIN 316	Financial Management	Attend career fairs	4
MKTG 311	Marketing Management	Apply for internships	4
OBA 335	Operations Management		4
Elective course			4
	Credits		**16**
Spring			
FIN 311	Economic Foundations of Competitive Analysis	Utilize networking events	4
Upper-division business elective course			4
Elective course			4
OBA 311	Business Analytics I		4
	Credits		**16**
	Total Credits		**44**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Upper-division business elective courses			12
BA 325	Business Law and Ethics		4
	Credits		**16**
Winter			
BA 453	Business Strategy and Planning	Apply for graduation	4
Upper-division business elective course			4
Course with global context subject matter			4
	Credits		**12**

Spring			
Upper-division business elective courses		Register for commence	8
Elective course			4
	Credits		**12**
	Total Credits		**40**

Courses

MGMT 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable when the topic changes.

MGMT 225. Introduction to Entrepreneurship. 4 Credits.
Understanding of the historical and socio-economic context of entrepreneurship and how entrepreneurial ecosystems function and grow; fundamentals of entrepreneurship and business model development.

MGMT 250. Introduction to Sustainable Business. 4 Credits.
Examination of the challenges and opportunities that the sustainability imperative presents to business. Focus on discussion of specific cases and pertinent issues to promote learning.

MGMT 311. Managing People in Organizations. 4 Credits.
Students learn the theories, empirical evidence, and best practices for managing people at work. Students cannot receive credit for both MGMT 311 and MGMT 311H.
Prereq: MATH 241 and BA 308 or BA 308H.

MGMT 311H. Managing People in Organizations. 4 Credits.
Students learn the theories, empirical evidence, and best practices for managing people at work. Students cannot receive credit for both MGMT 311 and MGMT 311H. Sophomore standing required.
Prereq: MATH 241 and BA 308 or BA 308H.

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: BA 101.

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 when the topic changes. 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 or MGMT 311.

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 or MGMT 311.

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 or MGMT 311.

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 MGMT 311.

MGMT 422. Sustainable Business Strategy and Implementation. 4 Credits.
Focus on strategic choice and implementation of initiatives to promote sustainability in business organizations. Exposure to approaches for both established companies and new ventures.
Prereq: BA 101, MGMT 250 or MGMT 311.

MGMT 443. Life Cycle Assessment. 4 Credits.
Build foundations in technical sustainability analysis serving business strategy and operations. Learn tools and skills for firm- and product-level analysis.
Prereq: BA 101, MGMT 250.

MGMT 455. Implementing Entrepreneurial Strategies. 4 Credits.
Fundamentals of entrepreneurship are applied to solve actual problems for real companies. Students will gain a thorough understanding of project management processes (agile, lean six sigma, sprints, etc.) and learn how to effectively execute a project from inception to final deliverable.
Prereq: ACTG 340, MGMT 335, MKTG 445.

MGMT 503. Thesis. 1-16 Credits.
Repeatable.

MGMT 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable when the topic changes. Recent topics include Strategic Environmental Management, Technology and Innovation Management.

MGMT 543. Life Cycle Assessment. 4 Credits.
Build foundations in technical sustainability analysis serving business strategy and operations. Learn tools and skills for firm- and product-level analysis.

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 when the topic changes. 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 corporate strategy, 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 and delivery of services with minimized ecological impact.

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 (business strategy, international marketing). BA, 2007, California State; MS, 2012, PhD, 2014, Washington (Seattle). (2016)

Troy H. Campbell, assistant professor (marketing communications, consumer behavior, psychology). BA, 2009, California, Irvine; PhD, 2015, Duke. (2015)

John Clithero, assistant professor. BA, 2005, Pomona College; MA, 2007, PhD, 2011, Duke. (2018)

T. Bettina Cornwell, professor (advertising, corporate sponsorship), Judy and Hugh Oliphant Chair in Sports Business; academic director, James H. Warsaw Sports Marketing Center. BA, 1981, Florida State; MBA, 1983, PhD, 1988, Texas, Austin. (2010)

Kay Crider, instructor (business law, environmental law). BA, 1986, California, Santa Barbara; JD, 1989, Illinois Institute of Technology. (2010)

Yoav Dubinsky, instructor (sports marketing, place branding, public diplomacy). BA, 2006, MA, 2008, Tel Aviv; MA, 2011, Peloponnese; PhD, 2015, Tennessee. (2018)

Joshua A. Gordon, senior instructor (strategy, consensus building); director, minors program and undergraduate sports business; undergraduate program manager, James H. Warsaw Sports Marketing Center. BA, 1995, Massachusetts, Amherst; MA, 2005, Massachusetts, Boston; JD, 2008, Suffolk. (2013)

Conor M. Henderson, assistant professor (marketing strategy). BA, 2008, Gonzaga; MS, 2010, PhD, 2013, Washington (Seattle). (2013)

Noelle Nelson, assistant professor. BS, 2006, PhD, 2012, Minnesota, Twin Cities. (2008)

Linda L. Price, professor (brand management, consumer behavior); Philip H. Knight Chair. BA, 1974, MBA, 1976, Wyoming; PhD, 1983, Texas, Austin. (2016)

Roger B. Rutan, instructor (principles of marketing), MBA, 1971, Oregon. (2013)

Leah Schneider, senior instructor (marketing communications). BA, 2005, Brigham Young; PhD, 2017, York. (2015)

Frank Veltri, instructor (consumer behavior, sports marketing, economic impact). BA, 1978, Mayville State; MA, 1984, Minnesota State, Mankato; EdD, 1997, Northern Colorado; MBA, 2007, Colorado State. (2013)

Whitney R. Wagoner, senior instructor (sports marketing, corporate sponsorship, consumer promotions); program manager, Warsaw Sports Marketing Center. BS, 1996, Oregon; MBA, 2004, New York University. (2004)

Douglas L. Wilson, Peter and Molly Powell Distinguished Senior Instructor of Marketing (business plan development, marketing plan development). BS, 1978, Oregon State; MBA, 1990, Oregon. (1994)

Hong Yuan, associate professor (behavior economics, pricing); director, Business Research Institute; coordinator, doctoral program. BS, 1997, Fudan; MA, 2001, PhD, 2005, Michigan, Ann Arbor. (2013)

Jiao Zhang, associate professor (behavior decision theory, international marketing). BS, 1997, MS, 2000, Shanghai Jiao Tong; PhD, 2006, Chicago. (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)

Marian Friestad, professor emerita. BA, 1981, MA, 1984, PhD, 1989, Wisconsin, Madison. (1987)

Del I. Hawkins, professor emeritus. BBA, 1966, MBA, 1967, PhD, 1969, Texas. (1970)

Dennis Howard, professor emeritus. BS, 1966, Oregon; MS, 1968, Illinois; PhD, 1974, Oregon State. (1997)

Lynn R. Kahle, professor emeritus. BA, 1973, Concordia; MA, 1974, Pacific Lutheran; PhD, 1977, Nebraska. (1983)

Mark M. Phelps, senior instructor emeritus. BS, 1972, JD, 1975, MBA, 1980, Oregon. (1979)

Peter Wright, professor emeritus. BA, 1966, North Carolina State; MBA, 1968, Virginia; PhD, 1971, Pennsylvania State. (1997)

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

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

Course	Title	Credits	Milestones
First Year			
Fall			
BA 101	Introduction to Business	4	

BA 199	Special Studies: [Topic]	Attend study abroad and club fairs	1
MATH 111	College Algebra		4
TLC 199	Special Studies: [Topic] (Study Skills Workshop)		1
First term of first-year second-language sequence			5
Review the holistic requirements for admission to the major and establish a plan for developing these traits			
	Credits		**15**
Winter			
EC 201	Introduction to Economic Analysis: Microeconomics	Get involved in a club	4
Second term of first-year second-language sequence		Use Career Services	5
MATH 241	Calculus for Business and Social Science I		4
WR 121	College Composition I		4
Meet with a Lundquist Academic advisor to make a long-term plan			
	Credits		**17**
Spring			
EC 202	Introduction to Economic Analysis: Macroeconomics	Access tutoring resources	4
Third term of first-year second-language sequence		Consider the job shadow program	5
MATH 242	Calculus for Business and Social Science II		4
WR 122 or WR 123	College Composition II or College Composition III	Attend the spring career fair	4
	Credits		**17**
	Total Credits		**49**

Course	Title		Credits Milestones
Second Year			
Fall			
ACTG 211	Introduction to Accounting I		4
MATH 243	Introduction to Methods of Probability and Statistics	Leadership role in club	4
First term of second-year second-language sequence		Learn Duck Connect	4-5
Social science course that also satisfies a multicultural requirement			4
Meet an advisor regarding progress toward admission			
	Credits		**16-17**
Winter			
ACTG 213	Introduction to Accounting II	Prepare major application	4
Arts and letters course that also satisfies a multicultural requirement			4
Second term of second-year second-language sequence		Complete a practice interview	4-5
General education course in science			4
See Lundquist Peer Educator about informational interviews			
	Credits		**16-17**
Spring			
BA 240	Spreadsheet Analysis and Visualization		4
General education courses in arts and letters			8
Third term of second-year second-language sequence		Conduct informational interviews	4-5
Apply for business administration major within the first week of the term you are completing business premajor requirements			
	Credits		**16-17**
	Total Credits		**48-51**

Course	Title		Credits Milestones
Third Year			
Fall			
FIN 311	Economic Foundations of Competitive Analysis	Explore concentrations	4
OBA 311	Business Analytics I		4
BA 308	Leadership and Communication		4
	Credits		**12**
Winter			
FIN 316	Financial Management	Attend career fairs	4
MKTG 311	Marketing Management		4
General education course in arts and letters			4
MGMT 311	Managing People in Organizations		4
	Credits		**16**
Spring			
OBA 335	Operations Management		4
OBA 312	Business Analytics II		4
Upper-division business elective courses			8
Meet with Lundquist advisor to revise long-term plan to meet academic goals and strategize how to strengthen weak areas for career goals			
	Credits		**16**
	Total Credits		**44**

Course	Title	Credits Milestones
Fourth Year		
Fall		
Upper-division business elective courses		8

Elective course			4
BA 325	Business Law and Ethics		4
	Credits		**16**
Winter			
BA 453	Business Strategy and Planning	Apply for graduation	4
Upper-division business elective courses			8
	Credits		**12**
Spring			
Upper-division business elective courses		Register for commence	8
Elective course			4
	Credits		**12**
	Total Credits		**40**

Bachelor of Science in Business Administration

Course	Title		Credits Milestones
First Year			
Fall			
BA 101	Introduction to Business		4
MATH 111	College Algebra (Attend study abroad and club fairs in the first quarter)		4
BA 199	Special Studies: [Topic]		1
Arts and letters course that also satisfies a multicultural requirement			4
General education course in social science			4
Review the holistic requirements for admission to the major and establish a plan for developing these traits			
	Credits		**17**
Winter			
EC 201	Introduction to Economic Analysis: Microeconomics	Use Career Services	4
MATH 241	Calculus for Business and Social Science I		4
WR 121	College Composition I		4
General education course in arts and letters			4
Meet a Lundquist Academic advisor to make a long-term plan			
	Credits		**16**
Spring			
EC 202	Introduction to Economic Analysis: Macroeconomics	Consider the job shadow program	4
MATH 242	Calculus for Business and Social Science II	Attend the spring career fair	4
WR 122 or WR 123	College Composition II or College Composition III		4
Arts and letters course that also satisfies a multicultural requirement		Access tutoring resources	4
	Credits		**16**
	Total Credits		**49**

Course	Title		Credits Milestones
Second Year			
Fall			
ACTG 211	Introduction to Accounting I		4
MATH 243	Introduction to Methods of Probability and Statistics	Leadership role in a club	4
General education course in arts and letters with a global context		Learn Duck Connect	4
Course with global context subject matter			4
Meet an advisor regarding progress toward admission			
	Credits		**16**
Winter			
ACTG 213	Introduction to Accounting II	Prepare major application	4
Elective course			4
General education courses in science		Complete a practice interview	8
Meet Lundquist Peer Educator about informational interviews			
	Credits		**16**
Spring			
BA 240	Spreadsheet Analysis and Visualization	Conduct informatior interviews	4
Elective courses			8
General education course in science			4
Apply for business administration major within the first week of the term you are completing business premajor requirements			
Submit a Non-Business Breadth/Global Context proposal for approval			
	Credits		**16**
	Total Credits		**48**

Course	Title		Credits Milestones
Third Year			
Fall			
BA 308	Leadership and Communication		4
MGMT 311	Managing People in Organizations		4
OBA 312	Business Analytics II		4
	Credits		**12**
Winter			
FIN 316	Financial Management	Attend career fairs	4

MKTG 311	Marketing Management	Apply for internships	4
OBA 335	Operations Management		4
Elective course			4
	Credits		**16**
Spring			
FIN 311	Economic Foundations of Competitive Analysis	Utilize networking events	4
Upper-division business elective course			4
OBA 311	Business Analytics I		4
Elective course			4
	Credits		**16**
	Total Credits		**44**

Course	Title		Credits	Milestones
Fourth Year				
Fall				
BA 325	Business Law and Ethics		4	
Upper-division business elective courses			12	
	Credits		**16**	
Winter				
BA 453	Business Strategy and Planning	Apply for graduation	4	
Upper-division business elective course			4	
Course with global context subject matter			4	
	Credits		**12**	
Spring				
Upper-division business elective courses		Register for commence	8	
Elective course			4	
	Credits		**12**	
	Total Credits		**40**	

Marketing Courses

MKTG 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable when the topic changes.

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.
Prereq: BA 240, BA 308.

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 395. Marketing Analytics. 4 Credits.
Covers three pillars of analytics—descriptive, predictive, prescriptive—within the marketing context. Linear and logistic regression, clustering, customer choice, conjoint, natural language processing, and machine learning methods to drive marketing decisions.
Prereq: MKTG 311 or BA 317.

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 when the topic changes. 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 or BA 317, MGMT 335.

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 when the topic changes. 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 when the topic changes. 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.

Sports Business Courses

SBUS 199. Special Studies: [Topic]. 1-4 Credits.
Repeatable. Recent topics include Sports, Business, and Society.

SBUS 250. Sports Business and Society. 4 Credits.
This course provides an interdisciplinary treatment of the intersection of sports business and society. It reviews the broader sociology of sport and the critical role sport has played on issues of gender and race both domestically and globally.
Prereq: BA 101.

SBUS 250N. Sports Business and Society. 4 Credits.
This course provides an interdisciplinary treatment of the intersection of sports business and society. It reviews the broader sociology of sport and the critical role sport has played on issues of gender and race both domestically and globally.
Prereq: BA 101.

SBUS 255. The Business of the Olympic Games. 4 Credits.
An introduction to the contemporary global business model of the Olympic Games including finance economic impact, sales, sponsorship, media technology, government relations, sustainability regional impact, socio-political context, diversity inclusion.

SBUS 401. Research: [Topic]. 1-4 Credits.
Repeatable up to three times for a total of 16 credits.

SBUS 405. Readings and Conference: [Topic]. 1-4 Credits.
Repeatable up to three times for a total of 16 credits.

SBUS 406. Special Problems: [Topic]. 4 Credits.
Repeatable up to three times for a total of 16 credits.

SBUS 407. Seminar: [Topic]. 4 Credits.
Repeatable up to three times for a total of 16 credits.

SBUS 409. Practicum: [Topic]. 1-4 Credits.
Repeatable up to four times.

SBUS 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable up to three times for a total of 16 credits.
Prereq: MKTG 311/MKTG 311H or BA 317

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 Business. 4 Credits.
Core legal principles across the sports business spectrum to improve risk and strategic management capabilities, competitive advantage, and critical negotiations.
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 456. Sports Brand Management. 4 Credits.
An integrative course that supports skills development for success in managing sports-related businesses and brands. It utilizes critical thinking, creative imagining and professional writing in developing capabilities used in businesses aligned with or in sports.
Prereq: BA 101.

SBUS 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable up to three times for a total of 16 credits.

SBUS 601. Research: [Topic]. 1-4 Credits.
Repeatable up to three times for a total of 16 credits.

SBUS 605. Reading: [Topic]. 1-4 Credits.
Repeatable.

SBUS 607. Seminar: [Topic]. 1-4 Credits.
Repeatable up to five times.

SBUS 608. Special Topics: [Topic]. 1-4 Credits.
Repeatable up to three times for a total of 16 credits.

SBUS 609. Practicum: [Topic]. 1-9 Credits.
Repeatable up to three times for a total of 16 credits.

SBUS 610. Experimental Course: [Topic]. 3 Credits.
Repeatable. A recent topic is Sports Product Branding, Product Line Management.

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.

Operations and Business Analytics

Michael Pangburn, Department Head
Undergraduate Advising Office
203 Peterson Hall

The undergraduate curriculum in the Department of Operations and Business Analytics is designed for students who want to prepare for a career in statistics, production and operations management, information systems, or a management career with a strong emphasis in these areas.

The Department of Operations and Business Analytics offers an undergraduate concentration in information systems and operations management. These courses introduce the major concepts and techniques of analytic decision-making, information technology, supply-chain operations, and e-business. To support these topics, the department also offers courses in statistics.

Faculty

Eren B. Çil, associate professor (game theory, queueing theory); coordinator, doctoral program. BS, 2004, Middle Eastern Technical; MS, 2006, Koç; PhD, 2010, Northwestern. (2010)

Yue Fang, associate professor (financial econometrics, forecasting, time series analysis). BA, 1984, MA, 1987, Tsinghua; MS, 1994, PhD, 1996, Massachusetts Institute of Technology. (1996)

Erik Ford, instructor (information technology). BS, 2013, MBA, 2015, Oregon. (2015)

Xing Hu, assistant professor (revenue management, dynamic pricing). BS, 2006, Peking (Beijing); MPhil, 2008, PhD, 2012, New York. (2011)

Ming Jin, instructor. PhD, 2016, Utah. (2017)

Nagesh N. Murthy, Roger Engemann Professor in Business Administration (call center industry, health-care operations). BE, 1982, MMS, 1983, Birla Institute of Technology and Science; MS, 1988, MA, 1994, PhD, 1997, Ohio State. (2003)

Michael S. Pangburn, Ehrman V. Giustina Professor (retail operations). BS, 1990, Virginia Polytechnic Institute and State; MS, 1993, PhD, 1997, Rochester. (2002)

Pradeep Pendem, assistant professor. BE, 2006, Andhra; MTech, 2008, Indian Statistical Institute; MS, 2015, PhD, 2018, North Carolina, Chapel Hill. (2018)

Saeed Piri, assistant professor (business and data analytics, machine learning). BS, 2008, Amirkabir University of Technology; MS, 2011, Sharif University of Technology; PhD, 2017, Oklahoma State. (2018)

Zhixi Wan, associate professor (operations management, strategic sourcing and procurement). BS, 2003, Tsinghua; PhD, 2009, Michigan. (2014)

Wenbo Wu, assistant professor (statistical analysis, business analytics). BS, 2007, Texas, Austin; MS, 2010, Central Florida; PhD, 2015, Georgia. (2015)

Zhibin "Ben" Yang, associate professor (operations management, supply-chain risk management). BS, 1994, Southwest Jiaotong; MS, 2002, Arizona State; PhD, 2009, Michigan. (2009)

Fang Yin, senior instructor (business value of IT, electronic commerce). BA, 1992, Peking (Beijing); PhD, 2002, Texas, Austin. (2008)

Peng "John" Zhang, instructor. BS, 1999, Shenyang Medical College; MBA, 2008, Indiana Wesleyan; PhD, 2017, Florida International. (2017)

Yinchu Zhu, assistant professor (econometrics, dimension reduction, big data analysis). BA, 2009, Zhongnan University of Economics and Law; MS, 2011, Bocconi; MA, 2014, PhD, 2017, California, San Diego. (2017)

Emeriti

Sergio G. Koreisha, professor emeritus. BA, 1974, ME, 1975, California; DBA, 1980. Harvard. (1980)

James E. Reinmuth, professor emeritus. BA, 1963, Washington, Seattle; MS, 1965, PhD, 1969, Oregon State. (1967)

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.

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

Course	Title	Credits	Milestones
First Year			
Fall			
BA 101	Introduction to Business	4	
BA 199	Special Studies: [Topic]	1	
MATH 111	College Algebra	4	
TLC 199	Special Studies: [Topic] (Study Skills Workshop)	1	
First term of first-year second-language sequence		5	
Review the holistic requirements for admission to the major and establish a plan for developing these traits			
	Credits	**15**	
Winter			
EC 201	Introduction to Economic Analysis: Microeconomics	4	Get involved in a club
Second term of first-year second-language sequence		5	Use Career Services
MATH 241	Calculus for Business and Social Science I	4	
WR 121	College Composition I	4	
Meet with a Lundquist Academic advisor to make a long-term plan			
	Credits	**17**	
Spring			
EC 202	Introduction to Economic Analysis: Macroeconomics	4	Access tutoring resources
Third term of first-year second-language sequence		5	Consider the job shadow program
MATH 242	Calculus for Business and Social Science II	4	
WR 122 or WR 123	College Composition II or College Composition III	4	Attend the spring career fair
	Credits	**17**	
	Total Credits	**49**	

Course	Title	Credits	Milestones
Second Year			
Fall			
ACTG 211	Introduction to Accounting I	4	
MATH 243	Introduction to Methods of Probability and Statistics	4	Leadership role in club
First term of second-year second-language sequence		4-5	Learn Duck Connect
Social science course that also satisfies a multicultural requirement		4	
Meet an advisor regarding progress toward admission			
	Credits	**16-17**	
Winter			
ACTG 213	Introduction to Accounting II	4	Prepare major application
Arts and letters course that also satisfies a multicultural requirement		4	
Second term of second-year second-language sequence		4-5	Complete a practice interview
General education course in science		4	
See Lundquist Peer Educator about informational interviews			
	Credits	**16-17**	
Spring			
BA 240	Spreadsheet Analysis and Visualization	4	
General education courses in arts and letters		8	
Third term of second-year second-language sequence		4-5	Conduct informational interviews
Apply for business administration major within the first week of the term you are completing business premajor requirements			
	Credits	**16-17**	
	Total Credits	**48-51**	

Course	Title	Credits	Milestones
Third Year			
Fall			
OBA 311	Business Analytics I	4	
FIN 311	Economic Foundations of Competitive Analysis	4	Explore concentrati
BA 308	Leadership and Communication	4	
	Credits	**12**	
Winter			
FIN 316	Financial Management	4	Attend career fairs
MGMT 311	Managing People in Organizations	4	
MKTG 311	Marketing Management	4	
General education course in arts and letters		4	
	Credits	**16**	
Spring			
OBA 335	Operations Management	4	
OBA 312	Business Analytics II	4	
Upper-division business elective courses		8	
Meet with Lundquist advisor to revise long-term plan to meet academic goals and strategize how to strengthen weak areas for career goals			
	Credits	**16**	
	Total Credits	**44**	

Course	Title		Credits Milestones
Fourth Year			
Fall			
BA 325	Business Law and Ethics		4
Upper-division business elective courses			8
Elective course			4
	Credits		**16**
Winter			
BA 453	Business Strategy and Planning	Apply for graduation	4
Upper-division business elective courses			8
	Credits		**12**
Spring			
Upper-division business elective courses		Register for commence	8
Elective course			4
	Credits		**12**
	Total Credits		**40**

Bachelor of Science in Business Administration

Course	Title		Credits Milestones
First Year			
Fall			
BA 101	Introduction to Business		4
MATH 111	College Algebra		4
BA 199	Special Studies: [Topic]		1
Arts and letters course that also satisfies a multicultural requirement			4
General education course in social science			4
Review the holistic requirements for admission to the major and establish a plan for developing these traits			
	Credits		**17**
Winter			
EC 201	Introduction to Economic Analysis: Microeconomics	Use Career Services	4
MATH 241	Calculus for Business and Social Science I		4
WR 121	College Composition I		4
General education course in arts and letters			4
Meet a Lundquist Academic advisor to make a long-term plan			
	Credits		**16**
Spring			
EC 202	Introduction to Economic Analysis: Macroeconomics	Consider the job shadow program	4
MATH 242	Calculus for Business and Social Science II	Attend the spring career fair	4
WR 122 or WR 123	College Composition II or College Composition III		4
Arts and letters course that also satisfies a multicultural requirement		Access tutoring resources	4
	Credits		**16**
	Total Credits		**49**

Course	Title		Credits Milestones
Second Year			
Fall			
ACTG 211	Introduction to Accounting I		4
MATH 243	Introduction to Methods of Probability and Statistics	Leadership role in a club	4
General education course in arts and letters with a global context		Learn Duck Connect	4
Course with global context subject matter			4
Meet an advisor regarding progress toward admission			
	Credits		**16**
Winter			
ACTG 213	Introduction to Accounting II	Prepare major application	4
Elective course			4
General education courses in science		Complete a practice interview	8
Meet Lundquist Peer Educator about informational interviews			
	Credits		**16**
Spring			
BA 240	Spreadsheet Analysis and Visualization	Conduct informatior interviews	4
Elective courses			8
General education course in science			4
Apply for business administration major within the first week of the term you are completing business premajor requirements			
Submit a Non-Business Breadth/Global Context proposal for approval			
	Credits		**16**
	Total Credits		**48**

Course	Title		Credits Milestones
Third Year			
Fall			
BA 308	Leadership and Communication		4
MGMT 311	Managing People in Organizations		4
OBA 312	Business Analytics II		4
	Credits		**12**

Winter			
FIN 316	Financial Management	Attend career fairs	4
MKTG 311	Marketing Management	Apply for internships	4
OBA 335	Operations Management		4
Elective course			4
	Credits		**16**
Spring			
FIN 311	Economic Foundations of Competitive Analysis	Utilize networking events	4
OBA 311	Business Analytics I		4
Upper-division business elective course			4
Elective course			4
	Credits		**16**
	Total Credits		**44**

Course	Title	Milestones	Credits
Fourth Year			
Fall			
BA 325	Business Law and Ethics		4
Upper-division business elective courses			12
	Credits		**16**
Winter			
BA 453	Business Strategy and Planning	Apply for graduation	4
Upper-division business elective course			4
Course with global context subject matter			4
	Credits		**12**
Spring			
Upper-division business elective courses		Register for commence	8
Elective course			4
	Credits		**12**
	Total Credits		**40**

Courses

OBA 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable when the topic changes.

OBA 311. Business Analytics I. 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 311 and OBA 311H. Sophomore standing required.
Prereq: C- or better in BA 101, BA 240, EC 201, MATH 241, MATH 243.

OBA 311H. Business Analytics I. 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 311 and OBA 311H. Sophomore standing required.
Prereq: C- or better in BA 101, BA 240, EC 201, MATH 241, MATH 243. Open only to students in the LCB honors program.

OBA 312. Business Analytics II. 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 312 and OBA 312H. Sophomore standing required.
Prereq: C- or better in OBA 311 or equivalent.

OBA 312H. Business Analytics II. 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 312 and OBA 312H.
Prereq: OBA 311 or OBA 311H.

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. Sophomore standing required.
Prereq: C- or better in BA 101, BA 240, EC 201, MATH 241, MATH 243.

OBA 335H. 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. Sophomore standing required.
Prereq: BA 101, BA 240, EC 201, MATH 241, MATH 243. 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 when the topic changes. Recent topics include Service Operations, Business Analytics, Analyzing Big Data.
Prereq: OBA 311/OBA 311H/340/340H, and OBA 312/OBA 312H/330/330H, and OBA 335/OBA 335H

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 455. Data Driven Predictive Modeling. 4 Credits.
Introduction to basics of programming and fundamentals of predictive modeling.
Prereq: OBA 312 or MATH 345.

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 340/311 or 340/311H or CIT 382.

OBA 503. Thesis. 1-16 Credits.
Repeatable.

OBA 510. Experimental Course: [Topic]. 1-4 Credits.
Repeatable when the topic changes. Recent topics include Service Operations, Business Analytics, Analyzing Big Data.

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 when the topic changes.

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.

Accounting

The Lundquist College of Business offers BS and BA degrees in accounting. Accounting students embark on careers in an exciting and prestigious profession pursuing positions in public accounting firms, industry, and government. Accounting majors will complete a set of ten upper-division core courses and seven specific accounting courses.

Code	Title	Credits
Upper Division Core		
BA 308	Leadership and Communication	4
MKTG 311	Marketing Management	4
FIN 311	Economic Foundations of Competitive Analysis	4
FIN 316	Financial Management	4
MGMT 311	Managing People in Organizations	4
BA 325	Business Law and Ethics	4
OBA 311	Business Analytics I	4
OBA 312	Business Analytics II	4
OBA 335	Operations Management	4
BA 453	Business Strategy and Planning	4
Total Credits		**40**

Code	Title	Credits
Upper Division Accounting Courses		
ACTG 350–352	Intermediate Accounting I-III	12
ACTG 360	Cost Accounting	4
ACTG 440	Auditing	4
ACTG 450	Advanced Financial Accounting	4
ACTG 470	Federal Taxation	4
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 pursuing the certified public accountant (CPA) designation are required to take additional course work prior to sitting for the Certified Public Accountant Examination.

- This course work is provided through a one-year master's degree program. Contact the School of Accounting for details.

3 + 1 Accounting Pathway (Concurrent Degree Program)

The 3+1 Accounting Pathway is an accelerated program for accounting majors, an opportunity for qualified incoming freshman students interested in accounting to complete within four years the bachelor's degree in accounting concurrently with the master of accounting degree. Through an evaluation of college-ready credits (e.g., Advanced Placement and International Baccalaureate programs), high-achieving students are fast-tracked for admission to the Lundquist College of Business one full year before their contemporaries. Students in this program may complete their undergraduate degree in three years, with the fourth year used to complete the master of accounting program. Students must submit applications for admission to the 3+1 Accounting Pathway by October 31 of the fall trimester of their freshman year.

For more information, visit the website (https://business.uoregon.edu/master-accounting/). For application information, visit the admissions website (https://business.uoregon.edu/ug/majors/accounting/3-1/application-instructions/).

Business Administration

The Lundquist College of Business offers BS and BA degrees in business administration. All students who are successfully admitted to the major will complete a set of ten upper-division core courses and seven additional electives. Business administration majors can choose to pursue a general business degree or select to concentrate in one of five areas: entrepreneurship, finance, marketing, operations and business analytics, and sports business.

Business Premajor Courses

Premajor core business courses must be taken at the University of Oregon.

In addition, international students are required to take Academic English for International Students (AEIS) courses or produce English language proficiency test scores (575 on the TOEFL paper-based test, 89 on the TOEFL internet-based test, or 7.0 in the IELTS).

Code	Title	Credits
Core Courses [1]		
BA 101	Introduction to Business	4
ACTG 211	Introduction to Accounting I	4
ACTG 213	Introduction to Accounting II	4
EC 201	Introduction to Economic Analysis: Microeconomics	4
EC 202	Introduction to Economic Analysis: Macroeconomics	4
Additional Courses [2]		
BA 240	Managing Business Information	4
MATH 241	Calculus for Business and Social Science I	4
MATH 243	Introduction to Methods of Probability and Statistics	4
Select one of the following:		8
WR 121 & WR 122	College Composition I and College Composition II	
WR 121 & WR 123	College Composition I and College Composition III	
Total Credits		**40**

Business Administration Requirements

Code	Title	Credits
Seven business courses from at least three business departments [1]		
General-education requirements		54
Non-business breadth requirement courses [2]		24
Global context courses [3]		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.
2. Courses should be interrelated and coherent set consistent with 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.

Upper-Division Core

Code	Title	Credits
BA 308	Leadership and Communication	4
BA 325	Business Law and Ethics	4
BA 453	Business Strategy and Planning	4
FIN 311	Economic Foundations of Competitive Analysis	4
FIN 316	Financial Management	4
MGMT 311	Managing People in Organizations	4
MKTG 311	Marketing Management	4
OBA 311	Business Analytics I	4
OBA 312	Business Analytics II	4
OBA 335	Operations Management	4
Total Credits		**40**

Upper-division core courses typically are completed during junior year.

Entrepreneurship Concentration for Business Majors

The entrepreneurship concentration prepares students for careers in entrepreneurially 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.

Concentration: Entrepreneurship

Code	Title	Credits
MGMT 335	Launching New Ventures	4
ACTG 340	Accounting for Entrepreneurs	4
MKTG 445	Entrepreneurial Marketing	4
MGMT 455	Implementing Entrepreneurial Strategies	4
Total Credits		**16**

Finance Concentration for Business Majors

The finance concentration 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.

Concentration in Finance

Code	Title	Credits
FIN 380	Financial Markets and Investments	4
FIN 473	Financial Analysis and Valuation	4
Select two of the following:		
FIN 462	Derivative Markets and Financial Institutions	
FIN 463	International Finance	
FIN 464	Commercial Banking	

3 + 1 Finance Pathway (Concurrent Degree Program)

The 3 + 1 Finance Pathway is an opportunity for qualified incoming freshman students interested in finance to complete both a bachelor of arts degree and a master of science in finance degree in four years.

Through an evaluation of college-ready credits—e.g., the Advance Placement (AP) and International Baccalaureate programs—these high-achieving students are fast-tracked for admission to the Lundquist College of Business one full year before their contemporaries. Students in this program may complete their undergraduate degree (bachelor of arts in accounting, business administration, or economics) in three years, with the fourth year used to complete the master's degree.

For more information, visit the website (https://business.uoregon.edu/ug/concentrations/finance/3-1/).

Marketing Concentration for Business Majors

The marketing concentration provides preparation for careers in marketing management. Examples of such careers include advertising, 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 concentration's curriculum includes courses on marketing research and strategy, marketing communications, and consumer behavior.

Concentration: Marketing

Code	Title	Credits
MKTG 390	Marketing Research	4
MKTG 420	Marketing Communications	4
MKTG 435	Consumer Behavior	4
MKTG 490	Marketing Strategy	4

Operations and Business Analytics Concentration for Business Majors

The operations and business analytics concentration (formerly known as ISOM) is designed for students who want to prepare for a career in applied statistics, operations management, management information systems, or a management career with a strong emphasis in these areas. Students are introduced to the major concepts and techniques of analytic decision-making, information technology, supply-chain operations, and e-business.

Concentration: Operations and Business Analytics

Code	Title	Credits
Select four of the following:		
OBA 410	Experimental Course: [Topic]	1-4
OBA 444	Business Database Management Systems	4
OBA 466	Project and Operations Management Models	4
OBA 477	Supply-Chain Operations and Information	4
OBA 488	E-Business	4

Sports Business Concentration for Business Majors

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 curriculum in such areas as sponsorship, sports law, and communications while paying close attention to industry practices and trends. Students are prepared for careers in team marketing, sponsor relations, event marketing, and league operations.

Concentration: Sports Business

Code	Title	Credits
MKTG 390	Marketing Research	4
SBUS 450	Sports Marketing	4
Select two of the following:		
SBUS 455	Financing Sports Business	
SBUS 452	Sports Sponsorship	
SBUS 453	Law and Sports Business	

Minor in Business Administration

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, accounting, and general social science with a concentration in applied economics, business, and society. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

Students may 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 Office of Undergraduate Advising.

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.

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, accounting, and general social science with a concentration in applied economics, business, and society. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

Students may 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 Office of Undergraduate Advising.

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.

Code	Title	Credits
BA 101	Introduction to Business [1]	4
BA 215	Accounting: Language of Business Decisions [2]	4
BA 315	Economy, Industry, and Competitive Analysis	4
BA 316	Management: Creating Value through People	4
BA 317	Marketing: Creating Value for Customers	4
BA 318	Finance: Creating Value through Capital [3]	4
or FIN 316	Financial Management	

1 Must be taken before the other required minor courses.

2 Must be taken before Finance: Creating Value through Capital (BA 318)

3 Financial Management (FIN 316) may be substituted by economics majors who have maintained a 3.00 GPA

Minor in Entrepreneurship

The minor in entrepreneurship is intended for nonbusiness students who want to learn about innovation processes and the managerial and leadership skills required to create a new venture. The entrepreneurship minor gives students the opportunity to envision, develop, test, and build a for-profit or nonprofit venture working within an interdisciplinary framework of exploration and self-discovery.

The minor in entrepreneurship is open to students from all majors except business administration, accounting, and general social science with a concentration in applied economics, business, and society. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

Students may declare a minor in entrepreneurship online at the college's website (https://business.uoregon.edu/ug/minors/entrepreneurship/), where a checklist of requirements can be found. Advising assistance is available in the Office of Undergraduate Advising.

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.

Minor in Entrepreneurship

Code	Title	Credits
Required Courses:		16
BA 101	Introduction to Business	
MGMT 335	Launching New Ventures	
MKTG 445	Entrepreneurial Marketing	
or MGMT 41	Experimental Course: [Topic]	
ACTG 340	Accounting for Entrepreneurs	
Choose Two Elective Courses: [8]		
ENVS 455	Sustainability	
ARCH 201	Introduction to Architecture	
ARCH 202	Design Skills	
ARCH 222	Introduction to Architectural Computer Graphics	
ART 101	Understanding Contemporary Art	
ART 111	The Artist Experience	
ART 115	Surface, Space, and Time	
ARTD 250	Print Media Digital Arts	
ARTD 251	Time-Based Digital Arts	
ARTD 252	Interactive Digital Arts	
BA 199	Special Studies: [Topic]	
BA 215	Accounting: Language of Business Decisions	
BA 317	Marketing: Creating Value for Customers	
CIS 111	Introduction to Web Programming	
CIS 115	Multimedia Web Programming	

CIS 122	Introduction to Programming and Problem Solving
CIS 210	Computer Science I
CIS 211	Computer Science II
CIS 422	Software Methodology I
EC 101	Contemporary Economic Issues
EC 201	Introduction to Economic Analysis: Microeconomics
EC 202	Introduction to Economic Analysis: Macroeconomics
EC 333	Resource and Environmental Economic Issues
EC 360	Issues in Industrial Organization
EC 380	International Economic Issues
ENVS 335	Allocating Scarce Environmental Resources
ENVS 345	Environmental Ethics
ENVS 350	Ecological Footprint of Energy Generation
ENVS 435	Environmental Justice
ENVS 467	Sustainable Agriculture
J 410	Experimental Course: [Topic]
LA 199	Special Studies: [Topic]
LA 390	Urban Farm
LA 410	Experimental Course: [Topic]
MGMT 410	Experimental Course: [Topic]
MGMT 225	Introduction to Entrepreneurship
MGMT 455	Implementing Entrepreneurial Strategies
MKTG 445	Entrepreneurial Marketing
MUS 346	Music, Money, and the Law
MUS 476	Digital Audio Workstation Tech I
MUS 480	Audio Recording Techniques I
MUS 481	Audio Recording Techniques II
PD 101	Introduction to Product Design
PD 370	Design Process
PD 485	Senior Studio III
PHYS 155	Physics behind the Internet
PHYS 161	Physics of Energy and Environment
PHYS 162	Solar and Other Renewable Energies
PPPM 280	Introduction to the Nonprofit Sector
PPPM 425	Project Management
PPPM 487	Impact Philanthropy
PSY 202	Mind and Society
PSY 301	Scientific Thinking in Psychology
PSY 305	Cognition
PSY 306	Social Psychology
PSY 366	Culture and Mental Health
PSY 457	Group Dynamics

[1] It is possible to earn more than one minor within the Lundquist College of Business. However, for students earning more than one business-related minor, no more than three courses can be used to satisfy multiple business minors. Please see an advisor for more details.

Minor in Sports Business

The sports business minor develops skills in teamwork, writing, and oral communications with an emphasis on providing core business competencies to those pursuing sports industry–related careers. The minor is intended to provide baseline business skills and knowledge to students who are not intending to pursue a sports business career per se, but rather are pursuing sports-related professional paths in which business acumen is a supporting skill (e.g., sports journalist, sports psychologist, sportswear designer). The minor in sports business is open to students from all majors except business administration, accounting, and general social science with a concentration in applied economics, business, and society. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

Students may declare a minor in sports business online at the college's website (https://business.uoregon.edu/ug/minors/sports-business/), where a checklist of requirements can be found. Advising assistance is available in the Office of Undergraduate Advising.

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.

Sports Business Minor

The sports business minor develops skills in teamwork, writing, and oral communications with an emphasis on providing core business competencies to those pursuing sports industry–related careers. The minor is intended to provide baseline business skills and knowledge to students who are not intending to pursue a sports business career per se, but rather are pursuing sports-related professional paths in which business acumen is a supporting skill (e.g., sports journalist, sports psychologist, sportswear designer). The minor in sports business is open to students from all majors except business administration, accounting, and general social science with a concentration in applied economics, business, and society. Completing the minor requires 24 credits of course work, which can be completed in one academic year.

Students may declare a minor in sports business online at the college's website (https://business.uoregon.edu/ug/minors/sports-business/), where a checklist of requirements can be found. Advising assistance is available in the Office of Undergraduate Advising.

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.

Code	Title	Credits
BA 101	Introduction to Business [1]	4
BA 316	Management: Creating Value through People	4
BA 317	Marketing: Creating Value for Customers	4

Two sports business (SBUS) courses approved by an advisor.	8
One elective course from an approved list.	4

[1] Must be taken before the other required minor courses.

Minor in Sustainable Business

The sustainable business minor teaches students how to use the power of business for good, finding better ways to make the world better for everyone.

The sustainable business minor consists of three business administration courses, two courses from specialized clusters, and one elective (total of 24 credit hours).

Code	Title	Credits
BA 101	Introduction to Business	4
MGMT 250	Introduction to Sustainable Business	4
MGMT 422	Sustainable Business Strategy and Implementation	4
Choose one of the following courses:		4
BA 215	Accounting: Language of Business Decisions	
BA 315	Economy, Industry, and Competitive Analysis	
BA 316	Management: Creating Value through People	
BA 317	Marketing: Creating Value for Customers	
BA 318	Finance: Creating Value through Capital	
MGMT 443	Life Cycle Assessment	
MKTG 410	Experimental Course: [Topic]	
Choose two of the following courses:		8
ARCH 431	Community Design	
CH 113	The Chemistry of Sustainability	
CH 114	Green Product Design	
CRES 101	Introduction to Conflict Resolution	
EC 330	Urban and Regional Economic Problems	
EC 333	Resource and Environmental Economic Issues	
EC 434	Environmental Economics	
EC 435	Natural Resource Economics	
EC 462	Economics of Transportation	
EC 491	Issues in Economic Growth and Development	
EDLD 311	Equity Leadership and Social Change	
ENG 230	Introduction to Environmental Literature	
ENVS 202	Introduction to Environmental Studies: Natural Sciences	
ENVS 203	Introduction to Environmental Studies: Humanities	
ENVS 435	Environmental Justice	
ENVS 455	Sustainability	
ENVS 467	Sustainable Agriculture	
GEOG 361	Global Environmental Change	
GEOG 448	Tourism and Development	
GEOG 465	Environment and Development	
GEOG 481	GIScience I	
HIST 273	Introduction to Global Environmental History	
HIST 378	American Environmental History to 1890	
HIST 379	American Environmental History, 1890-Present	
J 410	Experimental Course: [Topic]	
LA 199	Special Studies: [Topic]	
LA 410	Experimental Course: [Topic]	
LA 459	Landscape Technology Topics	
MGMT 410	Experimental Course: [Topic]	
PHYS 161	Physics of Energy and Environment	
PHYS 162	Solar and Other Renewable Energies	
PPPM 325	Community Leadership and Change	
PPPM 327	Global Leadership and Change	
PPPM 442	Sustainable Urban Development	
PPPM 445	Green Cities	
PS 477	International Environmental Politics	
Total Credits		**24**

Global Business Certificate

Our global certificates give students from all majors the preparation needed to accept a job internationally and appreciate the different cultural values, economies, and communication styles of our vast and varied business world. The Certificate in Global Business is for those who want to be prepared to accept a job internationally and appreciate the different cultural values, economies, and communication styles of our vast and varied business world and is open to students in all University of Oregon majors. Upon successful completion of an approved plan, students will receive their certificate in addition to their diploma. Applications can be submitted to an academic advisor.

To receive a Certificate in Global Business, students must complete a total of 36 credits (must include 24 upper division credits) with 12 credits at the 400 level. Of the 12 400-level credits, 8 are included in the international business core. The remaining 4 credits must be planned as part of the area studies.

Code	Title	Credits
International Business Core:		
BA 101	Introduction to Business	4
BA 252	Global Perspectives in Business	4
MGMT 420	Managing in a Global Economy	4
MKTG 470	International Marketing	4
Area Study/Global Systems/Cross Cultural Competencies [1]		**20**
Total Credits		**36**

[1] Area study requirements consist of 20 credits of coursework that relate to an international theme with at least 4 credits at the 400 level. This must be approved by an advisor in the Lundquist College of Business. Area studies coursework must include at least two department prefixes. Usually this theme will be geographically-based, focusing on a region such as Latin America, North Africa, or Europe. Other themes that are not geographic may be submitted for approval; for example global systems, cross cultural competencies, and macro level international forces (such as globalization). Four credits of second year second language can be used toward this requirement. Literature or cultural studies courses taught in a second language may be applied to the area studies. Only 4 credits of business course work can be used in this category and must be pre-approved.

Oregon MBA

302 Peterson Hall
Lillis Business Complex
541-346-3306
541-346-0073 fax

The Charles H. 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 five tracks: advanced strategy and leadership, 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, marketing, and operations and business analytics, students choose one of these curricular tracks when applying to the program.

Four of the tracks of the MBA curriculum are aligned with the college's centers—the Lundquist Center for Entrepreneurship, the Cameron Center for Finance and Securities Analysis, 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.

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-sixth 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 the website (https://business.uoregon.edu/executive-mba/) for more information and admission requirements.

Accelerated Program

The accelerated master's degree program is intensive, allowing outstanding undergraduate majors in business, economics, or students of the science, technology, engineering, and mathematics (STEM) curriculum from an accredited institution to earn an MBA degree in nine or 15 months by taking 15 courses (a minimum of 45 credits) in three or four terms. Applicants should have a strong overall academic record and significant full-time work experience. Students choose one of the five tracks listed above. See the website (https://business.uoregon.edu/mba/degree-programs/accelerated/) for more information.

Program Requirements

- Oregon MBA application (https://business.uoregon.edu/mba/admissions/) (statement of purpose, two professional recommendations, résumé)
- University of Oregon Graduate School application
- GMAT or GRE scores
- Transcripts
- Proof of English language proficiency (TOEFL, IELTS, PTE scores) for applicants whose native language in not English

Executive MBA

109 NW Naito Parkway
Portland, Oregon 97209
503-412-3777
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. For more information, visit the website (https://business.uoregon.edu/executive-mba/). For admission criteria and deadlines, visit the admissions website (https://business.uoregon.edu/mba/admissions/).

Sports Product Management

109 NW Naito Parkway
Portland, Oregon 97209
503-412-3777
uospm@uoregon.edu

The degree program leading to a master of science in sports product management is designed for experienced professionals looking to advance their careers by learning about the design and manufacture of sports-related products. Students learn from leading industry professionals in the sports and outdoor product industry, while instructors and guest speakers bring a wealth of real-world experience to the classroom. A 50-member advisory board of senior industry executives continually shape the content and direction of the program to align with industry needs. The curriculum is available online or full-time. For more information, visit the website (https://business.uoregon.edu/spm/masters/). For admission criteria and deadlines, visit the admissions website (https://business.uoregon.edu/spm/apply/).

Master of Science in Finance

302G Peterson Hall
Lillis Business Complex
541-346-8925
msfinfo@uoregon.edu

The master of science in finance is a 12-month degree 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. Applications are evaluated holistically; this includes the essay, recommendations, and list of experience—not merely test scores and grades.

The following accomplishments fit the profile for a typical master of finance student:

- GMAT score of 620, GRE score of 310 (not the minimum requirements)
- grade point average of 3.20 on a four-point scale (not the minimum requirement)
- a four-year undergraduate degree

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.

Master of Science in Finance

The MSF curriculum totals a minimum of 45 credits, allowing students to complete the degree in 12 months (four quarters).

The program consists of six required courses - including a capstone practicum and a quarterly seminar - along with 13 available electives. Emphasis is on valuation and asset management. The required core courses have no pre-requisites for MSF students. The program will coordinate with industry partners to design such real-world projects as security analysis, portfolio allocation, risk management, and valuation of corporate investment projects or startups.

Code	Title	Credits
Core Courses		
ACTG 612	Financial Accounting	3
FIN 607	Seminar: [Topic]	1-5
FIN 609	Practicum: [Topic]	1-9
FIN 612	Fundamentals of Finance	3
FIN 615	Quantitative Methods for Finance	3
FIN 683	Concepts of Investments	3
Electives		
ACTG 625	Financial Reporting	
ACTG 631	Financial Statement Analysis and Valuation	
FIN 562	Derivative Markets and Financial Institutions	
FIN 564	Commercial Banking	
FIN 608	Special Topics: [Topic]	
FIN 609	Practicum: [Topic]	
FIN 610	Experimental Course: [Topic]	
FIN 671	Corporate Finance and Valuation	
FIN 675	Fixed Income Securities	
FIN 673	Advanced Topics in Corporate Finance	
FIN 685	Alternative Investments	
FIN 687	Hedge Funds	
Minimum Total Credits:		**45**

Master of Accounting

Robin P. Clement, Director
308A Peterson Hall
541-346-3295

The master of accounting 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. Five core accounting courses, two accounting electives, five general business or other graduate electives, and two one-credit seminars titled Developing the Business Professional are required. A four-day orientation in September is also required, and an optional half-day mini-orientation in June is optional.

Master of Accounting Course Requirements

Code	Title	Credits
Accounting courses		30
Five electives outside accounting [1]		15
Total Credits		**45**

[1] The plan of study for the electives outside of accounting is determined by the student and the program director.

PhD Program

Lundquist College of Business
PhD Program
1208 University of Oregon
Eugene, OR 97403-1208
398C Anstett

541-346-3251
phdinfo@uoregon.edu

The PhD program in business at the University of Oregon develops scholars who will take their places at leading colleges and universities throughout the world. Students must demonstrate the ability to create knowledge through original research in their areas of specialization.

Linda Krull, Director
393D Anstett Hall
541-346-3252

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

Code	Title	Credits
Nine doctoral courses [1]		
Five or more graduate-level statistics courses [2]		
Three graduate-level economics, mathematics, or behavioral science courses [3]		

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.

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

Code	Title	Credits
Nine doctoral courses [1]		
Five or more graduate-level statistics courses [2]		

Three graduate-level economics, mathematics, or behavioral science courses [3]	

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.

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Youchang Wu, Program Coordinator
385 Lillis Hall
541-346-3622

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 Charles H. Lundquist College of Business.

The doctoral program requires four to five years of work while in residence on the Eugene campus.

For more information, visit the website (https://business.uoregon.edu/phd/concentrations/finance/).

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

Code	Title	Credits
Nine doctoral courses [1]		
Five or more graduate-level statistics courses [2]		
Three graduate-level economics, mathematics, or behavioral science courses [3]		

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.

Chris Liu, Program Coordinator
473 Lillis Hall
541-346-3413

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.

For more information, visit the website (https://business.uoregon.edu/phd/).

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

Code	Title	Credits
Nine doctoral courses [1]		
Five or more graduate-level statistics courses [2]		
Three graduate-level economics, mathematics, or behavioral science courses [3]		

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.

Hong Yuan, Program Coordinator
477 Lillis
541-346-3196

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.

For more information, visit the website (https://business.uoregon.edu/phd/concentrations/marketing/).

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

Code	Title	Credits
Nine doctoral courses [1]		
Five or more graduate-level statistics courses [2]		
Three graduate-level economics, mathematics, or behavioral science courses [3]		

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.

Michael Pangburn, Program Coordinator
483 Lillis
541-346-8252

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.

For more information, visit the website (https://business.uoregon.edu/phd/concentrations/operations-management/).

PhD Degree Requirements

Code	Title	Credits
Core Courses [1]		
Three econometrics and advanced statistics-probability courses		
Four optimization method courses		
Three foundations of economic analysis courses		
Two advanced mathematical tool courses		
Supporting Courses		
Four courses from among accounting, finance, marketing, statistics, operations management, microeconomics, and linear algebra [2]		

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 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.

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.

College of Design

Adrian Parr, Dean
541-346-3631
198 Lawrence Hall

A unique academic ecosystem, the College of Design includes not only creative practitioners—artists, architects, and designers—but also social scientists, humanities scholars, engineers, economists, biologists, planners, and policy makers. Using diverse methods, we are asking critical questions and tackling complex problems. The college (founded in 1914 and formerly known as the School of Architecture and Allied Arts) has degree programs in both Eugene and Portland.

The College of Design comprises 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 and technology; history of art and architecture; interior architecture; landscape architecture; planning, public policy and management; and product design. In addition, the college offers minors in most of those areas.

Graduate degree programs offered include architecture, art, art history, community and regional planning, historic preservation, interior architecture, landscape architecture, nonprofit management, public administration, public affairs, and sports product design. Several graduate certificate programs are also available including arts management, museum studies, and nonprofit management. Visit the College of Design website (https://design.uoregon.edu) for the latest information.

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, lighting, mass timber, and design are led by faculty members in partnership with area professionals, governmental leaders, and nonprofit agencies.

Admission

Admission to a major or a minor, degree requirements, and course offerings are described in the department sections of the College of Design website (https://design.uoregon.edu). First-year students 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 in the College of Design provides comprehensive academic advising and robust help with identifying career goals, finding internships, and setting job-search strategies. Career advising services also encompass job counseling, professional mentoring, group presentations, workshops, job fairs, and several career symposiums.

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 along with special studio shops. 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, fabrication laboratories, workshops, galleries, the Design Library, and the Urban Farm.

Research, Scholarship, and Creative Work

Faculty members in the architecture, 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.

The College of Design faculty participates in many of the university's interdisciplinary research centers, institutes, and initiatives including the Center for Art Research, Center for Latino and Latin American Studies, Fuller Center for Productive Landscapes, Institute for Health in the Built Environment, Institute for Policy Research and Engagement, Pacific Northwest Just Futures Institute for Racial and Climate Justice, Sustainable Cities Initiative, and Urbanism Next, among others.

Premajors and Nonmajors

Many courses are open to majors outside of the College of Design or to students who are exploring their major options. 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 art and technology studio offerings as nonmajors, provided the appropriate course prerequisites have been completed. Courses are subject to change but may include the following:

College of Design

Code	Title	Credits
DSGN 321	Inclusive Urbanism	4

Department of Architecture

Code	Title	Credits
ARCH 201	Introduction to Architecture	4

Department of Art

Code	Title	Credits
ART 101	Understanding Contemporary Art	4
ART 111	The Artist Experience	4

ART 115	Surface, Space, and Time	4
ART 233	Drawing I	4

Department of the History of Art and Architecture

Code	Title	Credits
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	Ancient Greek Art & Architecture	4
ARH 323	Roman Art & Architecture	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 488/588	Japanese Prints	4

Interior Architecture

Code	Title	Credits
IARC 204	Understanding Contemporary Interiors	4

Department of Landscape Architecture

Code	Title	Credits
LA 260	Understanding Landscapes	4

School of Planning, Public Policy and Management

Code	Title	Credits
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

Code	Title	Credits
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 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

DSGN 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

DSGN 508. Workshop: [Topic]. 1-21 Credits.
Repeatable when topics change.

DSGN 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

DSGN 604. Internship: [Topic]. 1-12 Credits.
Repeatable.

DSGN 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

DSGN 606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

DSGN 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

DSGN 609. Practicum: [Topic]. 1-5 Credits.
Repeatable when topics change.

Architecture

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Eugene, Oregon 97403-1206

Portland Architecture Programs
70 NW Couch St.
Portland, Oregon 97209
503-412-3718

The Study of Architecture

Architectural Education

Students of architecture learn how to make physical changes to their surroundings that enhance the quality of the built environment and their community's 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. In the context of rapid urbanization,

climate change, transforming economies, emerging technologies, growing inequalities, and other challenges, the potential impact and value of architectural design has never been greater.

Because interdisciplinary collaboration is key to the practice of architecture, the Department of Architecture shares classes and facilities with the Interior Architecture Program and the Department of Landscape Architecture in Eugene and the Historic Preservation Program in Portland, all units within the College of Design's School of Architecture and Environment.

A central part of education in the field of architecture is the design studio, where students learn by doing—hands-on application of knowledge and skills toward the design of buildings. This type of learning is demanding, and students are expected to stay motivated and 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.

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. 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 these programs is 2021.

The post-professional 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.

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 online curriculum guides, which include sample course sequences. Grading policies, an explanation of how students’ progress is monitored through the program, and other advising information is available through the online Student Handbook. Academic advising is offered through the College of Design's Student Services and the School of Architecture and Environment’s professional advisor. Students are encouraged to consult their 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:

Code	Title	Credits
ARCH 485/585	Advanced Architectural Design I	8
ARCH 486/586	Advanced Architectural Design II	8
Design: two additional terms of architectural design		12
Architecture subjects		30
Upper-division, writing-intensive, general electives that delve into the literature of academic subjects outside the subject areas of architecture and interior architecture (undergraduates only)		16

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 the College of Design 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 (https://blogs.uoregon.edu/designtech/) 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 Global Education Oregon.

Portland, Oregon

The department maintains an extension of its NAAB-accredited professional and post-professional 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. More information is available through the department's offices in Portland or Eugene and the department website.

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 historic center of the city. Students experience the layers of history and vibrant design culture through the art, architecture and urban design 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 walking distance of the facility. 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 that examine historic and contemporary regional architecture. This curriculum is designed for advanced architecture, interior architecture, and landscape architecture majors.

Barcelona, Spain

This summer urban design program in the Catalan city of Barcelona offers students insight into the measurement and design of urban relationships. Students use sensors and mapping to understand cities from the scale of human experience, integrating existing and newly acquired data sets to inform design insights. These methods are supported by interaction with local experts in planning, urban ecology, architecture, robotic engineering, transit, and landscape architecture. Cultural context is provided through trips to Granada to study different neighborhoods and the Alhambra. In Barcelona, students live, work, and research in the city's newly planned three-by-three-block, pedestrian-friendly *Superilles*, designed to create a refuge from air pollution, traffic congestion, and sound pollution.

Stuttgart, Germany

A small number of Oregon students change places for a semester with students in the architecture programs at the University of Stuttgart, one of the strongest technical universities in 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, except for specific international programs.

Tokyo, Japan

Students may spend an exchange semester studying architecture in Tokyo, Japan, at Meiji University, one of the most prominent private institutions in Japan. Graduate students enroll in English-taught courses in the International Program in Architecture and Urban Design. Undergraduate students enroll in courses taught in Japanese. Several classes of Meiji architecture students have visited the University of Oregon for short-term collaborations.

Danish International Studies Program

Architecture and interior architecture students travel to Copenhagen to participate in programs focused on architecture and urban design or furniture design. Summer, fall, and academic-year options are offered. Credits are automatically transferred and financial aid is available. Instruction is in English.

Hong Kong, China

Students may participate in a semester-long exchange program at the University of Hong Kong, where English instruction makes Asia accessible. Students study the challenges of an ultradense metropolis and experience futuristic skyscrapers and public transit.

National University of Singapore

With its Malay, Chinese, Indian, and Western cultural influences, Singapore provides a wealth of architectural diversity. Architectural styles range from traditional Chinese temples to ultramodern buildings. This exchange program allows you to take courses (taught in English) in design and other fields at one of the top universities in the Asia-Pacific Region.

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. 894) in the **Supplementary Academic Programming** section of this catalog for more information.

Faculty

Kyu-Ho Ahn, associate professor (interior architecture). BFA, 1992, Hong-Ik; MFA, Iowa State. NCIDQ certificate. (2008)

Juli Brode, senior instructor.

G. Z. Brown, professor (design, environmental control systems, effect of energy and material conservation on architectural form). BA, 1964, MA, 1966, Michigan State; MBA, 1971, Akron; MArch, 1974, Yale; reg. architect, Oregon; fellow, American Institute of Architects. (1977)

Virginia Cartwright, associate professor (design, Finnish architecture, lighting). AB, 1975, California, Berkeley; MArch, 1981, Oregon. (1986)

Nancy Yen-Wen Cheng, associate professor (design, digital media). BA, 1983, Yale; MArch, 1990, Harvard; reg. architect, Massachusetts (inactive); NCARB certificate. (1996)

Donald B. Corner, professor (design, construction systems, housing production). BA, 1970, Dartmouth College; 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)

Mark Donofrio, associate professor (design, structures, interdisciplinary design). BA, 2004, Illinois, Chicago; MArch, 2006, Illinois, Urbana-Champaign; reg. architect, Illinois. (2010)

Stephen F. Duff, associate professor (design; structures, construction, and design-build; naval architecture). BA, 1985, Washington (Seattle); MArch, 1988, MS, 1993, California, Berkeley. (1994)

Ihab Elzeyadi, professor (design, environmental control systems). BArch, 1988, Graduate Diploma in Architectural Engineering, 1990, Ain Shams University; MS, 1996, Pennsylvania State; PhD, 2001, Wisconsin, Milwaukee; reg. architect, reg. engineer, Egypt. (2001)

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)

Gerald Gast, associate professor (urban and architectural design, urban studies). BArch, 1967, MArch, 1969, Illinois; reg. architect, California. (1994)

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)

Esther Hagenlocher, associate professor (architecture, interior architecture). Certificate of Profession—Cabinet Maker, 1987, Technical College, Stuttgart; DiplIng, 1994, State Academy of Art and Design, Stuttgart; MArch, 1998, University College, London; reg. architect, Germany (inactive). (2004)

Peter A. Keyes, associate professor (design, housing research and building technology, community design). AB, 1978, Harvard; MArch, 1983, Columbia; reg. architect, New York (inactive). (1990)

Solmaz Mohammadzadeh Kive, assistant professor (interior, history and theory). MArch, 2005, Shahid Beheshti; MArch, 2010, McGill; reg. architect, Tehran. (2017)

Alison G. Kwok, professor (design, environmental control systems). BA, 1977, Knox; MEd, 1980, Hawaii; MArch, 1990, PhD, 1997, California, Berkeley; reg. architect, California, Oregon; NCARB certificate; certified passive house consultant. (1998)

Nico Larco, professor (design, urban design, suburban development). BA, BArch, 1996, Cornell; MArch, MCUP, 2001, California, Berkeley; reg. architect, Massachusetts, NCARB certificate. (2005)

Erin Moore, associate professor (design, technology, media). BA, 1996, Smith; MArch, 2003, California, Berkeley; reg. architect, Arizona; NCARB certificate. (2008)

Brook Muller, associate professor (design theory, environmentally responsive architecture); associate dean for academic affairs. BA, 1987, Brown; MArch, 1992, Oregon. (2004)

Hans Joachim Neis, associate professor (urban and architectural design and theory). DiplIng, Darmstadt, 1976; MArch, 1979, MCP, 1980, PhD, 1989, California, Berkeley; reg. architect, urban designer, Germany. (2000)

Kevin Nute, professor (design history and theory, time-sensitive buildings). BA, 1981, BArch, 1985, Nottingham; PhD, 1993, Cambridge. (2000)

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)

Siobhan Rockcastle, assistant professor (design, lighting, environmental psychology); director, Baker Lighting Laboratory. BArch, 2008, Cornell; SMArchS, 2011, Massachusetts Institute of Technology; PhD, 2017, École polytechnique fédérale de Lausanne. (2017)

John S. Rowell, associate professor (design, construction, building enclosure). BS, 1984, British Columbia; MArch, 1990, Oregon; reg. architect, Washington, Oregon, California; NCARB certificate; member, American Institute of Architects. (1996)

Judith E. Sheine, professor (design, history and theory, housing). AB, 1975, Brown; MArch, 1979, Princeton; reg. architect, California. (2012)

Philip Speranza, associate professor (design, design communications). BS, 1997, Virginia; MArch, 2002, Columbia; reg. architect, California, New York. (2011)

Robert L. Thallon, associate professor (design, media, construction). BA, 1966, California, Berkeley; MArch, 1973, Oregon; reg. architect, Oregon, California. (1979)

Roxi Thoren, associate professor. See **Landscape Architecture**.

James T. Tice, professor (urban design, architectural history and theory). BArch, 1968, MArch, 1970, Cornell; reg. architect, California. (1990)

Glenda Fravel Utsey, associate professor (design, site-specific process and skill development, settlement patterns). BArch, 1971, MLA, 1977, Oregon. (1981)

Kevin G. Van Den Wymelenberg, professor; director, Energy Studies in Buildings Laboratory. BS, 2000, Wisconsin, Milwaukee; MArch, 2002, PhD, 2012, Washington (Seattle). (2015)

Daisy-O'lice Ida Williams, associate professor (design, design communications); BS, 2002, MArch, 2005, Florida A&M. (2011)

Jenny Young, professor (design, programming, health-care facilities). BA, 1970, Vassar; MArch, 1974, California, Berkeley; reg. architect, Oregon. (1982)

Linda K. Zimmer, associate professor (design, media, behavioral factors). BIArch, 1982, Kansas State; MIArch, 1990, Oregon; NCIDQ certificate; member, Institute of Business Designers. (1990)

Courtesy

Edward Allen, courtesy professor (technical teaching program). BArch, 1962, Minnesota; MArch, 1964, California, Berkeley; reg. architect, Massachusetts. (2001)

Emeriti

Wilmot G. Gilland, professor emeritus. AB, 1955, MFA, 1960, Princeton; reg. architect, California, Oregon; Fellow, American Institute of Architects. (1969)

Arthur W. Hawn, professor emeritus. BA, 1961, MA, 1964, Washington State; Fellow, Interior Design Educators Council. (1967)

Earl E. Moursund, professor emeritus. BS, 1949, Texas; MArch, 1951, Cranbrook Academy of Art; reg. architect, Texas. (1955)

Gary W. Moye, associate professor emeritus. BArch, 1967, Oregon; MArch, 1968, Pennsylvania; reg. architect, Pennsylvania, New York, Oregon. (1976)

Donald L. Peting, associate professor emeritus; assistant dean, architecture and allied arts. BArch, 1962, Illinois; MArch, 1963, California, Berkeley; reg. architect, Oregon, Washington. (1963)

James A. Pettinari, professor emeritus. BArch, 1966, Minnesota; MArch, 1970, Pennsylvania; reg. architect, Minnesota; NCARB certificate. (1975)

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, American Institute of Architects; Association of Collegiate Schools of Architecture Distinguished Professor. (1967)

Michael D. Utsey, associate professor emeritus. BArch, 1967, Texas; MEvD, 1971, Yale; reg. architect, Oregon. (1967)

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

- Bachelor of Architecture **(**p. 595**)**
- Minor **(**p. 596**)**

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.

Core Education Requirements for Professional School Majors

Code	Title	Credits
Select one of the following:		8
WR 121 & WR 122	College Composition I and College Composition II	
WR 121 & WR 123	College Composition I and College Composition III	
Core Education Electives		
ARH 314	History of World Architecture I	4
ARH 315	History of World Architecture II	4
Select one approved group-satisfying arts and letters course outside of Art History		4
Select three approved group-satisfying social science courses		12
PHYS 201 & PHYS 202	General Physics and General Physics	8
Select one approved group-satisfying science course outside of Physics		4
Additional Requirements		
Elective courses outside the ARCH or IARC subject codes [1,2]		16
Select two courses that satisfy multicultural requirements from different categories, if not met in other courses [3]		9
Total Credits		**69**

1 Art history (ARH) courses at the 300 level or above taken beyond the art history requirement (see footnote 2) may be applied toward the upper-division, general-education elective requirements.

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 service, weekend seminar, human development, or leisure studies. They must be taken in residence at the University of Oregon.

3 Some general-education electives may fulfill multicultural requirements.

Professional BArch Requirements: 144 credits

Code	Title	Credits
Introductory Architectural Design Studios		
ARCH 283 & ARCH 284	Architectural Design I and Architectural Design II	12
ARCH 383 & ARCH 384	Architectural Design III and Architectural Design IV	12
Intermediate Architectural Design Studios		
ARCH 484	Architectural Design (repeatable studio for all professional-degree students; BArch students must complete four terms of ARCH 484) [1]	24
Advanced Architectural Design Studios		
ARCH 485 & ARCH 486	Advanced Architectural Design I and Advanced Architectural Design II	16
General Theory		
ARCH 201	Introduction to Architecture	4
Architectural Design Theory and Practice		
ARCH 202	Design Skills	3
ARCH 222	Introduction to Architectural Computer Graphics	4
ARCH 423	Media for Design Development: [Topic]	3
Architectural Design Theory and Practice		
ARCH 430	Architectural Contexts: Place and Culture	4
ARCH 440	Human Context of Design	4
ARCH 450	Spatial Composition	4
Building Technology		
ARCH 461	Structural Behavior	6
ARCH 462	Structural Design	6
ARCH 470	Building Construction	4
ARCH 471	Building Enclosure	4
ARCH 491 & ARCH 492	Environmental Control Systems I and Environmental Control Systems II	8

Approved advanced technology course [2]		4
Professional Practice		
ARCH 417	Context of the Architectural Profession	4
Architectural History		
ARH 314	History of World Architecture I	4
ARH 315	History of World Architecture II	4
Two additional architectural history courses taught either in the Department of the History of Art and Architecture or the School of Architecture and Environment [3]		8
Subject Area Electives [4]		**2**
Total Credits		**144**

1 One may be Interior Design (IARC 484), Furniture Design (IARC 486), or Site Planning and Design (LA 489).

2 Approved advanced technology courses vary by term; visit department website (https://archenvstudents.uoregon.edu/architecture-and-interior-architecture/course-syllabi/eugene-courses/) for full list.

3 Approved architectural history courses vary by term; visit department website (https://archenvstudents.uoregon.edu/architecture-and-interior-architecture/course-syllabi/eugene-courses/) for full list.

4 Approved subject area electives vary by term; visit department website for full list. One 3-credit (minimum) subject area elective must be an approved design arts course (not technology or media).

Courses required for the minor must be passed with a grade of at least C- or P or P* to count toward the major.

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

Code	Title	Credits
ARCH 201	Introduction to Architecture	4
ARCH 484	Architectural Design (only required for interior architecture and landscape architecture majors) [1]	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

Code	Title	Credits
DSGN 321	Inclusive Urbanism	4
ARCH 407	Seminar: [Topic] (Renaissance Architecture)	1-6
ARCH 407	Seminar: [Topic] (Sustainable Urbanism)	1-6
ARCH 409	Practicum: [Topic] (Off-Campus Experience)	1-6
ARCH 430	Architectural Contexts: Place and Culture	4
ARCH 439	Minimal Dwelling	3
ARCH 440	Human Context of Design	4
ARCH 450	Spatial Composition	4
ARCH 491	Environmental Control Systems I	4
ARCH 492	Environmental Control Systems II	4

It is possible to take other architecture courses and apply them to the minor with the permission of the instructor.

Undergraduates who are enrolled in any major may apply to the minor. Completed applications including a statement of support from the student's major advisor are submitted to the Department of Architecture office. Applicants must make an appointment with the architecture advisor to discuss their plan of study. 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. Admission notices for fall term are e-mailed around 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.

Prospective applicants may find information about the program and application requirements on the department website (http://architecture.uoregon.edu/).

- Master of Architecture (p. 597)
- Master of Science (p. 598)
- Doctor of Philosophy (p. 599)
- Certificate in Ecological Design (p. 600)
- Certificate in Technical Teaching in Architecture (p. 600)

Graduate Studies

There are three graduate degree programs in architecture: the professional master of architecture (MArch) degree, the post-professional 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 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

Code	Title	Credits
Introductory Architectural Design Studios		
ARCH 680 & ARCH 681 & ARCH 682	Introductory Graduate Design and Introductory Graduate Design and Introductory Graduate Design	18
Intermediate Architectural Design Studios		
ARCH 584	Architectural Design (repeatable studio for all professional-degree students) [1]	30
Advanced Architectural Design Studios		
ARCH 585 & ARCH 586	Advanced Architectural Design I and Advanced Architectural Design II	16
Design Media and Communication		
ARCH 523	Media for Design Development: [Topic]	3
ARCH 611	Graduate Design Process	3
An Additional Course to be chosen in consultation with an advisor		2
Architectural Design Theory and Practice		
ARCH 530	Architectural Contexts: Place and Culture	4
ARCH 540	Human Context of Design	4
ARCH 550	Spatial Composition	4
Building Technology		
ARCH 561	Structural Behavior	6
ARCH 562	Structural Design	6
ARCH 570	Building Construction	4
ARCH 571	Building Enclosure	4
ARCH 591 & ARCH 592	Environmental Control Systems I and Environmental Control Systems II	8
Advanced building technology elective		4
Professional Practice		
ARCH 517	Context of the Architectural Profession	4
Architectural History		**12**
Approved 500- or 600-level courses in architectural history [2]		
Architectural Electives		**12**
Approved 500- or 600-level courses in architecture or allied fields		
Total Credits		**144**

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.

Courses required for the program must be passed with a grade of at least C- or P or P* to count toward the program. There is no minimum graded credit requirement for Architecture, however, the Graduate School requires a GPA of a 3.0 to remain in good standing.

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 or 12 credits must be applied to one of the department's graduate certificate programs. Students who complete a concurrent master's degree in an allied field are exempt from this requirement. This work may include an independent research project.

MArch Track I Sample Plan of Study

MArch Track II

Code	Title	Credits
Intermediate Architectural Design Studios		
ARCH 584	Architectural Design (repeatable studio for all professional-degree students) [1]	18

ARCH 683	Graduate Architectural Design: Track II	6
Advanced Architectural Design Studios		
ARCH 585 & ARCH 586	Advanced Architectural Design I and Advanced Architectural Design II	16
Design Media and Communication		
ARCH 611	Graduate Design Process	3
ARCH 523	Media for Design Development: [Topic]	3
An Additional Course to be chosen in consultation with an advisor		2
Architectural Design Theory and Practice		
ARCH 530	Architectural Contexts: Place and Culture	4
ARCH 540	Human Context of Design	4
ARCH 550	Spatial Composition	4
Building Technology		
ARCH 561	Structural Behavior	6
ARCH 562	Structural Design	6
ARCH 570	Building Construction	4
ARCH 571	Building Enclosure	4
ARCH 591 & ARCH 592	Environmental Control Systems I and Environmental Control Systems II	8
Professional Practice		
ARCH 517	Context of the Architectural Profession	4
Architectural History		**12**
Approved 500- or 600-level courses in architectural history [2]		
Architectural Electives		
Approved 500- or 600-level courses in allied fields		
Total Credits		**104**

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.

Courses required for the program must be passed with a grade of at least C- or P or P* to count toward the program. There is no minimum graded credit requirement for Architecture, however, the Graduate School requires a GPA of a 3.0 to remain in good standing.

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 or 12 credits must be applied to one of the department's graduate certificate programs. Students who complete a concurrent master's degree in an allied field are exempt from this requirement. 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.

MS Architecture: Post-professional Master of Science in Architecture Degree Requirements

The Master of Science in Architecture degree program provides an opportunity for advanced study and contribution to knowledge in the field through a thesis or terminal project. The post-professional Master of Science in Architecture (MS) degree allows students to complete advanced research and/or design inquiry that builds on an existing professional degree in architecture, interior architecture, landscape architecture, architectural engineering, structural engineering, construction management, or another related field. 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. Students complete a minimum of three terms in residence and are required to complete 9 credits in ARCH 503 (http://catalog.uoregon.edu/search/?P=ARCH%20503) Thesis or Terminal Project (ARCH 619 (http://catalog.uoregon.edu/search/?P=ARCH%20619)). Students in this program are expected to develop an individual research topic leading to a thesis or terminal project in one or more of the following areas of faculty research and design excellence:

- **Sustainable Buildings**: Green Technologies, High-Performance Envelopes, Net-Zero Buildings, and Eco-Districts.
- **Sustainable Construction**: Mass Timber Design, Green Building Materials, Fabrication, Construction Methods, and Life Cycle Analysis.
- **Lighting Design**: Daylighting, Electric Lighting, Luminaires and Photometrics, and Visual Comfort.
- **Health and Indoor Environments:** Indoor Environmental Quality, Human-Centric Design, Occupant Performance and Health.
- **Sustainable Urbanism and Housing:** Urban Architecture and Urban Design, Housing Design, Community Design, Livable Communities, New Mobility, and Climate Action.
- **Design for Social Sustainability**: Environment-Behavior Studies, Human-Context of Design, Spatial Justice, Accessibility and Universal Design, Cultural, Social and Economic Sustainability.
- **Design Computing:** Modeling, Simulations, and Design Communication.
- **Architectural History and Theory**: Preservation, Adaptive-reuse, Architectural Theory and Criticism.

The post-professional MS curriculum focuses on individual research and/or design inquiry that draws from professional and general university courses and consultation with the student's advisor and thesis or terminal project committee. For more information about the thesis, see the **Graduate School** section of this catalog.

Code	Title	Credits
Research Inquiry [1]		**9-18**
Area of Research/Design Focus		**27-36**
Minimum Total Credits:		45

1 Students complete a minimum of three terms in residence and are required to complete 9 credits in ARCH 503 (http://catalog.uoregon.edu/search/?P=ARCH%20503) Thesis or Terminal Project (ARCH 619 (http://catalog.uoregon.edu/search/?P=ARCH%20619)).

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

Code	Title	Credits
Research and Investigation [1]		
Research - ARCH 601		4-8
ARCH 601	Research: [Topic]	
ARCH 620	Research Methods in Sustainable Design	2-6
ARCH 678	Advanced Research in Sustainable Design	2-6
ARCH 695	Advanced Dissertation Proposal Development	4-6
Primary Inside Focus Area [2]		
ARCH 608	Colloquium: [Topic]	1
ARCH 633	History of Sustainable Design	4
Advanced electives (500 level and above)		13
Secondary Outside Focus Area [3]		
Courses at the 600 level		16
Dissertation [4]		**18**
ARCH 603	Dissertation	
Minimum Total Credits:		84

1 A minimum of 20 credits required.

2 A minimum of 18 credits required.

3 A minimum of 12 graduate credits required.

4 A minimum of 18 credits required.

Graduate Admission

MArch Admission

The master of architecture degree allows students to complete a professional degree leading to licensure. Students with a non-relevant undergraduate degree are eligible for the three-year master of architecture Track I degree. The program is studio-based, with a full complement of professional courses and opportunities to focus on an area of special interest. Students may take advantage of numerous on- and off-campus opportunities for expanding their academic experience. An array of foreign-study programs and internships are offered, in addition to various opportunities to work directly with communities.

Prospective applicants may find information about the program tracks and application requirements on the department website (https://archenvironment.uoregon.edu/architecture/apply/MArch/).

PhD Admission

Students interested in applying to the PhD program (https://archenvironment.uoregon.edu/architecture/grad/phd/) in the Department of Architecture are encouraged to contact prospective advisors to discuss research interests. Before applying, prospective students should review additional information about the PhD program, including a typical course of study, the PhD Handbook (https://archenvironment.uoregon.edu/sites/archenvironment1.uoregon.edu/files/uo_arch_phd_handbook_8_september_20172.pdf), and funding (https://archenvironment.uoregon.edu/architecture/grad/funding/). 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 doctoral 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.
Students admitted to the program must already hold either a master's degree in architecture from an accredited program or have an accredited professional degree in architecture and a master's degree in a related field. A current architectural license and design practice may be applied in lieu of a professional degree in architecture; however, a master's degree in a related field would still be required in this scenario.

Prospective applicants may find information about the program and application requirements on the department website (https://archenvironment.uoregon.edu/architecture/apply/phd/).

Graduate Employee and Research Appointments

A number of graduate employee teaching or research fellowships (GEs) 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 GE positions. MArch Track I students are typically selected in the second or third year of their degree program. Information about the GE 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 (http://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/techteaching (http://architecture.uoregon.edu/programs/techteaching/).

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 archtiectural 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 383 and 222.

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 410L. 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 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 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. 6 Credits.
Develops understanding of behavior of structural elements and systems and their implications on architectural form with reference to historical and contemporary buildings. Sequence with ARCH 462.
Prereq: PHYS 201; ARCH 470; passing score on diagnostic examination or completion of zero-week prerequisite course.

ARCH 462. Structural Design. 6 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. Sequence with ARCH 461.
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.
Selection, design, detailing, and performance evaluation of building envelopes: wood, metals, glass, concrete, and masonry veneers and roofing.
Prereq: ARCH 462, 470, 491.

ARCH 476. Residential Construction. 4 Credits.
Provides an understanding of basic materials and methods of North American residential construction with emphasis on design and construction of the wood light frame. Offered alternate years.
Prereq: ARCH 484

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 architecture 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 architecture minor status.

ARCH 493M. Passive Cooling. 4 Credits.
Conceptual and quantitative investigations of passive cooling design and performance, including precedents, shading, natural ventilation, evaporative cooling, use of thermal mass, radiant cooling assisted by cold night skies, and control scheduling, supported by field investigations and introductory energy modeling. Multilisted with ENVS 493M.
Prereq: ARCH 491.

ARCH 494M. Passive Heating. 4 Credits.
Conceptual and quantitative investigations of passive solar heating design and performance, including precedents, solar resource evaluation, glazing selection and orientation, thermal mass materials and positioning, movable insulation, and control scheduling, supported by solar site surveys and modeling in EnergyPlus.Multilisted with ENVS 494M.
Prereq: ARCH 491

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 510L. 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 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 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.
Prereq: ARCH 450/550.

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. 6 Credits.
Develops understanding of behavior of structural elements and systems and their implications on architectural form with reference to historical and contemporary buildings.
Prereq: Passing score on diagnostic examination or completion of zero-week prerequisite course.

ARCH 562. Structural Design. 6 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. Sequence with 561.
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 576. Residential Construction. 4 Credits.
Provides an understanding of basic materials and methods of North American residential construction with emphasis on design and construction of the wood light frame. Offered alternate years.

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 593M. Passive Cooling. 4 Credits.
Conceptual and quantitative investigations of passive cooling design and performance, including precedents, shading, natural ventilation, evaporative cooling, use of thermal mass, radiant cooling assisted by cold night skies, and control scheduling, supported by field investigations and introductory energy modeling. Multilisted with ENVS 593M.
Prereq: ARCH 591.

ARCH 594M. Passive Heating. 4 Credits.
Conceptual and quantitative investigations of passive solar heating design and performance, including precedents, solar resource evaluation, glazing selection and orientation, thermal mass materials and positioning, movable insulation, and control scheduling, supported by solar site surveys and modeling in EnergyPlus. Multilisted with ENVS 594M.
Prereq: ARCH 591

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]. 1-8 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 up to six times.

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 619. Terminal Project. 1-9 Credits.
Repeatable.

ARCH 620. Research Methods in Sustainable Design. 2-6 Credits.
Research methods to assess the design of buildings and communities; discussions include defining research themes, hypotheses, and developing thesis proposals.
Prereq: conditional MArch or PhD standing.

ARCH 633. History of Sustainable Design. 4 Credits.
History and theory of sustainable design practices; the evolution of codes and standards related to building design; perspectives and implementation strategies by leading ecological practitioners.
Prereq: conditional MArch or PhD standing.

ARCH 661. Teaching Technical Subjects in Architecture. 1-3 Credits.
Covers techniques for effective teaching. Focuses on one or more standard building-technology courses in architecture and interior architecture. Repeatable thrice for maximum of 12 credits.

ARCH 678. Advanced Research in Sustainable Design. 2-6 Credits.
Quantitative and qualitative techniques used in validating the design practice and research covering analytic approaches, including research design, surveys,case-study research, measurement, evaluation, and data presentation.
Prereq: conditional MArch or PhD standing.

ARCH 680. Introductory Graduate Design. 6 Credits.
Design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Emphasis on developing graphic skills and the capability for visual thinking that are essential to advanced studios. Sequence.

ARCH 681. Introductory Graduate Design. 6 Credits.
Design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Emphasis on developing graphic skills and the capability for visual thinking that are essential to advanced studios. Sequence.
Prereq: ARCH 680.

ARCH 682. Introductory Graduate Design. 6 Credits.
Design projects and exercises intended to familiarize the student with fundamental concepts of environmental design. Emphasis on developing graphic skills and the capability for visual thinking that are essential to advanced studios.
Prereq: ARCH 681.

ARCH 683. Graduate Architectural Design: Track II. 6 Credits.
Design to expand perception and response to issues in architectural design. Design as exploration of fundamental theoretical ideas. Studio projects require comprehensiveness and integrative study. Repeatable.

ARCH 695. Advanced Dissertation Proposal Development. 4-6 Credits.
Directed study for the development of dissertation proposals. Approval of faculty advisor required. Repeatable twice for a maximum of 18 credits based on development of proposal for dissertation.
Prereq: PhD standing.

Art

Department Head
541-346-3610
254 Lawrence Hall
5232 University of Oregon
Eugene, Oregon 97403-5232
artuo@uoregon.edu

The Department of Art curriculum approaches studio visual art through a broad range of media practices—ceramics, art & technology, drawing, fibers, metalsmithing and jewelry, painting, photography, printmaking, and sculpture. The department encourages breadth and interdisciplinary investigation, as well as depth 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.

Four 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 bachelor of fine arts (BFA) in art with a concentration in ceramics, fibers, metalsmithing and jewelry, painting, photography, printmaking, or sculpture; the bachelor of fine arts (BFA) in art & technology. 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

Code	Title	Credits
ART 101	Understanding Contemporary Art	4
ART 111	The Artist Experience	4

Faculty

Jonathan Bagby, instructor of practice (art). BA, 2009, Tennessee; MFA, 2014, Oregon. (2014)

Marissa Benedict, instructor (fibers). BFA, 2007, Rhode Island School of Design; MFA, 2011, School of the Art Institute of Chicago. (2016)

Carla Bengtson, professor (painting). BFA, 1980, Tyler School of Art; MFA, 1983, Yale. (1995)

Michael Bray, senior instructor (art and technology). BA, 1997, Illinois, Urbana-Champaign; MFA, 2008, Oregon. (2008)

Rebecca Childers, senior instructor (printmaking). BA, 1987, Cornell College; MFA, 1995, Iowa. (2002)

Isami Ching, senior instructor (art and technology, foundations). BA, 1994, Dartmouth College; BFA, 1998, Massachusetts College of Art and Design; MFA, 2002, Columbia. (2008)

Colleen Choquette-Raphael, senior instructor (photography). BA, 1991, BFA, 1992, Oregon; MFA, 1996, Washington (Seattle). (1997)

Jovencio de la Paz, assistant professor (fibers). BFA, 2008, School of the Art Institute of Chicago; MFA, 2012, Cranbrook Academy of Art. (2015)

Tannaz Farsi, associate professor (sculpture). BFA, 2004, West Virginia; MFA, 2007, Ohio. (2008)

Brian Gillis, professor (ceramics). BA, 2000, Humboldt State; MFA, 2002, Alfred. (2008)

Colin Ives, associate professor (art and technology). BA, 1987, Cornell College; MA, 1992, MFA, 1994, Iowa. (2002)

Ron Jude, professor (photography). BFA, 1988, Boise State; MFA, 1992, Louisiana State. (2015)

Anya Kivarkis, associate professor (metalsmithing and jewelry). BFA, 1999, Illinois, Urbana-Champaign; MFA, 2004, State University of New York, New Paltz. (2004)

Sylvan Lionni, assistant professor (painting, drawing). BFA, 1995, School of Visual Arts; MFA, 1998, Bard College. (2011)

Charlene Liu, associate professor (printmaking). BA, 1997, Brandeis; MFA, 2003, Columbia. (2007)

Christopher Michlig, associate professor (foundations); director, graduate program. BA, 1999, Oregon; MFA, 2007, Art Center College of Design. (2013)

Donald L. Morgan, associate professor (foundations). BFA, 1993, Oregon; MFA, 2001, Art Center College of Design. (2008)

John Park, senior instructor (art and technology). BA, 2003, Oregon; MFA, 2006, State University of New York, Buffalo. (2007)

David Rueter, assistant professor (art and technology). BA, 2009, Oberlin College; MFA, 2013, School of the Art Institute of Chicago.

Jack T. Ryan, professor (foundations). BFA, 1992, Oregon; MFA, 2000, Georgia. (2008)

Michael Salter, professor (art and technology). BFA, 1991, Miami; MFA, 1994, North Carolina, Chapel Hill. (2005)

James Schauer, senior instructor (foundations). BFA, 1999, Montana State; MFA, 2002, Oregon. (2003)

Stacy Jo Scott, assistant professor (ceramics, digital fabrication). BFA, 2010, Oregon; MFA, 2012, Cranbrook. (2017)

Rick Silva, associate professor (art and technology). BFA, 2001, MFA, 2007, Colorado, Boulder. (2013)

Jessica Swanson, senior instructor (ceramics). BA, 1996, Whitman College; MFA, 2002, School of the Art Institute of Chicago. (2010)

Ying Tan, associate professor (art and technology). BA, 1983, Teacher's University, Shandong, China; MAEd, 1987, Georgia State. (1996)

Jessie Vala, instructor. BFA California College of Arts 1999: MFA, 2015, University of Oregon.

Laura Vandenburgh, professor (painting). BS, 1984, DVM, 1988, California, Davis; MFA, 1993, Hunter. (1998)

Kathleen E. Wagle, professor (metalsmithing, jewelry). BS, 1975, Portland State; MFA, 1981, Arizona State. (1994)

Tyrras Warren, senior instructor (art and technology, foundations). BA, 1998, BFA, 1998, Texas Christian; MFA, 2008, Oregon. (2009)

Amanda Wojick, professor (sculpture). BA, 1995, Colgate; MFA, 1999, Alfred; MFA, 2000, Bard. (2001)

Emeriti

Laura J. Alpert, associate professor emerita. BA, 1968, Stanford; MFA, 1971, Oregon. (1979)

Ronald J. Graff, associate professor emeritus. BFA, 1973, Kansas City Art Institute; MFA, 1975, Yale. (1981)

R. Craig Hickman, professor emeritus. BS, 1971, Portland State; MFA, 1981, Washington (Seattle). (1984)

Robert C. James, professor emeritus. BA, 1952, California, Los Angeles; MFA, 1955, Cranbrook Academy of Art. (1955)

George Kokis, professor emeritus. BFA, 1955, MFA, 1961, Alfred. (1973)

Sana Krusoe, associate professor emerita. BA, 1968, Occidental; MFA, 1987, Claremont Graduate. (1990)

Kenneth R. O'Connell, professor emeritus. BS, 1966, MFA, 1972, Oregon. (1977)

Kenneth H. Paul, associate professor emeritus. BA, 1961, MA, 1965, Wyoming. (1970)

Barbara Setsu Pickett, associate professor emerita. BS, 1971, Portland State. (1975)

Dan Powell, associate professor emeritus. BA, 1973, MA, 1977, Central Washington; MFA, 1980, Illinois. (1987)

Margaret Prentice, associate professor emerita. BFA, 1967, Arizona, Tucson; MFA, 1980, Colorado, Boulder. (1986)

Terri Warpinski, professor emerita. BA, 1979, Wisconsin, Green Bay; MFA, 1983, Iowa. (1984)

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

- **Bachelor of Arts: Art**
- **Bachelor of Science: Art**
- **Bachelor of Fine Arts: Art**
- **Bachelor of Arts: Art and Technology**
- **Bachelor of Science: Art and Technology**
- **Bachelor of Fine Arts in Art and Technology**
- Minor in Art **(**p. 608**)**
- Minor in Multimedia **(**p. 609**)**

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, technical skills, strategies of experimentation, 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, drawing, sculpture, printmaking, art & technology, photography, ceramics, fibers, and jewelry and metalsmithing. 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.

Declare the Major in Art

Students declare the major at any time for the BA, BS in art degree programs. Forms to declare the major are available at the department art office and on the department website.

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

Code	Title	Credits
ART 101	Understanding Contemporary Art	4
or ART 111	The Artist Experience	
ART 115	Surface, Space, and Time [1]	4
ART 116	Core Interdisciplinary Laboratory [1]	4
ART 233	Drawing I [1]	4
ARTD 250	Print Media Digital Arts	4
or ARTD 251	Time-Based Digital Arts	
or ARTD 252	Interactive Digital Arts	
ART 333	Drawing II	4
One 200-level or higher course in two different curricular media areas within the department		8
Three art history (ARH) courses		12
Upper-division art studio credits [2]		24
Total Credits		**68**

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

Code	Title	Credits
ART 101	Understanding Contemporary Art	4
or ART 111	The Artist Experience	
ART 115	Surface, Space, and Time [1]	4
ART 116	Core Interdisciplinary Laboratory [1]	4
ART 233	Drawing I [1]	4
ARTD 250	Print Media Digital Arts	4
or ARTD 251	Time-Based Digital Arts	
or ARTD 252	Interactive Digital Arts	
ART 333	Drawing II	4
One 200-level or higher course in two different curricular media areas within the department		8
Three art history (ARH) courses		12
Upper-division art studio credits [2]		24
Total Credits		**68**

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 Fine Arts: Art

The bachelor of fine arts degree is a professional baccalaureate degree. 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 four-year program with a total of 108 credits in art (a total of 180 university credits).

Bachelor of Fine Arts Degree Requirements: Art

Code	Title	Credits
Foundational Courses		
ART 115	Surface, Space, and Time	4
ART 116	Core Interdisciplinary Laboratory	4
ART 233	Drawing I	4
ART 333	Drawing II	4
ARTD 250	Print Media Digital Arts	4
or ARTD 251	Time-Based Digital Arts	
or ARTD 252	Interactive Digital Arts	
200-Level Studio: Concentration Course		4
200-level Studio: Non-Concentration Course		4
Upper-division Studios [1]		44
Issues & Practices Seminar		3
ARTS 490	Issues and Practices in Sculpture (or one term of Issues and Practices chosen from ARTC, ARTF, ARTM, ARTO, ARTP, or ARTR)	
BFA Critique Colloquium		3

ART 412	BFA Critique	
BFA Terminal Creative Project		6
ARTS 409	Terminal Creative Project B.F.A. (or a Terminal Creative Project B.F.A. from ARTC, ARTF, ARTM, ARTO, ARTP, or ARTR)	
Art History [2]		24
Ancient/Medieval		
Early Modern		
Modern/Contemporary		
Total Credits		**108**

1. 20 credits must be concentration studios; 4 credits must be 400-level concentration studio
2. At least one course from each categories

Additional Requirement: Math/CIS or Language

Math/CIS:

- Show proficiency through three terms of math with courses that satisfy BS Math/CIS requirements.

Language:

- Completion of at least the third term of the first year in a Second Language taught int he language (103 or Equivalent)
- Satisfactory completion of an examination administered by the appropriate language department
- International students: if your language or instruction in high school was in a language other than English, satisfactory completion of all AEIS courses and WR 121 and either WR 122 or WR 123

Major in Art and Technology

The bachelor of arts or bachelor of science degree with a major in art and technology is a liberal arts degree focusing on digital media in studio art practice. The curriculum broadly encompasses print media, time-based media, and interactivity, grounded in the history and practice of visual art and communication. Through studios, laboratories, and art history and theory courses, students gain an understanding of technical skills, visual design, theory, and the articulation of meaning. The program emphasizes creative thinking, visual communication, experimentation, and innovation.

Art and technology majors share a foundation in core studios and art history with other art majors. This connection to the history and practice of visual communication is a strength of the program.

Computers in the Curriculum

A digital tools application is at the core of the art and technology program. Although campus computer laboratories and facilities are available to students, they are heavily used, and access is limited. Students are required to purchase or have unlimited access to a personal computer. Refer to the College of Design computing services website (https://blogs.uoregon.edu/designtech/home/computer-purchasing/) for equipment purchase.

Application to the Major

Students should prepare themselves for study in the broad and inclusive field of art & technology by developing a wide range of interests and skills that might include fine arts, music, computer science, writing, literature, games, popular culture, theater, journalism, and media theory and criticism. Foundation courses—Print Media Digital Arts (ARTD 250), Time-Based Digital Arts (ARTD 251) Interactive Digital Arts (ARTD 252)—provide opportunities to develop general skills and portfolio materials for application to the major.

The major in art and technology 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 on a rolling basis 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. Applications that don't include visual materials are not reviewed.

Complete a four-year program and a minimum of 180 credits, including satisfaction of general-university requirements for a BA or BS degree.

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'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

Code	Title	Credits
ART 115	Surface, Space, and Time [1]	4
ART 116	Core Interdisciplinary Laboratory [1]	4
ART 233	Drawing I [1]	4
ARTD 250	Print Media Digital Arts [1]	4
ARTD 251	Time-Based Digital Arts [1]	4
ARTD 252	Interactive Digital Arts [1]	4
Three art history courses [2]		12
Upper-division art studio courses [3,4]		36
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. History of Design (ARH 358) is recommended.
3. At least 24 of these credits must be in digital arts (ARTD) studio courses.
4. 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.

Recommended Electives

The following courses are strongly recommended to satisfy science group requirements:

Code	Title	Credits
CIS 111	Introduction to Web Programming	4
PHYS 152	Physics of Sound and Music	4
PHYS 153	Physics of Light, Color, and Vision	4

Additional Electives to Enhance Your Program

Code	Title	Credits
ART 101	Understanding Contemporary Art	4
J 333	Writing for Multimedia	4
MUS 447	Digital Audio and Sound Design	4
PD 340	Design for Use	4
PD 350	Objects and Impacts	4
Courses in ceramics, fibers, metalsmithing and jewelry, painting, printmaking, photography, and sculpture		

Bachelor of Science: Art and Technology

Code	Title	Credits
ART 115	Surface, Space, and Time [1]	4
ART 116	Core Interdisciplinary Laboratory [1]	4
ART 233	Drawing I [1]	4
ARTD 250	Print Media Digital Arts [1]	4
ARTD 251	Time-Based Digital Arts [1]	4
ARTD 252	Interactive Digital Arts [1]	4
Three art history courses [2]		12
Upper-division art studio courses [3,4]		36
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. History of Design (ARH 358) is recommended.
3. At least 24 of these credits must be in digital arts (ARTD) studio courses.
4. 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.

Recommended Electives

The following courses are strongly recommended to satisfy science group requirements:

Code	Title	Credits
CIS 111	Introduction to Web Programming	4
PHYS 152	Physics of Sound and Music	4
PHYS 153	Physics of Light, Color, and Vision	4

Additional Electives to Enhance Your Program

Code	Title	Credits
ART 101	Understanding Contemporary Art	4
J 333	Writing for Multimedia	4
MUS 447	Digital Audio and Sound Design	4
PD 340	Design for Use	4
PD 350	Objects and Impacts	4
Courses in ceramics, fibers, metalsmithing and jewelry, painting, printmaking, photography, and sculpture		

Bachelor of Fine Arts: Art and Technology

The bachelor of fine arts degree with a major in art and technology is a professional baccalaureate degree requiring an additional fifth year of studio-intensive, independent work. Students enrolled in the digital arts BFA are in residence at the University of Oregon in Portland as they develop the body of work for their BFA terminal project.

Students apply to the fifth-year BFA program in their senior year as they are completing requirements for the BA or BS. 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 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.

Code	Title	Credits
Departmental Requirements for BA or BS in Digital Arts		
ART 115	Surface, Space, and Time	4
ART 116	Core Interdisciplinary Laboratory	4
ART 233	Drawing I	4
ARTD 250	Print Media Digital Arts	4
ARTD 251	Time-Based Digital Arts	4
ARTD 252	Interactive Digital Arts	4
Three art history courses [1]		12
Upper-division art studio courses [2,3]		36
Departmental Requirements for BFA in Art		
Three art history (ARH) or theory courses		12
ARTD 409	Terminal Creative Project B.F.A.	4
ARTD 490	Issues and Practices in Digital Arts [4]	15
Additional upper-division digital arts (ARTD) credits (chosen from studios, independent studies, or internship)		15
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 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.

Code	Title	Credits
Core Requirements		
Two art history (ARH) courses		8
ART 115	Surface, Space, and Time	4
ART 116	Core Interdisciplinary Laboratory	4
ART 233	Drawing I	4
Studio Requirements		
Studio courses selected by student [1]		20
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.

Code	Title	Credits
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. 609**)**
- BFA in Art **(**p. **)**
- BA/BS in Art and Technology **(**p. 611**)**
- BFA in Art and Technology **(**p. **)**

Bachelor of Arts in Art

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
First term of first-year second-language sequence		4	
ART 101 or ART 111		4	
General education group-satisfying course		4	
	Credits	**16**	
Winter			
WR 122	College Composition II	4	
Second term of first-year second-language sequence		4	
ART 115	Surface, Space, and Time	4	
General education group-satisfying course		4	
	Credits	**16**	
Spring			
Third term of first-year second-language sequence		4	
ART 116	Core Interdisciplinary Laboratory	4	
General education group-satisfying courses		8	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
ART 233	Drawing I	4	
First term of second-year second-language sequence		4	
General education group-satisfying courses		8	
	Credits	**16**	
Winter			
Second term of second-year second-language sequence		4	
ARTD 250 or ARTD 251 or ARTD 252	Print Media Digital Arts or Time-Based Digital Arts or Interactive Digital Arts	4	
General education group-satisfying courses		8	
	Credits	**16**	
Spring			
Third term of second-year second-language sequence		4	
ART 333	Drawing II	4	
General education group-satisfying courses		8	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
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**	
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**
	Total Credits	**48**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Upper-division art studio courses		8	
Elective courses		8	
	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	**44**	

Bachelor of Science in Art

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
Mathematics course		4	
ART 101 or ART 111	Understanding Contemporary Art or The Artist Experience	4	
General education group-satisfying course		4	
	Credits	**16**	
Winter			
WR 122 or WR 123		4	
Mathematics course		4	
ART 115	Surface, Space, and Time	4	
General education group-satisfying course		4	
	Credits	**16**	
Spring			
Mathematics course		4	
ART 116	Core Interdisciplinary Laboratory	4	
General education group-satisfying courses		8	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
ART 233	Drawing I	4	
General education group-satisfying courses		12	
	Credits	**16**	
Winter			
General education group-satisfying courses		12	
ARTD 250 or ARTD 251 or ARTD 252	Print Media Digital Arts or Time-Based Digital Arts or Interactive Digital Arts	4	
	Credits	**16**	
Spring			
ART 333	Drawing II	4	
General education group-satisfying courses		12	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
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**	
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			
Art history course		4	
Upper-division art studio course		4	
General education group-satisfying courses		8	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Upper-division art studio courses		8	
Elective courses		8	
	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	**44**	

Bachelor of Arts in Art and Technology

Course	Title	Credits	Milestones
First Year			
Fall			
First term of first-year second-language sequence		4	
ART 115	Surface, Space, and Time	4	
WR 121	College Composition I	4	
General education group-satisfying course		4	
	Credits	**16**	
Winter			
Second term of first-year second-language sequence		4	
ART 116	Core Interdisciplinary Laboratory	4	
WR 122 or WR 123		4	
General education group-satisfying course		4	
	Credits	**16**	
Spring			
Third term of first-year second-language sequence		4	
General education group-satisfying course		12	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
ART 233	Drawing I	4	
First term of second-year second-language sequence		4	
ARTD 250	Print Media Digital Arts	4	
General education group-satisfying course		4	
	Credits	**16**	
Winter			
ARTD 251	Time-Based Digital Arts	4	
Second term of second-year second-language sequence		4	
General education group-satisfying courses		8	
	Credits	**16**	
Spring			
ARTD 252	Interactive Digital Arts	4	
Third term of second-year second-language sequence		4	
General education group-satisfying courses		8	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
Art history course		4	
Upper-division ARTD course		4	
General education group-satisfying courses		8	
	Credits	**16**	
Winter			
Art history course		4	
Upper-division ARTD course		4	
Elective course		4	
General education group-satisfying course		4	
	Credits	**16**	
Spring			
Art history course		4	
Upper-division ARTD course		4	
General education group-satisfying course		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Upper-division ARTD courses		8	
Elective courses		8	
	Credits	**16**	
Winter			
Upper-division ARTD courses		8	
Elective courses		8	
	Credits	**16**	
Spring			
Upper-division ARTD courses		8	
Elective courses		8	
	Credits	**16**	
	Total Credits	**48**	

Bachelor of Science in Art and Technology

Course	Title	Credits	Milestones
First Year			
Fall			
ART 115	Surface, Space, and Time	4	
WR 121	College Composition I	4	
General education group-satisfying course		4	
Mathematics course		4	
	Credits	**16**	
Winter			
ART 116	Core Interdisciplinary Laboratory	4	
WR 122 or WR 123	College Composition II or College Composition III	4	
General education group-satisfying course		4	
Mathematics course		4	
	Credits	**16**	
Spring			
Mathematics course		4	
General education group-satisfying courses		12	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits Milestones
Second Year		
Fall		
ART 233	Drawing I	4
ARTD 250	Print Media Digital Arts	4
General education group-satisfying courses		8
	Credits	**16**
Winter		
ARTD 251	Time-Based Digital Arts	4
General education group-satisfying courses		12
	Credits	**16**
Spring		
ARTD 252	Interactive Digital Arts	4
General education group-satisfying courses		12
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Third Year		
Fall		
Art history course		4
Upper-division ARTD course		4
Elective course		4
General education group-satisfying course		4
	Credits	**16**
Winter		
Art history course		4
Upper-division ARTD course		4
Elective courses		8
	Credits	**16**
Spring		
Art history course		4
Upper-division ARTD course		4
Elective courses		8
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Fourth Year		
Fall		
Upper-division ARTD courses		8
Elective courses		8
	Credits	**16**
Winter		
Upper-division ARTD courses		8
Elective courses		8
	Credits	**16**
Spring		
Upper-division ARTD courses		8
Elective courses		8
	Credits	**16**
	Total Credits	**48**

- **Master of Fine Arts: Art**

Graduate Studies

The department offers the master of fine arts (MFA) degree in art.

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 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—art & technology, sculpture, photography, ceramics, jewelry and metalsmithing, painting, printmaking, and fibers.

MFA Requirements

Code	Title	Credits
ART 612	Graduate Critique [1]	15
Two graduate-level art history (ARH) courses; one must be contemporary history		8
One art theory and criticism seminar		4
One writing course		3
Issues and Practices chosen from ARTC, ARTD, ARTF, ARTM, ARTO, ARTP, or ARTR		
ARTS 609	Terminal Creative Project MFA (or Terminal Creative Project M.F.A. chosen from ARTC, ARTD, ARTF, ARTM, ARTO, ARTP, or ARTR)	18
ART 614	Graduate Studio [3]	24
Additional art credits		9
Total Credits		**81**

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.

Art Courses

ART 101. Understanding Contemporary Art. 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.
Introduction to basic drawing concepts and practices. Repeatable.

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.
Interdisciplinary critique and discussion course for B.F.A. students.
Prereq: B.F.A. standing. Repeatable once for a maximum of six 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.
Topics change every term. If link to syllabus is not available, contact instructor by e-mail. Repeatable.

ART 608. Colloquium: [Topic]. 1-8 Credits.
Repeatable.

ART 609. Terminal Creative Project MFA. 1-12 Credits.
Repeatable.

ART 610. Experimental Course: [Topic]. 1-6 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.

Art: Ceramics 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.
Intermediate-level course focusing on skill development pertinent to ceramics industry. Emphasis on material, tools, techniques, and history. Repeatable three times for a maximum of 16 credits.
Prereq: ART 115, ART 116; one from ART 233, PD 223.

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 455. Advanced Ceramics. 4 Credits.
Students will be exposed to a range of ceramic histories, technical processes, conceptual frameworks, and professional practices to develop an artistic practice. Repeatable ten times for a maximum of 44 credits.
Prereq: ARTC 255, ARTC 354, ARTC 355.

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 555. Advanced Ceramics. 4 Credits.
Students will be exposed to a range of ceramic histories, technical processes, conceptual frameworks, and professional practices to develop an artistic practice. Repeatable ten times for a maximum of 44 credits.

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.

ARTC 610. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

Art: Digital Arts 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. Repeatable once for 8 maximum credits.

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. Repeatable once for a maximum of 8 credits.

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. Repeatable once for a maximum of 8 credits.

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.
Applies technology as a drawing medium to communicate concepts visually. The entire creative process is researched in an experimental studio environment.
Prereq: ART 115, ART 116, ART 233, ARTD 250.

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.
Prereq: ART 115, 116, 233, ARTD 250.

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.
Concepts in the history, use, and appreciation of digital typography. Considers issues in communicative power of type and situations where it functions as message.
Prereq: ART 115, 116, 233, ARTD 250, 251, 252, 350.

ARTD 370. Digital Interactivity. 4 Credits.
Students will learn programming to interactive artworks. This class will include how to program microcontrollers and use electronics to create responsive and expressive interactive systems.
Prereq: ARTD 252, ART 115, ART 116, ART 233.

ARTD 378. Computational Aesthetics. 5 Credits.
Introduces screen-based programming and data navigation; 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.
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.
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 370, 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 490. Issues and Practices in Digital Arts. 1-5 Credits.
Intensive critique, discussion, readings, and presentations. Repeatable up to nine times.
Prereq: B.F.A. standing.

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. Communciation 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 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.

ARTD 610. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

Art: Fibers Courses

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

ARTF 270. Introduction to Fibers: [Topic]. 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. Repeatable twice for a maximum of 12 credits.
Prereq: ART 115, ART 116, ART 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 and expansion of the rhetoric of craft.
Prereq: one course from ARTF 267, 268, 269, 270; ARTF 368 or 369.

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 and expansion of the rhetoric of craft.

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.

ARTF 610. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

Art: Metalsmithing and Jewelry 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.
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. Repeatable.
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 457. Metalsmithing and Jewelry: [Topic]. 3-5 Credits.
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. Repeatable.
Prereq: ARTM 357.

ARTM 459. Advanced Metalsmithing and Jewelry. 3-5 Credits.
Emphasis on individual creative development. Various conceptual problems. Repeatable.
Prereq: ARTM 357.

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.
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. Repeatable.
Prereq: ARTM 357 or equivalent.

ARTM 559. Advanced Metalsmithing and Jewelry. 3-5 Credits.
Emphasis on individual creative development. Various conceptual problems. Repeatable.
Prereq: ARTM 357.

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.

ARTM 610. Experimental Course: [Topic]. 1-6 Credits.

Art: Painting Courses

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

ARTP 281. Introductory Painting I. 4 Credits.
Basic visual elements and their application to painting as a means of expression. Incorporates traditional subject matter: still life, landscape, figure.
Prereq: ART 115, 116, 233.

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 390. Intermediate and Advanced Painting. 4 Credits.
Repeatable. Advanced painting concepts and technical processes. Independent initiative is encouraged. Repeatable twice for a total of 12 credits.
Prereq: ARTP 381.

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 409. Terminal Creative Project B.F.A.. 1-12 Credits.
Repeatable.

ARTP 410. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

ARTP 481. Advanced Painting Practice. 4 Credits.
Pursuit of individual creative practice and forming the critical intelligence necessary to develop as an artist. Sequence: ARTP 281, 381, 390. Repeatable up to five times.
Prereq: two terms ARTP 390.

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 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.

ARTP 610. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

Art: Photography 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.
Prereq: ART 115, ART 116, ART 233.

ARTO 350. Film and Darkroom. 4 Credits.
Technical and aesthetic consideration of black-and-white analog photography. Basics of camera, film development, and photographic print controls in the darkroom. Sequence with ARTO 250. Repeatable once for a maximum of 8 credits.
Prereq: ARTO 250.

ARTO 351. Constructed Image Photography. 4 Credits.
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 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 maximum of 8 credits.
Prereq: ARTO 352; ARTO 353 or 4/554.

ARTO 601. Research: [Topic]. 1-12 Credits.
Repeatable.

ARTO 604. Internship: [Topic]. 1-12 Credits.
Repeatable.

ARTO 605. Reading and Conference: [Topic]. 1-6 Credits.
Repeatable.

ARTO 606. Special Problems: [Topic]. 1-12 Credits.
Repeatable.

ARTO 607. Seminar: [Topic]. 1-4 Credits.
Repeatable.

ARTO 608. Colloquium: [Topic]. 1-8 Credits.
Repeatable.

ARTO 609. Terminal Creative Project MFA. 1-12 Credits.
Repeatable.

ARTO 610. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

Art: Printmaking Courses

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.
Prereq: ART 115, 116, 233.

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 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. Repeatable.
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. Repeatable up to nine times.
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 collé, monoprints. Repeatable.
Repeatable. Prereq: ARTR 346 or 347 or equivalent.

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.

ARTR 610. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

Art: Sculpture Courses

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

ARTS 288. Sculpture I: Mixed Media. 3-5 Credits.
Investigation of 3-D forms in space using a range of processes. Repeatable three times for a maximum of 20 credits.
Prereq: ART 115, ART 116, ART 233.

ARTS 393. Sculpture II: [Topic]. 3-5 Credits.
Integration of concepts and materials in sculpture; investigation of individual methodology. Topics vary by term: wood, moldmaking, steel. Reading, presentation on issues and artists. Repeatable when topic changes.
Prereq: ARTS 288.

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 409. Terminal Creative Project B.F.A.. 1-12 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. Repeatable up to nine times.
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 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 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 610. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

Historic Preservation

James Buckley, Program Director
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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

Christopher Bell, instructor (historic preservation). BA, 1998, Williams; MS, 2005, Oregon. (2009)

James Buckley, associate professor; Venerable Chair in Historic Preservation. BA, 1982, Yale; MCRP, 1986, PhD, 2000, California, Berkeley. (2016)

Elizabeth Carter, instructor (historic preservation). BA, 1988, MS, 1994, Oregon. (2005)

Eric L. Eisemann, instructor (legal issues). BA, 1974, Knox; MA, 1980, Western Kentucky; JD, 1994, Lewis and Clark. (1984)

Kingston Heath, professor (historic preservation). BA, 1968, Lake Forest; MA, 1975, Chicago; MA, 1978, PhD, 1985, Brown. (2003)

Rick Minor, courtesy adjunct instructor (archaeology). BA, 1972, California State, Fullerton; MA, 1973, PhD, 1983, Oregon. (2009)

Suzana Radivojevic, adjunct instructor (wood science). BScFE, 1997, Belgrade; PhD, 2006, Toronto. (2013)

Kirk Ranzetta, instructor (historic preservation, planning). BA, 1994, Mary Washington; MA, 1996, PhD, 2006, Delaware. (2006)

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 Eischeid, 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

Code	Title	Credits
Core Courses		
AAAP 411	Introduction to Historic Preservation	3
Select three of the following:		12
AAAP 408	Workshop: [Topic] (Pacific Northwest Field School)	
AAAP 421	American Architecture from a Preservation Perspective I	
AAAP 422	American Architecture from a Preservation Perspective II	
AAAP 423	American Architecture from a Preservation Perspective III	
AAAP 441	Legal Issues in Historic Preservation	
AAAP 451	Historic Survey and Inventory Methodology	
OXEU 488	Overseas Experimental Program: Europe	
Related Courses		
Select courses from the following:		12
AAAP 431	National Register Nomination	
AAD 462	Cultural Policy	
ANTH 449	Cultural Resource Management	
ARCH 430	Architectural Contexts: Place and Culture	
ARCH 440	Human Context of Design	
ARCH 470	Building Construction	
ARH 465	American Architecture II	
ARH 466	American Architecture III	
GEOG 471	North American Historical Landscapes	
GEOG 481	GIScience I	
PPPM 422	Grant Proposal Writing	
PPPM 432	Justice and Urban Revitalization	
PPPM 442	Sustainable Urban Development	
PPPM 448	Collaboration	
PPPM 452	Public Participation in Diverse Communities	
PPPM 480	Nonprofit Management	
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 (p. 622). 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.

Code	Title	Credits
Historic Preservation Core		
AAAP 508	Workshop: [Topic] (Pacific Northwest Field School)	2
AAAP 511	Introduction to Historic Preservation	3
AAAP 531	National Register Nomination	3
AAAP 541	Legal Issues in Historic Preservation	3
AAAP 551	Historic Survey and Inventory Methodology	3
AAAP 610	Experimental Course: [Topic] (Thesis Proposal)	3
Architectural History Core		
Select two of the following: [1]		8
AAAP 521	American Architecture from a Preservation Perspective I	
AAAP 522	American Architecture from a Preservation Perspective II	
AAAP 523	American Architecture from a Preservation Perspective III	
Select one additional course (from the approved list) about the history of architecture, landscape architecture, interior architecture, or the history of building construction [1]		4
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 [2]		
AAAP 601	Research: [Topic]	2
AAAP 609	Practicum: [Topic] (Internship I)	2
AAAP 607	Seminar: [Topic] (Internship II)	1
AAAP 503	Thesis [3]	12
or AAAP 611	Terminal Project	
Total Credits		**71**

1 Courses must be taken for a letter grade.

2 An internship is included in the Individualized Study requirements.

3 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.

All HP Core and the History courses must be taken for a letter grade.

The Graduate School requires that graduate students take a minimum of 9 600-level credits. If students opt for a terminal project, this requirement is easily met. If students opt for a thesis, the program does not offer enough 600-level credits to meet this requirement since the internship credit amount changed.

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: archenvironment.uoregon.edu/hp/graduate (https://archenvironment.uoregon.edu/hp/graduate/).

- **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.

Courses

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

AAAP 400M. Temporary Multilisted Course. 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 up to five times.

AAAP 410. Experimental Course: [Topic]. 1-5 Credits.
Current topics are American Building Construction, American Architecture from a Preservation Perspective, Research Methods. Repeatable.

AAAP 411. Introduction to Historic Preservation. 3 Credits.
History, evolution, modern concepts, and professional techniques of historic preservation.

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 the federal period to 1893. 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 438. Building Pathology: Wood. 4 Credits.
Examines scientific fundamentals of material wood properties in building construction and the application of that knowledge to preservation of wood in historic buildings.

AAAP 441. 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 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 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

AAAP 503. Thesis. 1-12 Credits.
Repeatable.

AAAP 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

AAAP 508. Workshop: [Topic]. 1-5 Credits.
Repeatable up to five times.

AAAP 510. Experimental Course: [Topic]. 1-5 Credits.
Current topics are American Building Construction, American Architecture from a Preservation Perspective, Research Methods. Repeatable.

AAAP 511. Introduction to Historic Preservation. 3 Credits.
History, evolution, modern concepts, and professional techniques of historic preservation.

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 538. Building Pathology: Wood. 4 Credits.
Examines scientific fundamentals of material wood properties in building construction and the application of that knowledge to preservation of wood in historic buildings.

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

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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 a range of careers (including those in the business world, art museums, and galleries) as well as graduate studies in art history. 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 analyze 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

Nina Amstutz, assistant professor (18th- and 19th-century art). BA, 2004, MA 2008, PhD, 2013, Toronto. (2014)

Joyce Cheng, associate professor (modern art). BA, 2001, Northwestern; MA, 2003, PhD, 2009, Chicago. (2009)

Keith Eggener, Marion Dean Ross Distinguished Professor in Architectural History (architectural history). BA, 1985, Portland State; MA, 1989, Washington (Seattle); MA, 1993, Stanford; PhD, 1995, Stanford. (2013)

Mariachiara Gasparini, assistant professor (Chinese and Central Asian art and architecture), BA, 2005, University of Naples; MA, 2011, Sotheby's Institute of Art; PhD, 2015, Heidelberg University. (2002)

James Harper, associate professor (Renaissance and baroque art). BA, 1987, Trinity; PhD, 1998, Pennsylvania. (2000)

Maile Hutterer, associate professor (medieval art and architecture). BA, 2004, California, Santa Barbara; PhD, 2011, New York University. (2014)

Kate Mondloch, professor (contemporary art). BS, 1994, Georgetown; MA, 2000, PhD, 2005, California, Los Angeles. (2005)

Emily Scott, assistant professor (history of art and architecture and environmental studies); BA, Bryn Mawr; PhD, 2010, California, Los Angeles. (2018)

Kristen Seaman, assistant professor (Greek and Roman art and architecture). BA, 1994, Yale University, MA, 2009, PhD, 2009, California, Berkeley. (2015)

Akiko Walley, Maude I. Kerns Professor of Japanese Art; associate professor (Japanese art). BA, 1998, MA, 2001, Aoyama Gakuin; AM, 2004, PhD, 2009, Harvard. (2009)

Emeriti

Charles H. Lachman, associate professor (Asian art). AB, 1971, Temple; MA, 1974, McMaster; PhD, 1985, Toronto. (1992)

Jeffrey M. Hurwit, professor emeritus. AB, MA, 1971, Brown; MPhil, 1972, PhD, 1975, Yale. (1980)

Esther Jacobson-Tepfer, professor emerita. BA, 1962, MA, 1964, PhD, 1970, Chicago. (1966)

Andrew Morrogh, associate professor emeritus. BA, 1966, Jesus College, Oxford; MA, 1973, PhD, 1983, Courtauld Institute, University of London. (1993)

Kathleen D. Nicholson, professor emerita. BA, 1969, Connecticut; MA, 1971, PhD, 1977, Pennsylvania. (1995)

Leland M. Roth, professor emeritus. BArch, 1966, Illinois; MPhil, 1970, PhD, 1973, Yale. (1978)

W. Sherwin Simmons, professor emeritus. BA, 1967, Yale; MA, 1975, PhD, 1979, Johns Hopkins. (1973)

Richard A. Sundt, associate professor emeritus. BA, 1967, Indiana; MA, 1973, PhD, 1981, Wisconsin, Madison. (1982)

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

- **Bachelor of Arts**
- **Art 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 Mediterranean
- Medieval
- Early Modern
- Modern and Contemporary
- East Asian (Chinese and Japanese)
- European
- North American and Latin American
- Middle Eastern/West Asian and Central Asian
- Recent courses in other areas of focus including Indian, Korean, African, and Islamic traditions

Declaring the Art History Major

Students may declare the major online (https://design.uoregon.edu/arthistory/apply/major/) and should consult with the Student Services office in the College of Design for guidance on departmental and university-wide requirements. Majors must take art history courses for letter grades and pass them with a C– or better.

Bachelor of Arts Degree Requirements

Majors in art history are required to complete the language requirement as described under the university's bachelor of arts requirements (p. 27).

Because some 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. For example, Greek and Latin are the most commonly used languages in art-historical study about the Ancient Mediterranean; Chinese and Japanese are essential for most areas of East Asian art history; French, German, and Italian are the most commonly used languages in European art-historical research; and Portuguese and Spanish are the most commonly used languages in Latin American art-historical research. 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.

Code	Title	Credits
General Requirements		
Studio art (e.g., drawing, sculpture, or design)		4
Two years of a second language to satisfy BA degree requirements		27
ARH 411	Critical Approaches to Art Historical Study	
Choose four of the following survey courses:		16
ARH 101	Global Masterpieces: Monuments in Context	
ARH 150	Introduction to Visual Culture	
ARH 204	History of Western Art I	
ARH 205	History of Western Art II	
ARH 206	History of Western Art III	
ARH 208	History of Chinese Art	
ARH 209	History of Japanese Art	
ARH 210	Contemporary Asian Art and Architecture	
ARH 211	Survey of Latin American Arts	
ARH 314	History of World Architecture I	
ARH 315	History of World Architecture II	
Eight upper-division lecture and seminar courses [1]		32

[1] Choose any 300- and 400-level courses with the exception of History of World Architecture I (ARH 314) and History of World Architecture II (ARH 315). Four of the eight courses must be at the 400 level. Of the eight required upper-division courses, two courses must be taken in any three of the following four chronological breadth areas: ancient, medieval, early modern, modern-contemporary. The remaining two courses are electives and may be taken in any area. At least four of the eight required upper-division courses must be taken in residence at the University of Oregon.

Declaring the Art History Minor

Students may declare the minor online (https://design.uoregon.edu/arthistory/apply/minor/) and should consult with the Student Services office in the College of Design for guidance on departmental and university-wide requirements. Majors must take art history courses for letter grades and pass them with a C– or better.

Minor 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 letter grades of 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 enroll in the department's honors essay program if they have

1. completed two lower-division and four upper-division art history courses (one of which must be taken in residence at the University of Oregon)
2. completed Critical Approaches to Art Historical Study (ARH 411) 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 enrollment 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 20–25 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

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
First term of first-year second-language sequence		4	
Lower-division art history course (subject code ARH)		4	
General-education course in social science (first subject)		4	
	Credits	**16**	

Winter		
WR 122 or WR 123	College Composition II (WR 123 recommended for art history majors) or College Composition III	4
Second term of first-year second-language sequence		4
General-education course in social science (first subject)		4
General-education course in science (first subject)		4
	Credits	**16**
Spring		
Third term of first-year second-language sequence		4
Lower-division ARH course		4
General-education course in social science (second subject)		4
General-education course in science (first subject)		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Second Year			
Fall			
First term of second-year second-language sequence		4	
Lower-division ARH course		4	
General-education course in social science (on any subject)		4	
General-education course in science (second subject)		4	
	Credits	**16**	
Winter			
Second term of second-year second-language sequence		4	
Lower-division ARH course		4	
General-education course in arts and letters (first subject)		4	
General-education course in science (on any subject)		4	
	Credits	**16**	
Spring			
Third term of second-year second-language sequence		4	Complete language requirement
300-level ARH course (except ARH 314 or 315)		4	
General-education course in arts and letters (first subject)		4	
General-education course in arts and letters (on any subject)		4	
Apply for art history major at beginning of term; begin taking upper-division ARH courses; consider applying for Gloria Tovar Lee Scholarship			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
Art studio course		4	Complete art history studio requirement
ARH 411	Critical Approaches to Art Historical Study	4	
Upper-division elective course		4	
Elective course		4	
	Credits	**16**	
Winter			
400-level ARH course		4	
Upper-division elective courses		8	
Elective course		4	
	Credits	**16**	
Spring			
Upper-division elective course		4	
400-level ARH course		4	
Upper-division elective course		4	
Elective course		4	
This term, consider applying for book prizes and/or Gloria Tovar Lee Scholarship; consider applying to honors program			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
300- or 400-level ARH course		4	
400-level ARH course		4	
Upper-division elective course		4	
Elective course		4	
This term, consider applying for travel-research awards; also consider applying for book prizes (spring deadline)			
	Credits	**16**	
Winter			
Upper-division ARH course		4	Complete upper-division requirement
400-level ARH course		4	Complete 400-level requiremer
Upper-division elective course		4	
Elective course		4	
	Credits	**16**	

Spring		
Upper-division elective course	Complete 180 minimum credits and 62 upper-division credits; complete honors essay (if relevant)	4
Credits		**4**
Total Credits		**36**

- Master of Arts **(**p. 628**)**
- **Doctor of Philosophy**

Graduate Studies

The Department of the History of Art and Architecture offers programs leading to the master of arts (MA) and the doctor of philosophy (PhD) degrees in art history. Applications to the graduate program are considered once a year (beginning on January 15) for the following fall term. Applications and supporting documents, including Graduate Record Examinations scores, must be received by January 15.

Master of Arts Requirements

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.

1. Thesis (ARH 503) or a terminal project, 9 credits
2. **Graduate Seminar Requirements and First-Year Seminar Series.** Of the 36 graduate credits required, 16 must be in graduate seminars, including 4 credits in Graduate Studies in Art History (ARH 611), 8 credits in Seminar: [Topic] (ARH 607), and at least 4 credits (excluding ARH 611) in a course or courses led by your primary advisor
3. **Electives.** A minimum of 12 credits of elective courses; a maximum of 8 credits may be taken outside of the department with an advisor's permission
4. **Distribution Requirement.** Students must undertake course work in three of four historic areas: prehistoric-ancient, medieval, early modern, and modern-contemporary. Students may petition to apply a thematic or non-period-specific course toward the distribution requirement by demonstrating substantial work in the appropriate area. While it is not a requirement, students are strongly recommended to pursue both Western and non-Western courses to fulfill their distribution and elective requirements
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 150. Introduction to Visual Culture. 4 Credits.
This course introduces to students to a wide variety of methods for looking at and analyzing images and objects of visual culture, drawing on concepts and methods from art history, anthropology, archaeology, and media studies.

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 viceroyalties, to the contemporary artistic landscape.

ARH 314. History of World Architecture I. 4 Credits.
Survey of global architectural developments from prehistory to the Middle Ages.

ARH 315. History of World Architecture II. 4 Credits.
Survey of global architectural developments from c. 1400 to the present.

ARH 316. Gothic Architecture. 4 Credits.
A specialized survey of Gothic architecture in western Europe (c. 1140 to c. 1500). This course gives special consideration to the constructional and structural developments of the Gothic period, but will also consider architecture in relationship to social, religious, and economic practices.

ARH 321. Ancient Jewish Art. 4 Credits.
A survey of Jewish art and architecture throughout the ancient Mediterranean (e.g., Aegina, Beth Alpha, Corinth, Dura Europos, Jerusalem, Masada, Ostia, Rome, Sardis, Sepphoris, Qumran)

ARH 322. Ancient Greek Art & Architecture. 4 Credits.
This course is a survey of the art and architecture of the ancient Greek world, encompassing works throughout the ancient Mediterranean and Near East from the Bronze Age through the Hellenistic period.

ARH 323. Roman Art & Architecture. 4 Credits.
This course is a survey of the art and architecture of Republican and Imperial Rome throughout the Mediterranean and Near East. Considering the Roman world as a multicultural space, it explores works at locations such as Alexandria, Athens, Dura Europos, Jerusalem, Petra, Pompeii, and Rome.

ARH 325. Islamic Art & Architecture. 4 Credits.
This course is a survey of visual culture from the Islamic world, beginning with its origins in the seventh century CE.

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 327. Medieval Art. 4 Credits.
Introduction to the most important monuments of the Middle Ages, spanning the fourth through the 15th centuries with the primary focus on Western Europe and Byzantium.

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 344. Northern Baroque Art. 4 Credits.
North Netherlandish, Flemish, and French art of the late 16th and 17th centuries. Changes in patrons, markets, and meaning for art. Rembrandt, Vermeer, Rubens, Poussin, other leading artists.

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 352. Art of the Enlightenment. 4 Credits.
Explores European art of the 18th century. Lectures cover major movements—rococo, chinoiserie, neoclassicism, early romanticism —in the context of changing social values, the scientific revolution, secularization, and globalization.

ARH 353. Modern Art, 1880–1950. 1-4 Credits.
Modern art from postimpressionism to abstract expressionism in relation to intellectual and historical developments.

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 368. Arts and Visual Cultures of Climate Change. 4 Credits.
Critical exploration of climate change and its representation in contemporary art and visual culture (e.g., satellite imagery, activism, science fiction)

ARH 372. Arts of Colonial Latin America. 4 Credits.
This course examines the role of art and architecture in colonial Latin America (ca. 1492- 19th century).

ARH 382. Arts of the Silk Road. 4 Credits.
This course examines cross-cultural and artistic encounters between Asia, Africa, Europe, and the Americas by studying, diasporas and migrations, religions, urban settlements, trade, and slavery.

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.
Offerings vary from year to year and reflect the interests of faculty members. Repeatable.

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.
Offerings vary from year to year and reflect the interests of faculty members. Repeatable.

ARH 411. Critical Approaches to Art Historical Study. 4 Credits.
Methods used to study art history (formalist, iconographical, social history of art, etc). Materials are drawn from art historical scholarship on art from a variety of regions and periods.
Prereq: Recommend a minimum of six art history courses previously, ideally a combination of lower- and upper-division courses.

ARH 421. Ancient Mediterranean Art: [Topic]. 4 Credits.
This course examines art and architecture from the ancient Mediterranean world, exploring material from a particular region/period or through a particular critical/thematic lens. Repeatable when the topic changes.

ARH 425. Medieval Art and Architecture: [Topic]. 4 Credits.
An in-depth study of a discrete theme within the field of medieval art and architecture. Themes will vary from year to year and will reflect the interests of faculty members. Repeatable twice for a maximum of 12 credits when the topic changes.

ARH 440. Museology. 4 Credits.
This course covers the history and theory of museums. Through readings, written assignments, lecture and classroom discussion we engage issues of museum ethics, the role of museums in society, and curatorial practice. The scope includes art museums as well as other types of museums.
Prereq: Enrollment in the Museum Studies Certificate Program, the Art History Graduate Program, Art History Major or the Art History Minor.

ARH 450. Romanticism in the Visual Arts. 4 Credits.
The course offers an overview of the diverse artists and interests of the Romantic Movement in European art, while critically examining Romanticism as a period term.

ARH 451. 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 453. Modern Art: [Topic]. 4 Credits.
This courses focuses on a specific area, movement, period or issue in modern art (c. 1880-1950), specifically a geographical area, movement such as Bauhaus or Dada, or on seminal artist of modernism and the avant-garde.

ARH 456. World Architecture Since 1960. 4 Credits.
Examines key themes, designs and structures, conversations, events, and people in architectural history, theory, and practice from around the world, from the early 1960s up to the present.
Prereq: ARH 206 or ARH 315.

ARH 457. 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 462. Modern Architecture. 4 Credits.
Examines modern architecture from 1885 to 1965, and the discourse surrounding it. Emphasis on the meanings and manifestations of modernity as these evolved in Europe, the US, and around the world.
Prereq: ARH 206, 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 471. Latin American Art History: [Topic]. 4 Credits.
Topics related to arts of Latin America from the Pre-Columbian period to the present. Offerings vary from year to year and reflect the interests of faculty members. Repeatable twice for a maximum of 12 credits.

ARH 481. Chinese Art: [Topic]. 4 Credits.
Topics are unified by their emphasis on the historical, socio-cultural, political, and theoretical conditions associated with Chinese art. Offerings vary from year to year and reflect the interests of faculty members. Repeatable twice for a maximum of 12 credits.

ARH 485. Japanese Art: [Topic]. 4 Credits.
Explores the issues surrounding material cultures of Japan from prehistoric to contemporary periods. Repeatable twice for a maximum of 12 credits when the topic changes.

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.
Offerings vary from year to year and reflect the interests of faculty members. Repeatable.

ARH 521. Ancient Mediterranean Art: [Topic]. 4 Credits.
This course examines art and architecture from the ancient Mediterranean world, exploring material from a particular region/period or through a particular critical/thematic lens.

ARH 525. Medieval Art and Architecture: [Topic]. 4 Credits.
An in-depth study of a discrete theme within the field of medieval art and architecture. Themes will vary from year to year and will reflect the interests of faculty members. Repeatable twice for a maximum of 12 credits when the topic changes.

ARH 540. Museology. 4 Credits.
This course covers the history and theory of museums. Through readings, written assignments, lecture and classroom discussion we engage issues of museum ethics, the role of museums in society, and curatorial practice. The scope includes art museums as well as other types of museums.
Prereq: Enrollment in the Museum Studies Certificate Program, the Art History Graduate Program, Art History Major or the Art History Minor.

ARH 550. Romanticism in the Visual Arts. 4 Credits.
The course offers an overview of the diverse artists and interests of the Romantic Movement in European art, while critically examining Romanticism as a period term.

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 553. Modern Art: [Topic]. 4 Credits.
This courses focuses on a specific area, movement, period or issue in modern art (c. 1880-1950), specifically a geographical area, movement such as Bauhaus or Dada, or on seminal artist of modernism and the avant-garde.

ARH 556. World Architecture Since 1960. 4 Credits.
Examines key themes, designs and structures, conversations, events, and people in architectural history, theory, and practice from around the world, from the early 1960s up to the present.

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 562. Modern Architecture. 4 Credits.
Examines modern architecture from 1885 to 1965, and the discourse surrounding it. Emphasis on the meanings and manifestations of modernity as these evolved in Europe, the US, and around the world.

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 571. . 4 Credits.
Topics related to arts of Latin America from the Pre-Columbian period to the present. Offerings vary from year to year and reflect the interests of faculty members. Repeatable twice for a maximum of 12 credits.

ARH 581. Chinese Art: [Topic]. 4 Credits.
Topics are unified by their emphasis on the historical, socio-cultural, political, and theoretical conditions associated with Chinese art. Offerings vary from year to year and reflect the interests of faculty members. Repeatable twice for a maximum of 12 credits.

ARH 585. Japanese Art: [Topic]. 4 Credits.
Explores the issues surrounding material cultures of Japan from prehistoric to contemporary periods. Repeatable twice for a maximum of 12 credits when the topic changes.

ARH 588. Japanese Prints. 4 Credits.
The woodblock print in Japan as part of the cultural, social, and political conditions.

ARH 601. Research: [Topic]. 1-9 Credits.
Repeatable.

ARH 603. Dissertation. 1-9 Credits.
Repeatable.

ARH 604. Internship: [Topic]. 1-9 Credits.
Repeatable.

ARH 605. Reading and Conference: [Topic]. 1-9 Credits.
Repeatable.

ARH 606. Special Problems: [Topic]. 1-9 Credits.
Repeatable.

ARH 607. Seminar: [Topic]. 1-5 Credits.
Departmental offerings vary from year to year and reflect the specialized interests of faculty members. Repeatable.

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.

ARH 614. Terminal Project. 1-12 Credits.
Student-directed research and writing intended to culminate in the production of a master's level project under the supervision of a faculty member.

Interior Architecture

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541-346-3656
210 Lawrence Hall
1206 University of Oregon
Eugene, Oregon 97403-1206

The Department of Interior Architecture provides a comprehensive professional design education within a unique interdisciplinary structure. By integrating subject-area course work with studio design exploration, the 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 department is the design 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 independent two-term 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.

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 post-professional 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 department 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 design studios, 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:

Code	Title	Credits
IARC 488/588	Interior Design Comprehensive Project I	8
IARC 489/589	Interior Design Comprehensive Project II	8
Interior architecture design courses		12
Interior architecture courses		30
Upper-division, writing-intensive general electives [1]		12
Total Credits		**70**

[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

Kyu-Ho Ahn, associate professor. See **Architecture**.

Virginia Cartwright, associate professor. See **Architecture**.

Solmaz Mohammadzadeh Kive, assistant professor. See **Architecture**.

Esther Hagenlocher, associate professor. See **Architecture**.

Linda K. Zimmer, associate professor. See **Architecture**.

- Bachelor of Interior Architecture **(**p. 633**)**
- **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

University requirements include group-satisfying requirements and general electives. They are intended to ensure each student receives an education rich in the liberal arts tradition. Undergraduate students should complete most of the general-education and group-satisfying requirements prior to entry into their first intermediate design studio.

Please see the department website for a complete description of these requirements.

Required Courses

Code	Title	Credits
Design Studios		
ARCH 283 & ARCH 284	Architectural Design I and Architectural Design II	12
ARCH 383	Architectural Design III	6
IARC 484	Interior Design [1,2]	24
IARC 486	Furniture Design	6
IARC 487	Working Drawings	6
IARC 488 & IARC 489	Interior Design Comprehensive Project I and Interior Design Comprehensive Project II	16
General Theory		
IARC 204	Understanding Contemporary Interiors	4

Design Media		
ARCH 202	Design Skills	3
ARCH 222	Introduction to Architectural Computer Graphics	4
ARCH 423	Media for Design Development: [Topic]	3
Design Arts		
ARCH 440	Human Context of Design	4
IARC 444	Furniture: Theory and Analysis	3
IARC 445	Comprehensive Project Preparation	3
IARC 447	Color Theory and Application for the Built Environment	3
ARCH 450	Spatial Composition	4
Design Technology		
ARCH 470	Building Construction	4
IARC 471	Interior Construction Elements	3
IARC 472	Interior Finishes and Design Application	3
IARC 473	Working Drawings in Interior Architecture	4
ARCH 492	Environmental Control Systems II	4
IARC 492	Electric Lighting	3
Professional Context		
ARCH 417	Context of the Architectural Profession	4
History of Art, Architecture, and Interior Design		
IARC 474	History of Interior Architecture I	3
IARC 475	History of Interior Architecture II	3
IARC 476	History of Interior Architecture III	3
Two additional architectural history courses taught in the Department of the History of Art and Architecture or the School of Architecture and Environment		8
Electives		
300- or 400-level ARCH or IARC courses		6
Approved 300- or 400-level courses in allied fields		7
Total Credits		**156**

1 Repeatable studio, to be taken four times.

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

Most students graduate in the spring term of their fifth year. However, students who enter the program with a year or more of required university credits may be able to accelerate through the curriculum and graduate in spring of their fourth year.

First Year		
Fall		**Credits**
WR 121	College Composition I	4
IARC 204	Understanding Contemporary Interiors	4
ARH 314	History of World Architecture I	4
Social science course		4
Winter		
WR 122 or 123	College Composition II	4
ARCH 202	Design Skills	3
ARCH 283	Architectural Design I	6
Science course		4
Spring		
ARCH 222	Introduction to Architectural Computer Graphics	4
ARCH 284	Architectural Design II	6
Architectural history elective		4
Second Year		
Fall		
ARCH 383	Architectural Design III	6
ARCH 450	Spatial Composition	4
ARCH 470	Building Construction	4
Winter		
ARCH 440	Human Context of Design	4
IARC 471	Interior Construction Elements	3
IARC 484	Interior Design	6
Arts and letters course		4
Spring		
IARC 447	Color Theory and Application for the Built Environment	3
IARC 472	Interior Finishes and Design Application	3
ARCH 492	Environmental Control Systems II	4
Social science course		4
Summer		
Optional studio in Eugene, Portland, or abroad		
Third Year		
Fall		
IARC 444	Furniture: Theory and Analysis	3
IARC 474	History of Interior Architecture I	3
IARC 484	Interior Design	6
Science course		4
Winter		
ARCH 423	Media for Design Development: [Topic]	3
IARC 475	History of Interior Architecture II	3
Subject area elective [1]		4
Science course		4
Spring		
IARC 476	History of Interior Architecture III	3
IARC 484	Interior Design	6
Social science course		4
Upper-division general-education elective		4
Summer		
Optional studio in Eugene, Portland, or abroad		
Fourth Year		
Fall		
IARC 484	Interior Design	6
IARC 492	Electric Lighting	3

Upper-division general-education elective		4
Winter		
ARCH 417	Context of the Architectural Profession	4
IARC 486	Furniture Design	6
Subject area elective		3
Multicultural requirement		
Spring		
IARC 473	Working Drawings in Interior Architecture	4
IARC 487	Working Drawings	6
Subject area elective		4
Upper-division general-education elective		3
Summer		
Optional studio in Eugene, Portland, or abroad		
Fifth Year		
Fall		
IARC 445	Comprehensive Project Preparation	3
Subject area elective		3
Arts and letters course		4
Upper-division general-education elective		3
Winter		
IARC 488	Interior Design Comprehensive Project I	8
Arts and letters course		4
Multicultural requirement		4
Spring		
IARC 489	Interior Design Comprehensive Project II	8
Upper-division general-education elective		4
	Total Credits:	**223**

[1] General-education and subject area electives can be taken any term and in any order.

Minor Requirements: 26 credits

Code	Title	Credits
Subject Area (Nonstudio) Requirements		
IARC 204	Understanding Contemporary Interiors	4
One intermediate studio is required for programs within the School of Architecture and Environment		6
Subject Area Electives [2]		**16-22**
IARC 407	Seminar: [Topic]	
ARCH 440	Human Context of Design	
IARC 444	Furniture: Theory and Analysis	
IARC 447	Color Theory and Application for the Built Environment	
IARC 471	Interior Construction Elements [1]	
IARC 472	Interior Finishes and Design Application [1]	
IARC 473	Working Drawings in Interior Architecture [1]	
IARC 474	History of Interior Architecture I	
IARC 475	History of Interior Architecture II	
IARC 476	History of Interior Architecture III	
IARC 492	Electric Lighting [1]	
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 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

Grounded in a unique multidisciplinary structure, the Department of Interior Architecture offers a comprehensive accredited professional interior design curriculum. Students are prepared to act as independent interior designers; collaborative experiences teach them to be valuable team members in today's complex and dynamic design atmosphere.

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 CIDA-accredited or -recognized programs are admitted as advanced transfer students. 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 website.

- Master of Interior Architecture **(**p. 636**)**
- Master of Science in Interior Architecture **(**p. 637**)**

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.

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 Interior Architecture website.

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 offers two tracks of study. Track I typically takes 10 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:

Code	Title	Credits
Design Studios		
IARC 584	Interior Design (four terms)	24
IARC 586	Furniture Design	6
IARC 587	Working Drawings	6
IARC 588 & IARC 589	Interior Design Comprehensive Project I and Interior Design Comprehensive Project II	16
ARCH 680	Introductory Graduate Design	6
ARCH 681	Introductory Graduate Design	6
Media and Process Skills		
ARCH 611	Graduate Design Process	3
Architectural computing course		2
Intermediate Media		
ARCH 523	Media for Design Development: [Topic]	3
Design Arts		
ARCH 540	Human Context of Design	4
IARC 545	Comprehensive Project Preparation	3
IARC 547	Color Theory and Application for the Built Environment	3
ARCH 550	Spatial Composition	4
Furniture		
IARC 544	Furniture: Theory and Analysis	3
Design Technology		
ARCH 570	Building Construction	4
IARC 571	Interior Construction Elements	3
IARC 572	Interior Finishes and Design Application	3
IARC 573	Working Drawings in Interior Architecture	4
ARCH 592	Environmental Control Systems II	4
IARC 592	Electric Lighting	3
Professional Practice		
ARCH 517	Context of the Architectural Profession	4
Architectural History		
IARC 574	History of Interior Architecture I	3
IARC 575	History of Interior Architecture II	3
IARC 576	History of Interior Architecture III	3
One additional architectural history course taught in the Department of the History of Art and Architecture or the School of Architecture and Environment		4
Course in 20th-century architectural history		4
Subject Area Electives		**16**
Seminar		6
Total Credits		**153**

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

Summer		Credits
ARCH 611	Graduate Design Process	3
ARCH 680	Introductory Graduate Design	6
Course in 20th-century architectural history		3
First Year		
Fall		
ARCH 681	Introductory Graduate Design	6
ARCH 570	Building Construction	4
ARCH 550	Spatial Composition	4
Additional course in design computing [1]		2
Winter		
ARCH 540	Human Context of Design	4
IARC 571	Interior Construction Elements	3
IARC 584	Interior Design	6
Subject area elective [2]		3
Spring		
IARC 547	Color Theory and Application for the Built Environment	3
IARC 572	Interior Finishes and Design Application	3
IARC 584	Interior Design	6
ARCH 592	Environmental Control Systems II	4
Summer		
Optional studio in Eugene, Portland, or abroad		
Second Year		
Fall		
IARC 544	Furniture: Theory and Analysis	3
IARC 574	History of Interior Architecture I	3
IARC 584	Interior Design	6
IARC 592	Electric Lighting	3
Winter		
IARC 575	History of Interior Architecture II	3
IARC 586	Furniture Design	6
Subject area electives [2]		6
Spring		
ARCH 523	Media for Design Development: [Topic]	3
IARC 573	Working Drawings in Interior Architecture	4

IARC 576	History of Interior Architecture III	3
IARC 587	Working Drawings	6
Summer		
Optional studio in Eugene, Portland, or abroad		
Third Year		
Fall		
IARC 545	Comprehensive Project Preparation	3
IARC 584	Interior Design	6
Architectural history elective		3
Winter		
ARCH 517	Context of the Architectural Profession	4
IARC 588	Interior Design Comprehensive Project I	8
Seminar [2]		3
Spring		
IARC 589	Interior Design Comprehensive Project II	8
Seminar [2]		3
Subject area elective [2]		3
	Total Credits:	**147**

1 May be waived for students with appropriate background in design computing.

2 Subject area electives and seminars may 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

Code	Title	Credits
Design Studios		
IARC 584	Interior Design (two terms)	12
IARC 586	Furniture Design	6
IARC 587	Working Drawings	6
IARC 588	Interior Design Comprehensive Project I	8
IARC 589	Interior Design Comprehensive Project II	8
Media and Process Skills		
ARCH 611	Graduate Design Process	3
Architectural computing course		2
Intermediate Media		
ARCH 523	Media for Design Development: [Topic]	3
Design Arts		
ARCH 540	Human Context of Design	4
IARC 545	Comprehensive Project Preparation	3
IARC 547	Color Theory and Application for the Built Environment	3
ARCH 550	Spatial Composition	4
Furniture		
IARC 544	Furniture: Theory and Analysis	3
Design Technology		
ARCH 570	Building Construction	4
IARC 571	Interior Construction Elements	3
IARC 572	Interior Finishes and Design Application	3
IARC 573	Working Drawings in Interior Architecture	4
ARCH 592	Environmental Control Systems II	4
Professional Practice		
ARCH 517	Context of the Architectural Profession	4
Architectural History		
IARC 574 & IARC 575 & IARC 576	History of Interior Architecture I and History of Interior Architecture II and History of Interior Architecture III	9
One additional architectural history courses taught in the Department of the History of Art and Architecture or the School of Architecture and Environment		4
Course in 20th-century architectural history		4
Subject Area Electives [1]		**16**
Seminar		6
Total Credits		**126**

1 Subject area electives and seminars may 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).

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.

Postprofessional Master of Science Degree Requirements

The postprofessional program is for individuals with an undergraduate professional degree in architecture or interior architecture. This degree provides an opportunity for advanced study and contribution to knowledge in the field through the thesis. The course of study prepares students for careers in research, teaching, consulting, and further graduate study. Students also gain a greater understanding of the relationship between the discipline and the profession while working closely with faculty mentors helping to guide their individual research.

Prospective applicants may find information about the program and application requirements on the department website.

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 on the department website.

Graduate Teaching and Research Fellowships

A number of graduate employment (GE) opportunities 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 GE 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.
PD 323 or 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.
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.

IARC 611. Terminal Project. 1-9 Credits.
Repeatable.

Landscape Architecture

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Landscape architecture is an environmental design and planning 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 deeply attentive to how places serve human needs and support sustainable and resilient 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 to local natural and socioeconomic systems.

As a profession, landscape architecture includes design at many scales, including ecologically based planning activities, transformation of urban and rural landscapes, service to disadvantaged communities, and design of parks and gardens. As an academic discipline, it provides opportunities 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 pressing contemporary problems through detailed development of land and sites.

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.

Careers

Graduates of the landscape architecture program continue on to a wide range of careers. Most students prepare for professional licensure, with about half working in landscape architectural design firms and the other half working for government agencies including national parks, regional and local park systems, and city and regional planning offices. Others choose careers in allied fields such as environmental analysis and ecological restoration, construction management, environmental policy development, or urban and community planning.

Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The Landscape Architectural Accrediting Board (LAAB), which is the sole agency authorized to accredit US professional degree programs in landscape architecture, recognizes three types of degrees: the bachelor of science in landscape architecture, the bachelor of landscape architecture, and the master of landscape architecture.

At the University of Oregon, both the bachelor of landscape architecture (BLA) and the master of landscape architecture (MLA) degrees are accredited by LAAB. Graduates are eligible to begin taking the Landscape Architect Registration Examination (LARE) upon graduation in most states.

The postprofessional master of landscape architecture degree program and the PhD degree program are not accredited. Admission to these programs is restricted to applicants who already hold an LAAB-accredited degree or the international equivalent.

Curriculum Structure

The landscape architecture curriculum consists of the following interrelated areas: design and planning studios, core subject areas, and electives.

Design and planning studios. 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 implications of site constraints and opportunities, client needs, and environmental and social considerations.

Core subject areas. Five subject areas are essential foundations for the design studios: landscape architecture technologies, plant materials, landscape analysis and planning, the history and theory of landscape architecture, and landscape architectural media. Required course work in history, theory, media, and technologies includes electives to allow each student to tailor an individualized educational program with the help of an advisor.

Electives. Subject area electives provide personal choice in selecting additional course work related to the degree, to develop both breadth in understanding of the physical, social, and artistic implications of landscape architecture, as well as depth in areas of student interest, including advanced technologies, ecosystem structure, social and environmental justice, climate-change resilience, healthy built environments, ecological urbanism, and vegetated architecture.

Computers in the Curriculum

Digital tools are necessary for landscape architects. The department requires all students to have unlimited access to their own personal computer. Because of the professional application of complex graphic programs and large data files for most course work, the department's computer requirements exceed the average user's computing needs. See the College of Design's *Student Computer Purchasing Guide* for recommended specifications and departmental requirements.

Off-Campus Study

Students may participate in off-campus study programs hosted by the Department of Landscape Architecture, the Department of Architecture, the Historic Preservation Program, and Global Education Oregon.

Overlook Field School. Students earn University of Oregon credits while living and learning for four weeks at Overlook, a 400-acre property in northeastern Pennsylvania designed by the Olmsted Brothers firm in the early 20th century, and currently being reimagined by the fourth-generation owners and Nelson Byrd Woltz landscape architects. The

summer field school at Overlook offers students a unique opportunity to live, study, and create on an evolving cultural landscape. With faculty members and a visiting artist in residence, students examine the enduring connections among landscape, culture, and production. The fully funded program includes multiday site visits to New York and Philadelphia. Weekly activities include design charrettes, fieldwork, seminars, expert speakers, and site visits to regional cultural and productive sites.

APRU Design Field School. The program is held in conjunction with the annual conference of the Association of Pacific Rim Universities (APRU) Sustainable Cities and Landscapes research hub. Past conferences have included Portland, Oregon, Hong Kong, and Sydney, Australia. The 2018 Design Field School ran parallel to the main conference and brought together students from participating universities to explore issues of modernization and its impact on the sustainability of some of Southeast Asia's most remarkable natural landscapes and urban communities, including the sprawling urban metropolis of Surabaya in East Java, the rich volcanic landscapes of East Java, the cultural splendor of the island of Bali, and high-rise, high-density urban living in Hong Kong.

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 historic center of the city. Students experience the layers of history and vibrant design culture through the art, architecture, and urban design of the city. Rome serves as the laboratory for courses in the areas of design, media, art history, and architectural history. Students live in apartments within walking distance of the facility.

Barcelona, Spain. This urban design summer program in Barcelona offers students insight into the measurement and design of urban relationships. Students use sensors and mapping to understand cities from the scale of human experience, integrating existing and newly acquired data sets to inform design insights. These methods are supported by interaction with local experts in planning, urban ecology, architecture, robotic engineering, transit, and landscape architecture. Cultural context is provided through trips to Granada to study different neighborhoods and the Alhambra. In Barcelona, students live, work, and research in the city's newly planned, pedestrian-friendly three-by-three-block, Superilles, designed to create a refuge from traffic congestion and air and sound pollution.

Danish International Studies Program. School of Architecture and Environment 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.

Hong Kong, China. A short-term summer program and a semester exchange program are offered at the University of Hong Kong, where English instruction makes Asia accessible. Students study the challenges of an ultradense metropolis and experience futuristic skyscrapers and public transit.

Faculty

Jacques Abelman, assistant professor (social justice, landscape infrastructure, food systems). BA, 1996, Amherst College; MA, 2002, University of the Arts, London; MLA, 2014, Amsterdam Academy of Architecture; reg. landscape architect, Netherlands. (2016)

Elisabeth Chan, associate professor (design representation, design theory). BA, 1993, Hampshire; MLA, 2000, Cornell. (2001)

Arica Duhrkoop-Galas, instructor (plants, planting design, landscape construction). BA, 1998, Portland State; CE, 1999, Cambridge; MLA, 2005, Oregon; reg. landscape architect, Oregon. (2010)

Mark Eischeid, assistant professor (landscape history, design theory, critical practice). BS, 1994, Stanford; MLA, 2000, California, Berkeley; MFA, 2010, Edinburgh; reg. landscape architect, California. (2014)

Chris Enright, instructor (landscape planning, landscape analysis, geographic information systems). BA, 1984, California, Santa Barbara; BLA, 2003, MLA 2006, PhD, 2013, Oregon. (2013)

Michael Geffel, visiting professor (design processes, design experiments, construction techniques). BS, 2006, Oregon; MLA, 2013, Virginia. (2017)

David Hulse, Philip H. Knight Professor (alternative futures analysis, river restoration and management, landscape ecology). BSLA, 1981, Colorado State; MLA, 1984, Harvard. (1985)

Bart Johnson, professor (climate change adaptation, ecological restoration, urban ecosystems). BS, 1987, Cornell; MLA, 1992, PhD, 1995, Georgia. (1995)

Harper Keeler, instructor (civic agriculture, landscape biodynamics, urban farm director). BLA, 1995; MLA 2011, Oregon. (2010)

Yekang Ko, assistant professor (urban sustainability, energy landscapes, climate-responsive design). BS, 2005, Korea; PhD, 2012, California, Berkeley (2016)

Jun Hak Lee, instructor (geographic information systems, data visualization). BS, 1999, MS, 2001, Korea; PhD, 2010, California, Berkeley. (2016)

Dennis "Whitey" Lueck, instructor (horticulture, field studies, landscape biodynamics). BS, 1974, Pennsylvania State; MS, MA, 1980, Oregon State. (2005)

Robert G. Ribe, professor (landscape planning and analysis, visual resource management, landscape economics). BS, 1977, California, Riverside; MSLA, 1981, MA, 1987, PhD, 1990, Wisconsin; Fellow, American Society of Landscape Architects. (1988)

Kory Russel, acting assistant professor (water, container-based sanitation, informal settlements). BS, 2003, MES, 2005, Taylor; MS, 2012, Stanford. (2016)

Brad Stangeland, instructor (landscape construction, computer-aided design, professional practice). BLA, 1983, Oregon; reg. landscape architect, Oregon. (2003)

Roxi Thoren, associate professor (productive landscapes, cultural identity, design theory). BA, 1996, Wellesley; MArch, 2001, MLA, 2002, Virginia. (2004)

Emeriti

Jerome Diethelm, professor emeritus. BArch, 1962, Washington (Seattle); MLA, 1964, Harvard; reg. architect and landscape architect, Oregon. (1970)

Kenneth I. Helphand, professor emeritus. BA, 1968, Brandeis; MLA, 1972, Harvard; Fellow, American Society of Landscape Architects. (1974)

Robert Z. Melnick, professor emeritus. BA, 1970, Bard; MLA, 1975, State University of New York, College of Environmental Science and Forestry; Fellow, American Society of Landscape Architects. (1982)

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

- **Bachelor of Landscape Architecture**
- **Minor**

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 (LAAB), combines general preparation in the arts and sciences with a focus on environmental-design studies. The program prepares students for professional careers in the arts and sciences with a core of design studio course work and curricular areas in land analysis, land planning, ecological systems, and planting design. The program's goal is to produce a visually literate, technically skilled, ecologically knowledgeable, and socially responsible designers who will be innovators and leaders in solving the difficult problems of the built environment into the future.

The curriculum is structured on a sequence of 10 design studios, advancing through design fundamentals to advanced research studios and leading to an independent capstone environmental design project. Core curricular areas support the development of design skills, and electives allow each student to develop expertise in topics such as ecological restoration and design, ecological urbanism, climate-change-resilient design, environmental justice, landscape aesthetics, healthy built environments, natural resource analysis and planning, urban design, food systems and urban agriculture, landscape history and preservation, and environmental design research methods.

Bachelor of Landscape Architecture

Requirements for the BLA degree (including university requirements) total 220 credits. Courses required for the major must passed with a grade of at least C– or P or P*. Studio courses are pass/no pass only; students must pass each studio to progress to the next studio level.

Core Requirements for Professional School Majors

Code	Title	Credits
Written English		
WR 121	College Composition I	4
WR 122	College Composition II	4
or WR 123	College Composition III	
Electives		
LA 260	Understanding Landscapes	4
Select two approved group-satisfying arts and letters courses		8
Select three approved group-satisfying social science courses		12
Select three approved group-satisfying science courses [1]		12
Select one course from the United States: Difference, Inequality, and Agency list		4
Select one course from the Global Perspectives list		4
Total Credits		**52**

[1] One of the three *may* satisfy the BLA basic ecology or natural systems course requirement.

Professional Bachelor of Landscape Architecture Requirements

Code	Title	Credits
Landscape Architecture Design Studios		
LA 289	Landscape Architectural Design (two studios)	12
LA 439	Landscape Architectural Design and Process (three studios)	18
LA 489	Site Planning and Design (three studios)	18
LA 490	Comprehensive Project Preparation	3
LA 494	Land Planning and Design	6
LA 499	Comprehensive Project	8
Landscape Architecture Materials + Construction		
LA 462	Professional Practice Landscape Architecture	2
Landscape Analysis + Planning		
LA 464	Landscape Materials and Construction I	4
LA 465	Landscape Materials and Construction II	4
LA 466	Landscape Materials and Construction III	4
LA 413	Analyzing Landscape Systems	4
LA 415	Computers in Landscape Architecture	4
LA 440	Introduction to Landscape Planning Analysis	4
LA 441	Principles of Applied Ecology	4
Basic ecology or natural systems course [1]		4
History + Theory of Landscape Architecture		
LA 260	Understanding Landscapes	4
LA 474	History of Landscape Architecture I	4
LA 475	History of Landscape Architecture II	4
LA 472	Landscape Architectural Theory: [Topic]	4
Landscape Architecture Media		
ARCH 202	Design Skills	3
ARCH 222	Introduction to Architectural Computer Graphics	4
LA 450	Advanced Landscape Media: [Topic]	2
LA 452	Landscape Media II	2
LA 453	Landscape Media III	2
Electives [2]		**40**
Total Credits		**168**

[1] The department maintains a list of approved basic ecology courses that serve as a prerequisite to Principles of Applied Ecology (LA 441).

[2] The department will accept all courses from College of Design departments (ARCH, ARH, ART, DSGN, HP, IARCH, LA, PD, PPPM), the Environmental Studies Program, and the Department of Geography as electives. Electives from all other departments must be at the 200-level or above. No more than 12 credits at the 100-level may count towards the BLA degree. Typically, at least one-half of the electives are landscape architecture courses, but the subject areas and courses are determined on a case-by-case basis with the student's advisor. Students develop their full set of electives in consultation with an advisor to support educational objectives and career goals in relation to landscape architecture.
Additional elective courses may be necessary to meet the credit requirement for the major.

Landscape Architecture Premajor

UO students interested in landscape architecture should first declare as a premajor. Current UO students may change their premajor to landscape architecture at any time during their undergraduate years. Landscape architecture premajors receive departmental advising, priority registration, and departmental communications. The department also offers scholarships and funded field studies opportunities exclusively for such students.

Premajor Advising. Landscape architecture premajors are strongly encouraged to meet with the BLA director or the School of Architecture and Environment advisor in 210 Lawrence Hall to receive assistance with applications, gain information about the program, or check on their academic progress and completion of premajor requirements.

Listserver for Premajors. Once students declare the premajor, their UO email addresses are added to the landscape architecture undergraduate listserver, which is used for sharing important departmental information and posts that may be of interest to undergraduate premajors and majors.

Applications. Students in the premajor or landscape architecture minor, or UO applicants with evidence of design background, may apply to the BLA degree at any time prior to entering Landscape Architectural Design and Process (LA 439) studios, which are restricted to BLA students.

UO applicants with little or no design background should enter the premajor.

Current School of Architecture and Environment majors (architecture, interior architecture) in good-standing (2.50 minimum GPA), may enter the BLA program without a formal application. These students should discuss their degree plan with the BLA director, who will confirm enrollment with the School of Architecture and Environment advising staff.

Students who wish to enter the BLA program must meet the requirements below, complete lower-division course work, and complete a separate application to the BLA prior to entering the Landscape Architectural Design and Process (LA 439) studios.

- Cumulative UO GPA of 2.50 or better
- Requirements listed below must be passed with at least a C– or P or P*.
- Satisfactory completion of the following:
  - Lower-division core courses: Understanding Landscapes (LA 260) or Introduction to Landscape Architecture (LA 227)
  - Introductory design studios Landscape Architectural Design (LA 289) ***or*** Architectural Design I (ARCH 283) and Architectural Design II (ARCH 284)
  - Introductory media courses Landscape Media (LA 350) and Digital Landscape Media (LA 352) ***or*** Design Skills (ARCH 202) and Introduction to Architectural Computer Graphics (ARCH 222)
- Satisfactory completion of one basic ecology or natural systems course

Applications may be submitted prior to completion of the premajor requirements. The department admits students fall, winter, and spring terms. Admission to the BLA is effective the following term. The deadline to apply falls on the Friday of the fourth week.

To be considered for admission to the major, students must complete and submit the following materials through the online SlideRoom applicant tracking system:

- Application form
- Landscape architecture premajor checklist, available as a PDF on the department website or in hard-copy form in 210 Lawrence Hall
- Portfolio of design and art work, completed in the Landscape Architectural Design (LA 289) studios, Landscape Media (LA 350) or Digital Landscape Media (LA 352) media courses, or elsewhere

Prospective applicants may find information about the program and application requirements on the department website.

Minor in Landscape Architecture

To earn a minor in landscape architecture, students file a declaration form with the program director. Once admitted, students remain in contact with the director for personalized advising.

Minor candidates are given preference on course waiting lists over nondepartmental students. Students in the minor should inform instructors when asking permission to enroll. To declare the minor, complete the following:

1. Obtain the Undergraduate Minor Declaration Form from the School of Architecture and Environment office, 210 Lawrence Hall. The form includes a curriculum worksheet with the requirements listed below.
2. Meet with the program director to discuss when courses are offered, which topics courses or seminars will be offered to fulfill minor requirements, and to develop a curricular plan.
3. Return the completed and signed form to the department office.

Minor Requirements (26 credits)

Code	Title	Credits
LA 260	Understanding Landscapes	4
LA 413	Analyzing Landscape Systems	4
One subject area course in plants from list below		4
One subject area course in history and theory from list below		4
Elective courses		10
Total Credits		**26**

Subject Areas

Code	Title	Credits
Plants		
LA 326	Plants: Fall	4

LA 327	Plants: Winter	4
LA 328	Spring Plants	4
LA 337	Landscape Field Work: [Topic] (any plants topic)	1-4
LA 390	Urban Farm	2-4
History and Theory		
LA 199	Special Studies: [Topic] (Design for a Sustainable World)	4
LA 407	Seminar: [Topic] (Landscape Architecture Theory)	4
LA 474	History of Landscape Architecture I	4
Elective Courses		
Any landscape architecture (LA) courses; Urban Farm (LA 390) may be repeated if taken during different terms		
Studio Options [1]		

[1] Architecture nonmajors may take Landscape Architectural Design (LA 289), which is offered every winter. Architecture and interior architecture majors may take a landscape architecture studio that is at their appropriate level of work in the major. Students should consult with their minor advisor, the landscape architecture studio instructor, and the Department of Architecture to determine which studio is appropriate *before* enrolling in the studio.

Five-Year Degree Plan

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

Bachelor of Landscape Architecture

Course	Title	Credits Milestones
First Year		
Fall		
WR 121	College Composition I	4
General-education course in arts and letters		4
General-education course in social science		4
General-education course in science		4
	Credits	**16**
Winter		
WR 122 or WR 123	College Composition II or College Composition III	4
General-education course in social science		4
General-education course in science		4
Multicultural course		4
	Credits	**16**
Spring		
General-education course in arts and letters		4
General-education course in social science		4
General-education course in science		4
Multicultural course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Second Year		
Fall		
LA 260	Understanding Landscapes	4
LA 326	Plants: Fall	4
Elective courses with an LA subject code		8
Meet with advisor to discuss academic goals		
	Credits	**16**
Winter		
LA 289	Landscape Architectural Design	6
LA 327	Plants: Winter	4
LA 350	Landscape Media	2-4
LA 408	Workshop: [Topic]	2
	Credits	**14-16**
Spring		
LA 289	Landscape Architectural Design	6
LA 352	Digital Landscape Media	2-4
Elective courses with an LA subject code		8
	Credits	**16-18**
	Total Credits	**46-50**

Course	Title	Credits Milestones
Third Year		
Fall		
LA 413	Analyzing Landscape Systems	4
LA 439	Landscape Architectural Design and Process	6
Landscape theory elective course		4
Advanced landscape media elective course	Complete basic ecology or natural systems course before LA 441	2
Meet with advisor to discuss academic goals		
Consider study abroad or field school for the following summer		
	Credits	**16**
Winter		
LA 417	Computer-Aided Landscape Design	2
LA 439	Landscape Architectural Design and Process	6
LA 474	History of Landscape Architecture I	4
Elective course with an LA subject code		4
Meet with College of Design Student Services to discuss résumé and portfolio design and career planning		
	Credits	**16**
Spring		
LA 366	Landscape Technologies II	4
LA 408	Workshop: [Topic]	2

LA 439	Landscape Architectural Design and Process	6
Advanced landscape media elective course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
LA 441	Principles of Applied Ecology	4	
LA 489	Site Planning and Design	6	
Elective course with an LA subject code		4	
Technology workshop		2	
Meet with advisor to discuss academic goals			
	Credits	**16**	
Winter			
LA 408	Workshop: [Topic]	2	
LA 415	Computers in Landscape Architecture	4	
LA 489	Site Planning and Design	6	
Elective course with an LA subject code		4	
Apply for summer internships			
	Credits	**16**	
Spring			
LA 440	Introduction to Landscape Planning Analysis	4	
LA 489	Site Planning and Design	6	
Elective course with an LA subject code		4	
Advanced computer-aided drafting course		2	
Meet with advisor to discuss career plans			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fifth Year			
Fall			
LA 490	Comprehensive Project Preparation	3	
LA 494	Land Planning and Design	6	
Elective courses with an LA subject code		6	
Apply to graduate school or begin looking for work to begin after graduation			
Meet with advisor to make a graduation plan			
	Credits	**15**	
Winter			
LA 462	Professional Practice Landscape Architecture	2	
LA 499	Comprehensive Project	8	
Elective course with an LA subject code		4	Completion of 41 LA elective credits
	Credits	**14**	
	Total Credits	**29**	

- Master of Landscape Architecture (p. 646) **(Track I master's)**
- Master of Landscape Architecture (p. 646) **(Track II master's)**
- **Doctor of Philosophy**

Graduate Studies

The department offers master's and doctoral degrees in landscape architecture.

The three-year professional master of landscape architecture degree (MLA) is accredited by the Landscape Architecture Accreditation Board. The MLA prepares students for professional careers in environmental design with a core in design studio course work and curricular areas in land analysis, land planning, ecological systems, and planting design. The program's goal is to produce visually literate, technically skilled, ecologically knowledgeable, and socially responsible designers—innovators and leaders in solving the difficult problems of the built environment.

The curriculum is structured on a sequence of 10 design studios, advancing through design fundamentals to advanced research studios and leading to an independent capstone research project. Core curricular areas support the development of design skills, and elective courses allow each student to develop expertise in topics such as ecological restoration and design, ecological urbanism, climate-change-resilient design, environmental justice, landscape aesthetics, healthy built environments, natural resource analysis and planning, urban design, food systems and urban agriculture, landscape history and preservation, and environmental design research methods.

The doctoral program in landscape architecture offers opportunities for advanced study and scholarship across a range of spatial scales and cultural contexts. Students in the program pursue varied topics related to their interests and to clusters of faculty expertise. Current clusters include

- critical history, theory, and practice
- ecology, infrastructure, and social justice
- productive landscapes

Master of Landscape Architecture

The professional master of landscape architecture (MLA) degree program, accredited by the Landscape Architectural Accreditation Board, prepares students for careers in landscape 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 MLA. The Track I MLA typically takes ten terms to complete and requires 140 credits. The Track II MLA is a six-term advanced placement program that requires approximately 56 credits (the exact number is determined through individual evaluation of prior course work at the time of admission.)

Track I MLA students typically complete all or most of the 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 other than a professional degree in landscape architecture must apply to the first professional degree program.

Students with degrees in related design disciplines (e.g., architecture, interior architecture, environmental design, or non-accredited landscape architecture degrees) may be given advanced standing, up to a maximum of four terms of studio credit for equivalent prior studio work. Studio

placement will be based on a portfolio review; required core course work will be evaluated on a case-by-case basis.

The Track II MLA is for applicants who have an accredited professional degree in landscape architecture. Students admitted into the Track II MLA begin their studies fall term. Track II students must fulfill the same professional curriculum requirements as first professional students, 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.

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.

Research and Master's Project. 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 in the final year during 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.

Area of Concentration. The area of concentration courses represent a focused inquiry in advanced topics that master's students undertake while forming and developing their master's projects. When students begin the MLA program, they should consult their departmental advisor to begin planning their area of concentration course work and receive approval for course selection. At the time when a student is assigned a master's project advisor, responsibility for course approval shifts to this person. At any time students may consult with other members of the departmental faculty who might help them craft their area of concentration. To be approved, an area of concentration must be graduate-level (a 500- or 600-level course number) and must be demonstrably related to the student's master's project topic and supportive of the project's development. See an advisor for more information.

First Professional Master's Curriculum

Code	Title	Credits
Landscape Architecture Design Studios		
LA 639	Foundations Studio	
LA 539	Landscape Architectural Design and Process (three studios)	18
LA 589	Site Planning and Design (three studios)	18
LA 594	Land Planning and Design	6
Landscape Architecture Materials + Construction		
LA 562	Professional Practice of Landscape Archtecture	2
LA 564	Landscape Materials and Construction I	4
LA 565	Landscape Materials and Construction II	4
LA 566	Landscape Materials and Construction III	4
Landscape Analysis + Planning		
LA 513	Analyzing Landscape Systems	4
LA 515	Computers in Landscape Architecture	4
LA 540	Introduction to Landscape Planning Analysis	4
LA 541	Principles of Applied Ecology	4
History + Theory of Landscape Architecture		
LA 574	History of Landscape Architecture I	4
LA 575	History of Landscape Architecture II	4
LA 572	Landscape Architectural Theory: [Topic]	4
Landscape Architecture Media		
LA 551	Landscape Media I	2
LA 552	Landscape Media II	2
LA 553	Landscape Media III	2
LA 550	Advanced Landscape Media: [Topic]	2
Research and Master's Project		
LA 620	Landscape Research Methods I	2
LA 621	Landscape Research Methods II	2
LA 699	Master's Project [1]	18
or LA 503	Thesis	
4 credits Research Elective [2]		4
Area of Concentration Electives		
Five courses approved by advisor		20
Total Credits		**138**

1. Before enrolling in Master's Project (LA 699), students must obtain department approval of a project or thesis proposal from their landscape architecture master's project advisor.
2. MLA students must complete 4 credits of supervised research between LA 621 and LA 699, in which they write a Masters Project proposal and complete a literature review of their Masters Project topic. The proposal must be approved by the student's Masters Project advisor prior to enrolling in LA 699.

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. Students are typically interested in pursuing an advanced independent research project with an interest in an academic career.

Students with professional landscape architecture degrees typically spend two years in residence satisfying course requirements.

Required course work includes one design and planning studio [Land Planning and Design (LA 594)], one course in landscape analysis and planning [Introduction to Landscape Planning Analysis (LA 540)], one course in history, literature, and theory, Landscape Research Methods I (LA 620), Landscape Research Methods II (LA 621), and mentored research with a faculty member. In addition, students must complete five courses (20 credits) in an area of concentration.

Postprofessional Master's Curriculum

Code	Title	Credits
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: [1]		4
LA 513	Analyzing Landscape Systems	
LA 515	Computers in Landscape Architecture	
LA 540	Introduction to Landscape Planning Analysis	
LA 541	Principles of Applied Ecology	
History and Theory		
Choose one of the following, or a course approved by advisor: [1]		4
ARCH 530	Architectural Contexts: Place and Culture	
LA 574	History of Landscape Architecture I	
LA 575	History of Landscape Architecture II	
LA 617	Introduction to Landscape Architecture Theory	
Area of Concentration		
Advisor-approved courses in one area of concentration from list above		20
Research Methods and Master's Project [1,2]		
LA 601	Research: [Topic]	2
LA 620–621	Landscape Research Methods I-II	4
LA 699	Master's Project [3]	16
or LA 503	Thesis	
Total Credits		**56**

1. Courses used to satisfy analysis, research, and theory requirements above may not be used to satisfy area of concentration requirements.
2. Before enrolling in Master's Project (LA 699), students must obtain department approval of a project or thesis proposal from their landscape architecture master's project advisor.
3. Completed during the second year.

Admission

Prospective applicants to the MLA degree programs may find information about the program and application requirements on the department website (https://archenvironment.uoregon.edu/landarch/apply/mla/).

Doctor of Philosophy Degree

The doctoral program in landscape architecture offers opportunities for advanced study and scholarship in ecological landscape planning, sustainable urban design, and design history and theory. Landscape planning is primarily concerned with assessing large landscapes and directing their policy, management, and land-use patterns to meet social and environmental ends, while design typically addresses smaller areas in greater detail.

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 in the field and identify needs for new, original contributions
- The ability to form and investigate operationally bounded questions
- The ability to independently design and execute a complete, intensive research project
- The ability to fully 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.

Pre-Defined Table

Degree Held	Credits to Expect to Complete for PhD
MLA or MArch	68
BLA or BArch only	80
Master's degree without professional environmental-design degree	86

Courses 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 excellence 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

Course List

Code	Title	Credits
Theory, Research, Investigation [1]		
LA 601	Research: [Topic]	6
LA 605	Reading and Conference: [Topic]	6
LA 617	Introduction to Landscape Architecture Theory	4
LA 620–621	Landscape Research Methods I-II	8
Doctoral colloquium		2
Outside analytic-synthetic courses [2]		4-12
Electives [3]		
Advanced Electives: 500-level and above landscape architecture courses in design theory, history, criticism, preservation, planning, and ecology [4]		8-12
Supporting Courses: courses typically taken outside of landscape architecture [4]		12
Dissertation		
LA 603	Dissertation	16
Total Credits		**70**

Footnotes

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

Prospective applicants to the landscape architecture doctoral program may find information about the program and application requirements on the department website (https://archenvironment.uoregon.edu/landarch/apply/phd/).

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.
The goal of this course is to expand your understanding, perception, and knowledge of landscapes as cultural artifacts and the physical form of invisible processes, histories, culture, people, animals, politics, and events.

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. Spring Plants. 4 Credits.
Focuses on flowering plants, their identification, design use, and ecosystem services they provide. Plant identification focuses on flowering trees and shrubs, groundcovers and perennials, with the intention of understanding how flowering plants may be used in design to support both human needs and ecosystem functions.

LA 337. Landscape Field Work: [Topic]. 1-4 Credits.
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. Repeatable twice for maximum of 12 credits.

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 twice.

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.

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 once.

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 twice.

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.
Prereq: one course in geography or biology or environmental studies.

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 429. Civic Agriculture. 4 Credits.
Exploring the impact and subsequent reversal of industrialized food systems through community driven production, distribution and equity methods, foodshed resiliency creation and ecologically literate agriculture practice.

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.
Principles of designing land- and waterscapes for human use and settlement. Ecological, social, and economic analyses of landscapes, resources, and patterns of occupancy in the Eugene-Springfield area.
Prereq: LA 413.

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: [Topic]. 2-4 Credits.
Advanced landscape media skills in a variety of media, including 2D and 3D digital skills, visual data representation, and remote data sensing. Repeatable up to three times for a maximum of 12 credits.

LA 451. Landscape Media I. 2 Credits.
Landscape Media I is the first course in a yearlong foundational landscape media sequence. The course focuses on fundamental concepts of cartography, diagramming movement and change, and conceptually representing design ideas, and introduces students to graphic design fundamentals.

LA 452. Landscape Media II. 2 Credits.
Landscape Media II is the second course in a yearlong foundational landscape media sequence. The course explores a variety of media, computer applications, analog approaches, workflows, and theoretical ideas in the context of landform, topography, and grading as both a design process and representation product.

LA 453. Landscape Media III. 2 Credits.
Landscape Media III is the third course in a yearlong foundational landscape media sequence. The course focuses on the visual communication of constructing the landscape, from sketching materials and assemblies, to to preparing construction documentation drawings.

LA 459. Landscape Technology Topics. 1-4 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 462. Professional Practice Landscape Architecture. 2 Credits.
Introduces students to key aspects of professional practice, fundamental professional skills, and professional career planning. Includes licensure, legal aspects of landscape architecture, career options, business management, and project management.

LA 464. Landscape Materials and Construction I. 4 Credits.
Landscape Materials and Construction I is the first course in a three-term sequence, with a primary focus on plants as a medium of landscape architectural design. It is an introduction to plants from the point of view of the landscape architect or architectural designer.

LA 465. Landscape Materials and Construction II. 4 Credits.
Landscape Materials and Construction I is the second of the three-term long Landscape Materials and Construction sequence, with a primary focus on landform as a medium of landscape architectural design and landscape engineering for accessibility, safety, and sustainability.
Prereq: LA 464.

LA 466. Landscape Materials and Construction III. 4 Credits.
Landscape Materials and Construction III is the third of the three-term long Landscape Materials and Construction sequence, with a primary focus on structures, material assemblies, and vegetation on and in buildings as media of landscape architectural design.
Prereq: LA 465.

LA 472. Landscape Architectural Theory: [Topic]. 4 Credits.
This course examines theories and the role of theory in landscape architecture. Each offering explores landscape theory through a different lens, including the analysis and design of landscapes, the creation of built works, and the discussion and critique of projects. Repeatable three times for a maximum of 16 credits.

LA 474. History of Landscape Architecture I. 4 Credits.
First in a sequence covering the history of landscape architecture. Explores the history and theory of the designed landscape from the beginnings of human settlement to the 19th century.

LA 475. History of Landscape Architecture II. 4 Credits.
The second in a sequence of two classes covering the history of landscape architecture, from the 19th century to the late 20th century.
Prereq: LA 474.

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 three times.
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.
Advanced planning and design projects in landscape architecture. Studio development of individually selected projects.
Prereq: LA 490.

LA 503. Thesis. 1-16 Credits.
Repeatable.

LA 507. Seminar: [Topic]. 1-5 Credits.
Repeatable once.

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 529. Civic Agriculture. 4 Credits.
Exploring the impact and subsequent reversal of industrialized food systems through community driven production, distribution and equity methods, foodshed resiliency creation and ecologically literate agriculture practice.

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.
Principles of designing land- and waterscapes for human use and settlement. Ecological, social, and economic analyses of landscapes, resources, and patterns of occupancy in the Eugene-Springfield area.
Prereq: LA 513.

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: [Topic]. 2-4 Credits.
Advanced landscape media skills in a variety of media, including 2D and 3D digital skills, visual data representation, and remote data sensing. Repeatable up to 3 times for a maximum of 12 credits when the topic changes.

LA 551. Landscape Media I. 2 Credits.
Landscape Media I is the first course in a yearlong foundational landscape media sequence. The course focuses on fundamental concepts of cartography, diagramming movement and change, and conceptually representing design ideas, and introduces students to graphic design fundamentals.

LA 552. Landscape Media II. 2 Credits.
Landscape Media II is the second course in a yearlong foundational landscape media sequence. The course explores a variety of media, computer applications, analog approaches, workflows, and theoretical ideas in the context of landform, topography, and grading as both a design process and representation product.

LA 553. Landscape Media III. 2 Credits.
Landscape Media III is the third course in a yearlong foundational landscape media sequence. The course focuses on the visual communication of constructing the landscape, from sketching materials and assemblies, to to preparing construction documentation drawings.

LA 559. Landscape Technology Topics. 1-4 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 562. Professional Practice of Landscape Archtecture. 2 Credits.
Introduces students to key aspects of professional practice, fundamental professional skills, and professional career planning. Includes licensure, legal aspects of landscape architecture, career options, business management, and project management.

LA 564. Landscape Materials and Construction I. 4 Credits.
Landscape Materials and Construction I is the first course in a three-term sequence, with a primary focus on plants as a medium of landscape architectural design. It is an introduction to plants from the point of view of the landscape architect or architectural designer.

LA 565. Landscape Materials and Construction II. 4 Credits.
Landscape Materials and Construction I is the second of the three-term long Landscape Materials and Construction sequence, with a primary focus on landform as a medium of landscape architectural design and landscape engineering for accessibility, safety, and sustainability.

LA 566. Landscape Materials and Construction III. 4 Credits.
Landscape Materials and Construction III is the third of the three-term long Landscape Materials and Construction sequence, with a primary focus on structures, material assemblies, and vegetation on and in buildings as media of landscape architectural design.

LA 572. Landscape Architectural Theory: [Topic]. 4 Credits.
This course examines theories and the role of theory in landscape architecture. Each offering explores landscape theory through a different lens, including the analysis and design of landscapes, the creation of built works, and the discussion and critique of projects. Repeatable three times for a maximum of 16 credits.

LA 574. History of Landscape Architecture I. 4 Credits.
First in a sequence covering the history of landscape architecture. Explores the history and theory of the designed landscape from the beginnings of human settlement to the 19th century.

LA 575. History of Landscape Architecture II. 4 Credits.
The second in a sequence of two classes covering the history of landscape architecture, from the 19th century to the late 20th century.

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 three times.
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.
Repeatable.

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.
Supervised field laboratory work; clinical or in-service educational experience. Planned programs of activities and study with assured provisions for adequate supervision. Repeatable twice.

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 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

Graduate Certificate in Museum Studies

The Graduate Certificate in Museum Studies (GCMS) is a transdisciplinary program open to graduate students enrolled in any graduate program at UO. The curriculum is designed to provide both scholarly engagement with issues related to museums and an introduction to the specialized skills pertinent to museum professionals.

Housed in the College of Design, the GCMS collaborates with departments, programs, and museum professionals across campus to provide foundational theoretical and practical training in the museum field, while allowing students the freedom to explore museum operations from a variety of perspectives.

Students must complete a minimum of 24 credits in approved courses. For information regarding the requirements, please see the GCMS website (https://design.uoregon.edu/arthistory/grad/certificates/museum-studies/).

New Media and Culture

Certificate in New Media and Culture

This multidisciplinary program offers exposure to an array of approaches to the study of contemporary new media topics such as social media, digital surveillance, gaming culture, and the social significance of data analytics through review of the history, theory, criticism, aesthetics, and production of new media technologies. Students blend scholarly research on new media topics with practical experience creating content using digital research tools.

The certificate program is open to graduate students in any UO department or program. Requirements include completion of six

graduate-level, new media–related courses, five of which are electives chosen from a flexible menu of offerings across campus, designed to fit seamlessly into students' course requirements for their home department. For more information, including course offerings for the coming year, visit the certificate website. (http://newmediaculture.uoregon.edu/)

Planning, Public Policy and Management

Richard D. Margerum, School Director
541-346-3635
147B Hendricks Hall
1209 University of Oregon
Eugene, Oregon 97403-1209

Mission Statement

The School of Planning, Public Policy and Management is nationally known for academic rigor, intellectual leadership, stellar evidence-based, innovative applied instruction and its inclusive and equitable climate. The school's faculty and administration is dedicated to

- a core curriculum and specialized courses that address inequities related to race and ethnicity
- diversity in the composition of faculty, students and professionals
- an environment that is open and welcoming, striving in particular to be inclusive to those traditionally marginalized in society
- 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
- ecological, social, and economic sustainability

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)

John Arroyo, assistant professor (urban studies, community development, inclusive urbanism). BA, 2002, Southern California; MCP, 2010, Cornell; PhD, 2018, Massachusetts Institute of Technology. (2018)

Doug Blandy, professor (art and community service, art and special populations). BS, 1974, Ohio; MA, 1979, PhD, 1983, Ohio State. (1987)

Anne Brown, assistant professor (transportation planning, mobility). BA, 2010, Macalester; MURP, 2014, California, Los Angeles. (2018)

Robert J. Choquette, senior instructor (strategic planning, project management); graduate programs coordinator. BS, 1982, MUP, 1991, Oregon. (1991)

Ben Clark, associate professor (public management, crowdsourcing, local government management). BA, 1999, Indiana, Bloomington; MPA, 2000, Syracuse; PhD, 2009, Georgia. (2016)

Renee A. Irvin, associate professor (nonprofit and philanthropic sector economics, wealth policy). BA, 1984, Oregon; MA, 1991, PhD, 1998, Washington (Seattle). (2001)

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)

Saurabh Lall, assistant professor (social enterprise, impact investing, nonprofit management). BA, 2004, Mumbai; MPP, 2007, PhD, 2015, George Washington. (2016)

Patricia Lambert, professor (performing arts, cultural policy). BM, 1990, Indiana; MA, 1997, Webster; MAS, 1998, International Center for Culture and Management; PhD, 2004, Ohio State. (2003)

Laura Leete, associate professor (poverty and social policy, work-force policy, nonprofit economics). BA, 1982, California, Berkeley; MA, 1988, PhD, 1992, Harvard. (2007)

Rebecca C. Lewis, associate professor (land-use policy, sustainable development, state and local finance). BA, 2006, Kentucky; MPP, 2008, PhD, 2011, Maryland, College Park. (2013)

Richard D. Margerum, professor (environmental planning and management, planning processes, conflict management). BA, 1987, Wittenberg; MCP, 1989, Cincinnati; MS, 1992, PhD, 1995, Wisconsin, Madison. (2001)

Dyana Mason, assistant professor (nonprofit management, charitable giving, public management). BA, 1993, Southern California; MBA, 2010, William and Mary; PhD, 2014, Southern California. (2014)

Jessica Matthiesen, senior instructor (nonprofit management, program development, public service); director, undergraduate program and internship. BS, 1997, MPA, 2009, Oregon. (2012)

José Meléndez, assistant professor (civic engagement, designing participatory processes, Latino immigrants). BA, 2001, Oberlin; MEd, 2009; PhD, 2016, Illinois, Chicago. (2018)

Nicole S. Ngo, assistant professor (health economics, environmental policy, urban sustainability). BA, BS, 2006, California, Irvine; MA, 2010, PhD, 2013, Columbia. (2013)

Eleonora Redaelli, associate professor. Laurea, 1997, Università degli Studi di Milano; DMA, 2000, Conservatorio di Musica Giuseppi Verdi; PhD, 2008, Ohio State. (2014)

Gerardo Sandoval, associate professor (economic and community development, urban revitalization, immigrant neighborhoods). BS, 2000, California, Davis; MCP, 2002, PhD, 2007, California, Berkeley. (2010)

Marc Schlossberg, professor (geographic information systems, social planning, transportation planning). BBA, 1987, Texas, Austin; MUP, 1995, San Jose State; PhD, 2001, Michigan. (2001)

Julie Voelker-Morris, senior instructor. BA, 1996, Augustana College; MS, 2002, Oregon. (2014)

Yizhao Yang, associate professor (environmental planning, sustainable living design and analysis, geographic information systems). BArch, 1995, Tianjin; MS, 1998, Tsinghua; MRP, 2001, PhD, 2007, Cornell. (2006)

Courtesy

Donald G. Holtgrieve, adjunct assistant professor (local government planning). See **Geography**.

Cassandra Moseley, courtesy assistant professor (natural resource policy, community-based conservation). BA, 1990, Cornell; MA, 1993, MPhil, 1994, PhD, 1999, Yale. (2002)

Emeriti

Gaylene Carpenter, associate professor emerita. BA, 1965, MS, 1973, California State, Long Beach; EdD, 1980, Temple. (1983)

Rogena M. Degge, professor emerita. BA, 1964, Fresno State; MS, 1972, PhD, 1975, Oregon. (1979)

Bryan T. Downes, professor emeritus. BS, 1962, MS, 1963, Oregon; PhD, 1966, Washington (St. Louis). (1976)

Linda F. Ettinger, associate professor emerita. BFA, Southwest Missouri State; MS, 1973, Illinois State; PhD, 1983, Oregon. (1982)

Maradel K. Gale, associate professor emerita. BA, 1961, Washington State; MA, 1967, Michigan State; JD, 1974, Oregon. (1974)

Jane Gehring, associate professor emerita. BS, 1940, Michigan State Teachers; MS, 1960, Oregon. (1958)

Judith H. Hibbard, professor emerita. BS, 1974, California State, Northridge; MPH, 1975, California, Los Angeles; DrPH, 1982, California, Berkeley. (1982)

Michael Hibbard, professor emeritus. BS, 1968, California Polytechnic; MSW, 1971, San Diego State; PhD, 1980, California, Los Angeles. (1980)

Carl J. Hosticka, associate professor emeritus. BA, 1965, Brown; PhD, 1976, Massachusetts Institute of Technology. (1977)

Beverly J. Jones, associate professor emerita. BS, 1967, Oregon College of Education; MS, 1976, PhD, 1977, Oregon. (1977)

Robert E. Keith, planning consultant emeritus. BS, 1944, Kansas State; MArch, 1950, Oregon. (1963)

David C. Povey, professor emeritus. BS, 1963, Lewis and Clark; MUP, 1969, PhD, 1972, Cornell. (1973)

Jean Stockard, professor emerita. BA, 1969, MA, 1972, PhD, 1974, Oregon. (1974)

Kenneth C. Tollenaar, director emeritus. BA, 1950, Reed; MA, 1953, Minnesota. (1966)

Edward C. Weeks, associate professor emeritus. BA, 1973, PhD, 1978, California, Irvine. (1978)

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

Participating

Nico Larco, architecture

Robert G. Ribe, landscape architecture

Anita M. Weiss, international studies

- Bachelor of Arts **(**p. 654**)**
- **Bachelor of Science**
- Planning, Public Policy and Management Minor **(**p. 654**)**
- **Nonprofit Administration Minor**

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. Academic coursework and learning opportunities such as internships and applied courses create a hands-on educational climate that is both exciting and challenging.

Preparation

A broad liberal arts background, the development of communication and analytical skills, and college-level community volunteer and leadership experiences are excellent preparation for the PPPM major. When selecting courses to meet UO Core Education Requirements, premajors might consider public speaking, economics, political science, sociology, computer science, mathematics, and international studies.

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, professional background and a sound basis for graduate study in fields such as urban planning, public policy and management, business, law, journalism, and nonprofit administration.

Admission Requirements

Students ***must*** apply to the major ***before*** earning 30 credits in PPPM major courses. Students are encouraged to apply for admission once they have completed the majority of their UO Core Education Requirements, typically the term prior to achieving junior class standing (90–105 credits).Preference in admission is given to applicants who have:

- a grade point average (GPA) of 3.00 or better
- some college-level experience—paid or volunteer—in public service
- fulfilled a majority of the university core 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 must take Introduction to Economic Analysis 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 declare the PPPM major to receive correspondence about upcoming courses and opportunities, advising services, and access to courses with reserved spaces for PPPM students.

Admission Procedures

The school accepts applications for admission to the major 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 Qualtrics survey on the school website
2. Brief résumé of college-level education, employment and volunteer history
3. Personal statement describing interest in public service, 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

Code	Title	Credits
Core Courses [1]		
PPPM 201	Introduction to Public Policy	4
PPPM 205	Introduction to City Planning	4
PPPM 280	Introduction to the Nonprofit Sector	4
PPPM 413	Quantitative Methods	4
PPPM 415	Policy and Planning Analysis	4
PPPM 434	Urban Geographic Information Systems	4
PPPM 494	Practice of Leadership and Change	4
Field of Interest		
PPPM electives [2]		32
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.

Bachelor of Science Degree Requirements

Code	Title	Credits
Core Courses [1]		
PPPM 201	Introduction to Public Policy	4
PPPM 205	Introduction to City Planning	4
PPPM 280	Introduction to the Nonprofit Sector	4
PPPM 413	Quantitative Methods	4
PPPM 415	Policy and Planning Analysis	4
PPPM 434	Urban Geographic Information Systems	4
PPPM 494	Practice of Leadership and Change	4
Field of Interest		
PPPM electives [2]		32
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.

Students should expect extensive writing, analysis, and collaborative projects as part of their education in PPPM. For more information, contact the PPPM undergraduate advisor.

Fields of Interest

Students are encouraged to work with an undergraduate academic advisor to identify electives in one or more fields of interest.

Fields of interest may include the following:

- arts and cultural leadership
- environment and sustainability
- equity and social justice
- nonprofit administration
- public leadership and management
- social and health policy
- urban planning and development

Internship

Internships are optional but highly recommended for all PPPM students as a way to explore and clarify their interests and career goals, apply academic learning, develop new skills, and network with professionals. These career-building experiences help prepare students for fellowships, professional positions, or further academic stud. Students interested in the PPPM Internship Program should enroll in PPPM 412 Internship and Professional Development and meet with the PPPM Undergraduate Internship Director. More information is on the School website.

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 the PPPM Undergraduate Director by the end of their sophomore year 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 provides a professional context in which to apply the knowledge, theories, and methods of the student's major discipline. Students pursuing the minor are introduced to a broad overview of issues in urban and regional planning, public policy and public management, and nonprofit administration. The minor enhances any student's undergraduate education with preparation for a variety of professional occupations and graduate study.

Students may declare the minor in planning, public policy and management at any time by meeting with the PPPM undergraduate advisor. Materials for declaring the minor are available in the school office and on the website.

Code	Title	Credits
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 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 School of Planning, Public Policy and Management 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 by meeting with a PPPM undergraduate advisor. Materials for declaring the minor are available in the school office or on the website. Core courses must be taken for letter grades and passed with grades of C– or better, unless offered pass/no pass only.

Code	Title	Credits
PPPM 280	Introduction to the Nonprofit Sector	4
PPPM 422	Grant Proposal Writing	1
PPPM 480	Nonprofit Management	4
PPPM 481	Fundraising for Nonprofit Organizations	4
PPPM 484	Public and Nonprofit Financial Management	4
Upper-division electives [1]		8
Total Credits		**25**

1 A list of approved courses are available in the school office. Only preapproved elective courses satisfy this requirement. See a PPPM 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

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
First term of first-year second-language sequence		4	
General-education arts and letters group-satisfying course		4	
Multicultural course		4	
Must Maintain 3.00 GPA for admission into PPPM major			
	Credits	**16**	
Winter			
WR 122	College Composition II	4	
Second term of first-year second-language sequence		4	
General-education arts and letters group-satisfying course		4	
Multicultural course		4	
	Credits	**16**	
Spring			
Third term of first-year second-language sequence		4	
General-education arts and letters group-satisfying course		4	
General-education social science group-satisfying course		4	
General-education science group-satisfying course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
PPPM 280	Introduction to the Nonprofit Sector	4	
EC 201	Introduction to Economic Analysis: Microeconomics	4	
First term of second-year second language sequence		4	Gain experience in paid or volunteer public service.
General-education science group-satisfying course		4	
	Credits	**16**	
Winter			
PPPM 201	Introduction to Public Policy	4	
Second term of second-year second-language sequence		4	Gain experience in paid or volunteer public service.
General education social science group-satisfying course		4	
General education science group-satisfying course		4	
	Credits	**16**	
Spring			
PPPM 205	Introduction to City Planning	4	

Third term of second-year second-language sequence	Gain experience in paid or volunteer public service.	4
General-education science group-satisfying course		4
General-education arts and letters group-satisfying course		4
Credits		**16**
Total Credits		**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
PPPM 413	Quantitative Methods	4	
PPPM elective courses		8	
Elective course		4	
Credits		**16**	
Winter			
PPPM 415	Policy and Planning Analysis	4	
PPPM 434	Urban Geographic Information Systems	4	
PPPM elective course		4	
Elective course		4	
Credits		**16**	
Spring			
PPPM elective courses		8	
Elective courses		8	
Credits		**16**	
Total Credits		**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
PPPM 494	Practice of Leadership and Change	4	
PPPM elective course		4	
Elective course		4	
Credits		**12**	
Winter			
PPPM elective course		4	
Elective courses		8	
Credits		**12**	
Spring			
PPPM elective course		4	
Elective courses		8	
Credits		**12**	
Total Credits		**36**	

Bachelor of Science in Planning, Public Policy and Management

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
Mathematics course		4	
General-education arts and letters group-satisfying course		4	
Multicultural course in international cultures		4	
Credits		**16**	
Winter			
WR 122	College Composition II	4	
Mathematics course		4	
General-education arts and letters group-satisfying course		4	
Multicultural course in American cultures		4	
Credits		**16**	
Spring			
Mathematics course		4	
General education arts and letters group-satisfying course		4	
General-education social science group-satisfying course		4	
General-education science group-satisfying course		4	
Credits		**16**	
Total Credits		**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
PPPM 280	Introduction to the Nonprofit Sector	4	
General-education arts and letters group-satisfying course		4	
EC 201	Introduction to Economic Analysis: Microeconomics	4	
General-education science group-satisfying course		4	
Credits		**16**	
Winter			
PPPM 201	Introduction to Public Policy	4	
Elective course		4	Gain experience in paid or volunteer public service.
General-education social science group-satisfying course		4	
General-education science group-satisfying course		4	
Credits		**16**	
Spring			
PPPM 205	Introduction to City Planning	4	

Elective courses	Gain experience in paid or volunteer public service.	8
General-education science group-satisfying course		4
Credits		**16**
Total Credits		**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
PPPM 413	Quantitative Methods	4	
PPPM elective courses		8	
Elective course		4	
Credits		**16**	
Winter			
PPPM 415	Policy and Planning Analysis	4	
PPPM 434	Urban Geographic Information Systems	4	
PPPM elective course		4	
Elective course		4	
Credits		**16**	
Spring			
PPPM elective courses		8	
Elective courses		8	
Credits		**16**	
Total Credits		**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
PPPM 494	Practice of Leadership and Change	4	
PPPM elective course		4	
Elective course		4	
Credits		**12**	
Winter			
PPPM elective course		4	
Elective courses		8	
Credits		**12**	
Spring			
PPPM elective course		4	
Elective courses		8	
Credits		**12**	
Total Credits		**36**	

- **Master of Community and Regional Planning**
- **Master of Nonprofit Management**
- **Master of Public Administration**
- PhD in Planning and Public Affairs **(**p. 662**)**
- **Graduate Certificate in Arts Management**
- **Graduate Certificate in Nonprofit Management**

Graduate Studies

Programs for the School's 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 school'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 GE position includes a stipend and a waiver of tuition and fees for one or more terms. Graduate students may also work on planning and public policy projects through the Institute for Policy Research and Engagement (IPRE) and Sustainable Cities Institute's Sustainable City Year Origran. Each year, IPRE supports 5-10 students through paid internship positions. Students who participate in Community Planning Workshop in their first year are eligible to apply for GE positions as CPW project managers in their second year.

Applicants to PPPM programs are strongly urged to complete and submit the FAFSA as soon as they complete their application for admission to be eligible for financial assistance including work-study and other assistance offered through the Office of Student Financial Aid and Scholarships.

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. 662) 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

Code	Title	Credits
Core Courses		
PPPM 534	Urban Geographic Information Systems	4
PPPM 611	Introduction to Planning Practice	4
PPPM 612	Legal Issues in Planning	4
PPPM 613	Planning Analysis I	5
PPPM 616	Planning Theory and Ethics	4
PPPM 617	Human Settlements	4
PPPM 623	Professional Development	1
PPPM 625	Community Planning Workshop	5
PPPM 626	Community Planning Workshop	5
One of the following courses on land use:		4

PPPM 607	Seminar: [Topic] (Land-Use Policy)	
PPPM 646	Planning for Growth Management	
One of the following courses on public participation:		4
PPPM 532	Justice and Urban Revitalization	
PPPM 548	Collaboration	
Field of interest electives selected from list of suggested courses in consultation with advisor		25
PPPM 609	Terminal Project	4
Total Credits		**73**

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) and Community Planning Workshop (PPPM 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) and Community Planning Workshop (PPPM 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 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 or 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 certain 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

Code	Title	Credits
Core Courses		
PPPM 522	Grant Proposal Writing	1
PPPM 581	Fundraising for Nonprofit Organizations	4

PPPM 586	Philanthropy and Grant Making	2
PPPM 618	Public Sector Theory	4
PPPM 623	Professional Development	1
PPPM 656	Quantitative Methods	5
PPPM 680	Managing Nonprofit Organizations	4
PPPM 686	Nonprofit 48-Hour Charrette	1
PPPM 687	Nonprofit Board Governance (three-term sequence, one credit per term)	3
Internship		
PPPM 604	Internship: [Topic] [1]	3
Electives		
Courses focused on a specific field of interest [2]		20
Capstone Course: Management Sequence		
PPPM 688	Nonprofit Consultancy	4
Select three of the following, or other management-relevant course:		12
AAD 520	Event Management	
AAD 521	Cultural Programming	
AAD 551	Community Cultural Development	
AAD 571	Performing Arts Management	
AAD 612	Cultural Administration	
PPPM 525	Project Management	
PPPM 526	Strategic Planning for Management	
PPPM 532	Justice and Urban Revitalization	
PPPM 548	Collaboration	
PPPM 552	Public Participation in Diverse Communities	
PPPM 565	Program Evaluation	
PPPM 583	Volunteer Resource Management	
PPPM 587	Impact Philanthropy	
PPPM 588	Nonprofit Legal Issues	
PPPM 633	Public Management	
PPPM 685	Social Enterprise	
Total Credits		**64**

1 Completing a nonprofit internship (3 credits) is highly recommended for all MNM students, and required for those with fewer than two years of relevant professional experience.

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 (https://pppm.uoregon.edu/grad/master-of-nonprofit-management/).

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 policy making—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 policy making, 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
6. The Graduate Record Examination is optional 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. Applications received after the deadline will be considered on a rolling basis as space allows.

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

Code	Title	Credits
Core Courses [1]		
PPPM 618	Public Sector Theory	4
PPPM 628	Public Sector Economics	4
PPPM 629	Public Budget Administration	4
PPPM 633	Public Management	4
PPPM 636	Public Policy Analysis	4
PPPM 637	MPA Policy Analysis Project	1
PPPM 656	Quantitative Methods	5
PPPM 657	Research Methods in Public Policy and Management	4
PPPM 684	Public and Nonprofit Financial Management	4
Field of Interest		
Courses in selected field of interest [2]		24
Internship		
PPPM 623	Professional Development	1
PPPM 604	Internship: [Topic] [3]	3
Applied Research Project		
PPPM 638–639	MPA Capstone Applied Research Project I-II	10
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 own 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 post-policy implementation on Oregonians, and an examination of three potential communities for a nonprofit's expansion.

Graduate Certificate in Arts Management

The 24-credit graduate certificate in arts management is available to graduate students enrolled in the School of Planning, Public Policy and Management as well as other master's and doctoral students across campus, and as a standalone graduate certificate program. Arts management typically refers to the business and programmatic management of arts organizations in the nonprofit or public sectors, including orchestras, opera companies, presenting organizations, museums, theaters, dance companies, arts councils, and service organizations. Arts managers may also be found in for-profit organizations in such areas as artist management, recording, art galleries, film, and television.

The program of study is designed to develop students' knowledge and competencies in cultural policy, cultural planning, and arts management in an individualized program of study. Additional credits are drawn from other specialized course offerings related to the student's area of interest in arts management, selected from courses offered through the

PPPM school as well as from other academic units on campus. The graduate certificate in arts management is suitable for students from a range of fields, including art history, art, anthropology, music, nonprofit management, planning, public policy, theater arts, dance, and folklore.

Of the 24 credits total required for the program, 16 are from four required core courses:

Code	Title	Credits
PPPM 570	The Arts in Society	4
PPPM 571	Cultural Policy	4
PPPM 572	Creative Placemaking	4
PPPM 573	Cultural Programming	4
Electives [1]		
Select 8 credits of course work from the following:		8
PPPM 510	Experimental Course: [Topic] (Event Management)	
PPPM 510	Experimental Course: [Topic] (Museum Education)	
PPPM 510	Experimental Course: [Topic] (Museum Practice)	
PPPM 570	The Arts in Society	
PPPM 575	Performing Arts Management	
PPPM 581	Fundraising for Nonprofit Organizations	
PPPM 583	Volunteer Resource Management	
PPPM 586	Philanthropy and Grant Making	
PPPM 587	Impact Philanthropy	
PPPM 588	Nonprofit Legal Issues	
PPPM 610	Experimental Course: [Topic]	
PPPM 670	Cultural Administration	
PPPM 685	Social Enterprise	
PPPM 686	Nonprofit 48-Hour Charrette	
PPPM 687	Nonprofit Board Governance	
PPPM 688	Nonprofit Consultancy	
PPPM 604	Internship: [Topic] [2]	6
Total Credits		**24**

1 This is a list of sample courses. With program director approval, elective credits for the certificate may also be taken in other departments.

2 Elective credits may be taken in other departments. Information about the many nonprofit elective courses or waiver of required courses is available from the program director.

2 Students wishing to complete the certificate must complete an internship and 5 elective credits ***or*** take 11 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).

Core courses must be taken for letter grades unless offered P/N only.

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 standalone 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.

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 have 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.

Requirements

Code	Title	Credits
Core Courses		
PPPM 522	Grant Proposal Writing	1
PPPM 581	Fundraising for Nonprofit Organizations	4
PPPM 680	Managing Nonprofit Organizations	4
PPPM 681	Nonprofit Financial Management	4
Internship and Electives [1]		
Select three or more credits of elective course work from the following:		5
PPPM 525	Project Management	
PPPM 526	Strategic Planning for Management	
PPPM 565	Program Evaluation	

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.

PhD in Planning and Public Affairs

The UO PhD program in Planning and Public Affairs trains students to conduct rigorous, original research to inform scholarship, policy, and practice. Students must have a Masters degree in a related field to be admitted to the program;. Key aspects of our program include:

• Innovative: Focused around research groups working to address key societal issues with a high potential for academic employment
• Interdisciplinary: Flexible structure allows students to access a range of disciplines across our School and the University
• Engaged: Draws upon our international reputation of engaged teaching and scholarship in collaboration with agencies, cities, and communities

• Inclusive: Builds on our dedication to equity and inclusion and our diverse faculty

Each admitted student must choose a primary disciplinary track, which can be fulfilled with a previous graduate degree or coursework at Oregon.

1.Community and regional planning

2. Nonprofit management

3. Public administration and public policy

The program focuses on three, cutting-edge research areas that are strengths among the PPPM faculty. Students work with advisors based in these research groups, and may also engage with other faculty across campus:
• Sustainable Cities and Transportation: Analyzing the emerging trends related to technology and cities such as: land use, urban form, street design, new mobility, active transport, micromobility, public policy, and public budgeting/finance.
• Access and Equity: Issues of access, equity, social justice, representation, and power for under-represented and under-served communities. This work crosses planning, community engagement, community development, urban design, non-profit management, and public policy disciplines
• Nonprofit, Philanthropic and Social Enterprise: Innovative trends related to management, arts and cultural leadership, philanthropy and social enterprise. This work focuses in particular on issues such as social entrepreneurship, high impact philanthropy and the economics of nonprofit organizations

Code	Title	Credits
Methods Plan [1]		16
Disciplinary Track and Concentration [2]		36
Career Development [3]		3
PPPM 607	Seminar: [Topic]	
PPPM 604	Internship: [Topic]	
Dissertation		18
Total Credits		**73**

1. Approved by the student's Pre-Dissertation Advisory Committee based on field of study.
2. Disciplinary Track coursework must be approved by the student's Pre-Dissertation Advisory Committee. Concentration coursework is determined by the student in consultation with their advisor.
3. Academic Career Development: may also substitute PS 602/608 teaching and professionalization seminars (or equivalent class with approval)

Institute for Policy Research and Engagement

The Institute for Policy Research and Engagement (formerly the Community Service Center) at the University of Oregon is an interdisciplinary institute that assists Oregon communities by providing planning and technical assistance to help solve local issues and improve the quality of life for Oregon residents. The role of the institute is to link the skills, expertise, and innovation of higher education with the economic development and environmental needs of communities and regions in the state, thereby providing service to Oregon and learning opportunities to the students involved.

Through the institute's programs, students gain important service and professional experience by helping to solve community and regional problems in addition to establishing relationships and strengthening partnerships between faculty members and students, community representatives, state and local agencies, and nonprofit organizations.

The institute oversees several programs:

· Community Planning Workshop

· Resource Assistance for Rural Environments (RARE) AmeriCorps Program

· Oregon Partnership for Disaster Resilience

· Economic Development Administration University Center

The Resource Assistance for Rural Environments (RARE) AmeriCorps Program

The RARE AmeriCorps Program offers a unique opportunity to connect the community and economic development needs of rural Oregon communities with the personal and professional development aspirations of the next generation. Using a tried-and-true model for engagement, we provide a topnotch service-learning experience while delivering resources, expertise, and critical capacity to rural Oregon. Our goal is to ensure a mutually beneficial experience for our RARE AmeriCorps members and rural communities we serve.

RARE AmeriCorps members serve all over the state, from coast to valley to mountain towns to the high desert. A portion of our community partners change each year, helping to ensure we meet the most pressing needs of rural Oregon. Regardless of where they are placed, RARE AmeriCorps members gain hands-on experience in systems thinking, project management and planning, develop technical skills, and build a strong statewide network of professionals, all while creating meaningful change in rural Oregon. Members assist with various levels of planning and implementation of critical projects across Oregon on a wide range of topics, including community and economic development, food systems, and environmental and sustainability planning.

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.

Courses

PPPM 101. Advocacy and Social Change. 4 Credits.
Explorations of how policy change occurs, how people and organizations create social and policy change, and how individuals can make a difference in their communities.

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 250. Arts 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. Institutional structures advancing the arts and culture in society will be examined.

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 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 360. International Public Policy. 4 Credits.
Introduces international dimensions of public policy making by comparing national systems and institutions of governance, public policy making processes, and public policy decisions. Investigates concepts, theories, and approaches to compare public policies in economic, welfare, educational, health, and environmental sectors.

PPPM 370. Global Sustainable Development and Policy. 4 Credits.
Sustainable Development seeks to reconcile the economic, social, and environmental problems we face in a world with constrained resources. To have a broader perspective of what sustainability means, we examine problems through an interdisciplinary lens and investigate how these issues form and possible policy solutions.

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.
Repeatable.

PPPM 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

PPPM 409. Practicum: [Topic]. 1-5 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 410L. Experimental Course: [Topic]. 4 Credits.
Repeatable. Trial courses are taught under these numbers. See the online class schedule for current titles.

PPPM 412. Internship and Professional Development. 2 Credits.
Introduction to department's internship program and career development. 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 Planning and Policy. 4 Credits.
Land use planning processes and policy tools that US governments employ to manage and control land development, especially those considered to support a community's efforts to pursue sustainable urbanization.

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. Collaboration. 4 Credits.
Explores theory and practice of collaboration in public and nonprofit settings, including the role of organizations, agencies, and the public. Focuses in particular on developing and practicing collaboration skills and strategies.

PPPM 452. Public Participation in Diverse Communities. 4 Credits.
Review of community engagement strategies and tools for encouraging public participation in low income and ethnically diverse communities.
Prereq: PPPM 432.

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 470. The Arts in Society. 4 Credits.
Course examines the arts as they function in society. Anthropological, philosophical, sociological, and art educational orientations to art are examined. Implications for arts and cultural management are addressed.

PPPM 471. Cultural Policy. 4 Credits.
Cultural Policy investigates political choice processes, governmental institutions, and the public policy cycle that shape the arts and culture sector.

PPPM 472. Creative Placemaking. 4 Credits.
This course provides an overview of the relationship between the arts and community development.

PPPM 473. Cultural Programming. 4 Credits.
Explore theory and practice related to arts and cultural programming in the public sector. Emphasis on inclusive and equitable cultural programming.

PPPM 475. Performing Arts Management. 4 Credits.
This course develops management skills for professional nonprofit performing arts organizations, focusing on executive leadership, strategic planning, programming, developing audiences, and venue management.

PPPM 480. Nonprofit Management. 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 483. Volunteer Resource Management. 2 Credits.
This course provides an overview of the role of volunteers in community organizations and serves as a comprehensive introduction to effective practices in volunteer resource management.

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 487. Impact Philanthropy. 4 Credits.
Introduction to impact philanthropy and related topics. Evidence-based philanthropy, venture philanthropy, impact investing, social impact bonds, impact measurement, and policy environment.

PPPM 488. Nonprofit Legal Issues. 4 Credits.
This course introduces legal issues for administration of nonprofit organizations. Topics include formation and types of organizations, board of directors duties, regulation of nonprofits, risk management, employee and volunteer law, lobbying, charitable solicitation, and laws on discrimination and accommodation.

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 495. Advanced Urban Geographic Information Systems. 4 Credits.
Acquiring advanced skills of using Geographic Information Systems (GIS) for community mapping and spatial analysis.
Prereq: PPPM 434 or other intro GIS class.

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 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. Collaboration. 4 Credits.
Explores theory and practice of collaboration in public and nonprofit settings, including the role of organizations, agencies, and the public. Focuses in particular on developing and practicing collaboration skills and strategies.

PPPM 552. Public Participation in Diverse Communities. 4 Credits.
Review of community engagement strategies and tools for encouraging public participation in low income and ethnically diverse communities.
Prereq: PPPM 532.

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 570. The Arts in Society. 4 Credits.
Course examines the arts as they function in society. Anthropological, philosophical, sociological, and art educational orientations to art are examined. Implications for arts and cultural management are addressed.

PPPM 571. Cultural Policy. 4 Credits.
Cultural Policy investigates political choice processes, governmental institutions, and the public policy cycle that shape the arts and culture sector.

PPPM 572. Creative Placemaking. 4 Credits.
This course provides an overview of the relationship between the arts and community development.

PPPM 573. Cultural Programming. 4 Credits.
Explore theory and practice related to arts and cultural programming in the public sector. Emphasis on inclusive and equitable cultural programming.

PPPM 575. Performing Arts Management. 4 Credits.
This course develops management skills for professional nonprofit performing arts organizations, focusing on executive leadership, strategic planning, programming, developing audiences, and venue management.

PPPM 581. Fundraising for Nonprofit Organizations. 4 Credits.
Introduction to fundraising for nonprofit organizations. Annual giving, major gifts, planned giving, and campaigns.

PPPM 583. Volunteer Resource Management. 2 Credits.
This course provides an overview of the role of volunteers in community organizations and serves as a comprehensive introduction to effective practices in volunteer resource management.

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 587. Impact Philanthropy. 4 Credits.
Introduction to impact philanthropy and related topics. Evidence-based philanthropy, venture philanthropy, impact investing, social impact bonds, impact measurement, and policy environment.

PPPM 588. Nonprofit Legal Issues. 4 Credits.
This course introduces legal issues for administration of nonprofit organizations. Topics include formation and types of organizations, board of directors duties, regulation of nonprofits, risk management, employee and volunteer law, lobbying, charitable solicitation, and laws on discrimination and accommodation.

PPPM 595. Advanced Urban Geographic Information Systems. 4 Credits.
Acquiring advanced skills of using Geographic Information Systems (GIS) for community mapping and spatial analysis.
Prereq: PPPM 434 or other intro GIS class

PPPM 601. Research: [Topic]. 1-16 Credits.
Repeatable.

PPPM 602. Supervised College Teaching. 1-5 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. Planning and Management Research Skills. 2 Credits.
Surveys research skills in planning and public administration. Applies research skills to applied projects in Community Planning Workshop and Nonprofit Consultancy.

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 633. Public Management. 4 Credits.
Theory and practice of public service managment; leadership and 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 636.

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 638.

PPPM 640. Land Use Planning and Policy. 4 Credits.
Study spatial planning tools and processes that control and manage land developments in order to enhance the well-being of human societies and natural systems.

PPPM 646. Planning for 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 656. Quantitative Methods. 5 Credits.
Develops skills in quantitative analysis. Emphasizes selecting appropriate analysis procedures and properly interpreting and reporting results.

PPPM 657. 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 663. Professional Development II. 1 Credit.
Pre-professional students practice the habits of professionals in the field. Build skills in metacognition and reflection, inclusion and diversity, and personal investment in life long learning and inquiry. Sequence with PPPM 623. Repeatable once for maximum of 2 credits.

PPPM 670. Cultural Administration. 4 Credits.
Course examines the major functions and issues in the administration of the arts and culture Emphasis is place on nonprofit organizations.

PPPM 680. Managing Nonprofit Organizations. 4 Credits.
Principles of effective management of nonprofit organizations. Governance, strategy, legal structure and standards, and volunteer administration.

PPPM 681. Nonprofit Financial Management. 4 Credits.
Fundamentals of managing nonprofit revenues and expenses, budgeting, fund stewardship, endowment investment and payout, event and service pricing, capital project decision making, and internal control procedures.

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.

PPPM 685. Social Enterprise. 4 Credits.
Introduction to social enterprises and their ecosystem. Earned revenue and social business models, social performance management, balancing financial and social objectives, funding landscape, policy environment, and taking social enterprises to scale.

PPPM 686. Nonprofit 48-Hour Charrette. 1 Credit.
Requires students to complete a management memo on an assigned topic. Work is completed within a 48-hour period, mimicking the high-stakes, deadline-intensive schedule characterizing professional work in the nonprofit sector.

PPPM 687. Nonprofit Board Governance. 1 Credit.
Students serve on governing boards of nonprofit organizations for one year: fall, winter, and spring terms. Repeatable twice for a maximum of 3 credits.

PPPM 688. Nonprofit Consultancy. 4 Credits.
Student teams complete projects for nonprofit organizations, assessing organizational needs and capacity, evaluating alternative strategies, and recommending solutions for organizational success.

Product Design

Trygve Faste, Department Head
541-346-6891
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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 fine arts (BFA) degree in product design. The BFA is a four-year program combining liberal arts and intensive product design studies designed to prepare students for a professional career in product design. Students enrolled in the program share a foundation in design, graphics, drawing, and art history with majors in both architecture and art.

Eugene

Students undertake the first three years of the BFA in product design at the university's main campus in Eugene. This location is well-equipped with computer and digital-imaging labs, a new digital computer-controlled mill, laser cutter, wood shop, digital loom, metals and ceramics shops, large-format printing facility, and other specialized art and design studios in Lawrence Hall, Downtown Eugene 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 BFA degree complete their fourth year of study at the university's new facility in Portland's Old Town Historic District. The White Stag Block houses studio facilities, a digital fusion laboratory, classrooms, a library, exhibit and research spaces, the Sports Product Design Master's Program, 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 from other related professional disciplines, such as architecture and sports product design 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

John Arndt, associate professor (product design). BFA, 1997, Alfred; MDes, 2006, Design Academy Eindhoven. (2008)

Wonhee Jeong Arndt, associate professor. BFA, 2002, Kookmin; MDes, 2006, Design Academy Eindhoven. (2014)

Trygve Faste, associate professor (product design). BA, 1997, Whitman College; MFA, 2004, Cranbrook Academy of Art. (2010)

Kiersten Muenchinger, Tim and Mary Boyle Chair in Material and Product Studies; associate professor (product design). BA, 1993, Dartmouth College; MS, 1998, Stanford. (2008)

Erdem Selek, associate professor (product design). BID, 2004, Middle East Technical; MA, 2007, Ecole Supérieure d'Art et de Design; MS, 2008, Istanbul Technical. (2015)

Hale Selek, associate professor (product design). BID, 2004, Middle East Technical; MA, 2007, Ecole Supérieure d'Art et de Design; MS, 2008, Istanbul Technical. (2015)

Susan Sokolowski, associate professor (sports product design). BFA, 1990, Fashion Institute of Technology; MA, 1997, Cornell; PhD, 1999, Minnesota, Twin Cities. (2015)

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

- Bachelor of Fine Arts in Product Design **(**p. **)**

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.

We are no longer accepting new BA/BS applications because the Department of Product Design now offers a four-year professional Bachelor of Fine Art (BFA) degree in product design.

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. For the latest information on the PD BFA requirements, visit Product Design's BFA webpage (https://artdesign.uoregon.edu/pd/undergrad/bfa/).

Bachelor of Fine Arts in Product Design Requirements

Students must complete a minimum of 180 credits, including requirements for the bachelor or arts or bachelor of science in product design or its equivalent.

Code	Title	Credits
Three art history courses (ARH)		12
PD 404	Internship: [Topic]	12
PD 486–488	BFA Studio I-III	18
Total Credits		**42**

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. **)**

Bachelor of Arts in Product Design

Course	Title	Credits Milestones
First Year		
Fall		
ART 115	Surface, Space, and Time	4
WR 121	College Composition I	4
IARC 204	Understanding Contemporary Interiors	4
First term of first-year second-language sequence		4
	Credits	**16**
Winter		
Placeholder		
ART 116	Core Interdisciplinary Laboratory	4
BA 101	Introduction to Business	4
WR 122	College Composition II	4
Second term of first-year second-language sequence		4
	Credits	**16**
Spring		
Placeholder		
ARTD 250	Print Media Digital Arts	4
ANTH 161	Introduction to Cultural Anthropology	4
General education course in social science		4
Third term of first-year second-language sequence		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Second Year		
Fall		
PD 223	Beginning Design Drawing	4
PD 240	Designers' Tools	4
General education course in arts and letters		4
First term of second-year second-language sequence		4
	Credits	**16**
Winter		
PD 430	Computer-Assisted Design and Production	4
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

Third term of second-year second-language sequence		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Third Year		
Fall		
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
General education course in social science		4
	Credits	**15**
	Total Credits	**47**

Course	Title	Credits Milestones
Fourth Year		
Fall		
PD 483	Advanced Studio I	4
General education course in science		4
Upper-division PD, ART, AAA, or IARC elective course		4
	Credits	**12**
Winter		
PD 484	Advanced Studio II	4
Upper-division PD/ART, AAA, or IARC elective courses		8
	Credits	**12**
Spring		
PD 485	Advanced Studio III	4
Upper-division PD/ART, AAA, or IARC elective course		4
	Credits	**8**
	Total Credits	**32**

Bachelor of Science in Product Design

Course	Title	Credits Milestones
First Year		
Fall		
ART 115	Surface, Space, and Time	4
IARC 204	Understanding Contemporary Interiors	4
WR 121	College Composition I	4
Mathematics course		4
	Credits	**16**
Winter		
ART 116	Core Interdisciplinary Laboratory	4
BA 101	Introduction to Business	4
WR 122	College Composition II	4
Mathematics course		4
	Credits	**16**
Spring		
ARTD 250	Print Media Digital Arts	4
ANTH 161	Introduction to Cultural Anthropology	4
Mathematics course		4
General education course in social science		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Second Year		
Fall		
PD 223	Beginning Design Drawing	4
PD 240	Designers' Tools	4
General education course in arts and letters		4
Upper-division elective course		4
	Credits	**16**
Winter		
PD 323	Design Drawing	4
PD 430	Computer-Assisted Design and Production	4
General education course in science		4
Upper-division elective course		4
	Credits	**16**
Spring		
BA 317	Marketing: Creating Value for Customers	4
ARH 358	History of Design	4
General education course in science		4
Upper-division elective course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Third Year		
Fall		
PD 340	Design for Use	4
General education course in arts and letters		4

Upper-division PD/ART, AAA, or IARC elective course		4
Upper-division elective course with ARH subject code		4
	Credits	**16**
Winter		
PD 350	Objects and Impacts	4
General education course in science		4
General education course that also satisfies a multicultural requirement		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
General education course in social science		4
	Credits	**15**
	Total Credits	**47**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
PD 483	Advanced Studio I	4	
General education course in science		4	
Upper-division PD/ART, AAA, or IARC elective course		4	
	Credits	**12**	
Winter			
PD 484	Advanced Studio II	4	
Upper-division PD/ART, AAA, or IARC elective courses		8	
	Credits	**12**	
Spring			
PD 485	Advanced Studio III	4	
Upper-division PD/ART, AAA, or IARC elective course		4	
	Credits	**8**	
	Total Credits	**32**	

Graduate Studies

The Department of Product Design offers a master's degree in Sports Product Design, a two-year program based in Portland, Oregon.

The Master of Sports Product Design prepares designers to be key members and leaders of multidisciplinary development teams within the more than 800 sports product companies located in Oregon and beyond. The program focuses on research and innovation methods, design tailored for the athlete, product materials and sustainability, marketing and branding through the study of sports-specific design techniques, along with human physiology and biomechanics.

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 Master of 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, per NASAD requirements for terminal graduate degrees:

1. A minimum of 65% of the total credits for the degree in studio studies.
2. A minimum of 15% of the total credits for the degree should include academic studies concerned with visual media.
3. At least 10% of the total program should be reserved for elective credits.

Studio Studies. A minimum of 65% of the total credits for the degree shall be in studio. As part of this requirement, institutions are responsible for maintaining title/content consistency.

Code	Title	Credits
SPD 684	Research Methodology and Innovation Process Studio	6
SPD 645	Sports Product Design and Business (SPD and Business)	4
SPD 650	Sports Product Materials and Manufacturing	4
SPD 685	Sports Product Design Studio I	6
SPD 686	Sports Product Design Studio II	6
SPD 687	Sports Product Design Studio III	6
SPD 601	Research: [Topic]	1-6
SPD 688	Innovative Project Strategy Development Studio	9
SPD 689	Collaborative Creation and Launch Studio	9
J 616	Introduction to Strategic Communication Marketing	4
HPHY 631	Human Performance and Sports Products	3
HPHY 632	Human Biomechanics and Sports Product Design	2

Academic Studies. A minimum of 15% of the total credits for the degree should be in academic studies concerned with visual media. Course assignments should be made with careful consideration of (1) the scope and objectives of the student's program, and (2) the content of studies completed at the undergraduate level.

Code	Title	Credits
SPD 415	Soft Goods Technologies (Soft Goods Tech for SPD)	4
SPD 425	Digital Creation Technologies (Digital Tech for SPD)	4
SPD 503	Thesis (Thesis)	1-6
SPD 602	Supervised College Teaching (Supervised Teaching)	1-6
SPD 604	Internship: [Topic]	1-6
SPD 605	Reading and Conference: [Topic]	1-6

Elective Studies. Elective studies are important, since they provide opportunities for students to follow specific areas of interest related to their areas of specialization or their prospective careers. It is strongly recommended that at least 10% of the total program be reserved for electives.

Code	Title	Credits
SPD 606	Special Problems: [Topic]	1-6
PD 510	Experimental Course: [Topic]	1-6
J 621	Foundations of Strategic Communication	4
J 624	Strategic Communication: [Topic]	2
MGMT 625	New Venture Planning	3

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

Applicants 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:

- Resume/CV.
- A 300-word statement regarding applicant work, internship or personal experience related to sports product design.
- A 300-word personal statement describing interest in the sports product design program and how the applicant sees themselves influencing the industry through their work.
- 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.
- GRE is optional.
- TOEFL score.

Applications are reviewed beginning on January 15 of each year and undergo rolling review for admission until the cohort is complete (up to 20 students). Incoming students begin the fall term immediately after acceptance.

Product Design Courses

PD 101. Introduction to Product Design. 4 Credits.
This course is an introduction to the Product Design profession and its cultural relevance. Lectures, reading and projects convey theory (critical thinking), designers (history), design methods (CAD, drawing, building), and storytelling (documentation / presentation) to give a foundation in product innovation, creation, and portfolio generation.

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.
Fundamental construction methods for design. Develop and understanding material properties and the use of specific tools through the design, development and construction of two projects.

PD 301. Introduction to Design Studio. 4 Credits.
Introduction to a studio based design course that combines theory and practice with a series of assignments and projects.
Prereq: PD 223, PD 240, PD 330.

PD 302. Introduction to Design Studio II. 4 Credits.
Integrate 2D and 3D communication and presentation skills to develop project-based design solutions.
Prereq: PD 301; coreq: PD 323.

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, PD 223.

PD 330. Introduction to Computer Aided Design. 4 Credits.
Introduction to computer-assisted design (CAD) in which students learn virtual design and physical manufacturing relationships and techniques.

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 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 twice for a maximum of 12 credits 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.
Repeatable.

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 483. Advanced 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. Repeatable twice for a maximum of 12 credits.
Prereq: PD 302, PD 340.

PD 484. Advanced 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. Repeatable twice for a maximum of 12 credits.
Prereq: PD 302, PD 340.

PD 485. Advanced 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. Repeatable twice for a maximum of 12 credits.
Prereq: PD 302, PD 340.

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.

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.

PD 510. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

Sports Product Design Courses

SPD 415. Soft Goods Technologies. 4 Credits.
An intensive, hands-on exploration of the technologies required to innovate soft good products in the sports product design industry.

SPD 425. Digital Creation Technologies. 4 Credits.
A fundamental course to learn the technologies used to define digital blueprints of sports products.

SPD 503. Thesis. 1-6 Credits.
Repeatable.

SPD 515. Soft Goods Technologies. 4 Credits.
An intensive, hands-on exploration of the technologies required to innovate soft good products in the sports product design industry.

SPD 525. Digital Creation Technologies. 4 Credits.
A fundamental course to learn the technologies used to define digital blueprints of sports products.

SPD 601. Research: [Topic]. 1-6 Credits.
Repeatable.

SPD 602. Supervised College Teaching. 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 645. Sports Product Design and Business. 4 Credits.
SPD 645 focuses on the fundamental business theories used to create, market, and sell sports products.

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 21st 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 (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 (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.

Center for Equity Promotion

Charles Martinez, Director
541-346-8904
1600 Millrace Drive, Suite 355
ceqp.uoregon.edu (http://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 (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

Hank Fien, Director
541-346-3562
ctl.uoregon.edu (http://csws.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.

Early Childhood Coordination Agency for Referrals, Evaluations, and Services

Judy Newman and Valerie Taylor Close, Codirectors
541-346-2578
299 E. 18th Ave.
earlychildhoodcares.uoregon.edu (http://earlychildhoodcares.uoregon.edu)

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 (http://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 (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 (http://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
intocareers.or (http://intocareers.org)g (http://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 (http://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 (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 (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 (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 or 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 Duck Bucks, 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.
Repeatable.

EDUC 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

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 and Education Research Design. 3 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 614. Educational Statistics. 3 Credits.
Foundations of statistical methods for research producers. Covers sampling methods, descriptive statistics, standard scores, distributions, estimation, statisticalsignificance testing, T tests, correlation, Pearson's chi-square test, power, effect size.
Prereq: EDUC 612.

EDUC 616. Philosophical Foundations of Social Science. 4 Credits.
This course examines the philosophical assumptions that underlie various research methodologies in the human and social sciences. It additionally introduces beginning doctoral students to the work of a variety of professors in the College of Education.

EDUC 620. Program Evaluation I. 3 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 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. 3 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. 3 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. 3 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. 3 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. 3 Credits.
Basic single-subject design strategies and general procedures as well as issues related to conducting and analyzing single-subject research in applied settings. Sequence with EDUC 652.
Prereq: EDUC 614.

EDUC 652. Single-Subject Research Methods II. 3 Credits.
Critical evaluation of single-subject and group-analysis research designs; elaboration on critical topics in single-subject methodology. Sequence with EDUC 652.
Prereq: EDUC 650.

EDUC 654. Advanced Applied Behavior Analysis. 3 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.

Counseling Psychology and Human Services

Elizabeth Stormshak, Department Head
541-346-9148

541-346-0683 fax
240 HEDCO Education Building

Programs in the Department of Counseling Psychology and Human Services educate and train professionals in counseling psychology, couples and family therapy, prevention science, and family and human services. Students are trained to effectively identify, prevent, and treat psychological and public health problems in children, adolescents, adults, and families. At the doctoral level, students extend scientific knowledge through research in collaboration with faculty mentors. Field placements, practicum placements, and internships at all levels of training provide students with opportunities to practice in schools, community agencies, and clinical and research settings under the supervision of faculty members, agency personnel, and collaborating scholars.

Faculty

Tiffany Brown, senior lecturer (self-harm, family dynamics of addiction, collegiate recovery communities). BS, 2002, MEd, 2005, Oregon; PhD, 2009, Texas Tech. (2011)

Elizabeth Budd, assistant professor (early chronic disease prevention, physical activity and healthy eating promotion, adolescent and community health). BS, 2005, Santa Clara; MPH, 2009, Saint Louis; PhD, 2016, Washington (St. Louis). (2016)

Krista Chronister, professor (domestic violence, career counseling, community intervention). BS, 1996, Florida; MS, 2000, PhD, 2003, Oregon. (2003)

Jessica Cronce, associate professor (health and risk behaviors among young adults, individual-focused prevention). BS, 1999, Washington (Seattle); MS, 2005, MPhil, 2006, PhD, 2009, Yale. (2015)

Dave DeGarmo, research associate professor (prevention science methodology, longitudinal analysis, fathers and parenting). BA, 1987, Lock Haven; MS, 1989, PhD, 1993, Akron. (2013).

Wendy Hadley, Julie and Keith Thomson Faculty Chair and HEDCO Clinic Director, associate professor (adolescent sexual and substance use risk prevention, adolescent obesity, technology interventions). BS, 1994, University of Florida; MS, 2000, PhD, 2003, University of Memphis. (2019)

Nichole Kelly, assistant professor (obesity prevention and adolescent health, eating disorders, health promotion). BS, 2004, Virginia; PhD, 2013, Virginia Commonwealth. (2016)

Atika Khurana, associate professor (adolescent development and risk-taking, self-regulation and executive functions, family and ecological influences). BS, 2003, MS, 2005, Panjab; PhD, 2009, Ohio State. (2012)

Jean Kjellstrand, assistant professor (corrections-involved families, positive youth development, reentry and preventive interventions). BA, 1989, Carleton College; MSW, 1991, Wisconsin, Madison; PhD, 2009, Portland State. (2014)

Leslie Leve, professor (foster care, adoption, prevention science). BA. 1990, California, Santa Cruz; MS, 1991, PhD, 1995, Oregon. (2013)

Benedict T. McWhirter, professor (adolescents at risk, college student development, connectedness). BA, 1986, Notre Dame; MC, 1988, PhD, 1992, Arizona State. (1997)

Ellen Hawley McWhirter, Ann Swindells Professor in Counseling Psychology (adolescent career development, empowerment, Latino youth academic success). BA, 1983, Notre Dame; MC, 1988, PhD, 1992, Arizona State. (1997)

Bertranna Muruthi, assistant professor (interventions and prevention programs for immigrant families). BA, 2010, MS, 2012, Miami (OH); PhD, 2017, Georgia. (2019)

James Muruthi, assistant professor (family and neighborhood factors, social capital and health disparities among aging marginalized individuals). BS, 2007, MS, 2010, Miami (OH); PhD, 2016, Georgia. (2019)

Elizabeth A. Stormshak, Philip H. Knight Chair; professor (prevention of delinquency, conduct problems, peer rejection). BA, 1988, Washington (Seattle); MS, 1992, PhD, 1995, Pennsylvania State. (1996)

Emily Tanner-Smith, associate professor (applied research methodology, meta-analysis, substance use and addiction). BS. 2003, Belmont; MA, 2007, PhD, 2009, Vanderbilt. (2017)

Jeff Todahl, associate professor (child abuse and neglect prevention, intimate partner violence, community engagement). BA, 1985, Western Washington; MS, 1989, Seattle Pacific; PhD, 1995, Florida State. (1999)

Karrie P. Walters, senior instructor (human services, child and family interventions, prevention and social justice). BA, 1996, North Texas; MA, 2001, Minnesota, Twin Cities; PhD, 2010, Oregon. (2010)

Courtesy

Joseph Arpaia, courtesy assistant professor (clinical hypnosis, autonomic nervous system, mediation and psychotherapy). BS, 1982, California Institute of Technology; MD, 1990, California, Irvine. (2005)

Philip A. Fisher, professor. See **Psychology**.

Richard D. Freund, courtesy assistant professor (research methods, community college counseling, cognitive therapy). BA, 1966, Brown; PhD, 1971, Stanford. (1975)

Lauren Lindstrom, professor (career development, youth with disabilities, gender equity). BS, 1985, MS, 1991, PhD, 2000, Oregon. (2000)

Emeriti

Henry F. Dizney, professor emeritus. BS, 1954, Southeast Missouri State; MEd, 1955, Wayne State; PhD, 1959, Iowa. (1967)

Gordon A. Dudley, associate professor emeritus. BA, 1956, Kalamazoo; MA, 1959, Colorado; EdD, 1971, Harvard. (1967)

Sally Fullerton, professor emerita. BS, 1956, Oregon State; MA, 1960, Cornell; PhD, 1970, Oregon. (1970)

Weston H. Morrill, professor emeritus. BS, 1960, MS, 1961, Brigham Young; PhD, 1966, Missouri, Columbia. (1990)

Shoshana D. Kerewsky, senior lecturer II emerita. BA, 1983, Swarthmore; MA, 1990, Lesley; PsyD, 1998, Antioch, New England. (1996)

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)

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**
- **Direct Service Intensive Pathway**

Undergraduate Studies

Family and Human Services

Krista Chronister, Major Director
340 HEDCO Education Building
541-346-2143
fhs@uoregon.edu

The family and human services major leads to a bachelor of arts (BA), bachelor of science (BS), or bachelor of education (BEd) degree. The family and human services major offers two pathways or emphases for study, the Prevention Science (PS) emphasis or Direct Service Intensive (DSI) emphasis. All FHS students are admitted into the Prevention Science emphasis. Students who wish to complete the DSI emphasis must apply.

The PS emphasis is 54 credits and allows students to study the application of research to prevent conditions that negatively impact well-being and focus on studying the design and evaluation of preventive interventions. The DSI emphasis is 64 credits and allows students to study the delivery of preventive interventions, treatment, and recovery support services and to gain applied practicum experience in community social services agencies to apply the knowledge and skills that they have learned.

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, couple and family therapy, prevention science, education, special education, early intervention, agency management and leadership, social work, human development, and family studies.

Bachelor of Arts Degree Requirements

Code	Title	Credits
Premajor Core		
FHS 213	Issues for Children and Families	4
FHS 215	Exploring Family and Human Services	3
FHS 216	Diversity in Human Services	4
Professional Studies		
CPSY 217	Foundations of Student Health and Well-Being	3
FHS 301	Writing for Human Services Professionals	3
FHS 328	Human Development in the Family Context	3
FHS 330	Individual Interventions in Ecological Contexts	4
FHS 331	Group and Community Interventions	3
FHS 420	Research in Human Services	3
or PSY 303	Research Methods in Psychology: [Topic]	
or SOC 311	Research Methods	
FHS 471	Human Services Professional Ethics	3
FHS 492	Contemporary Issues in Public Health	3
Advanced Interventions & Case Management		**3**
FHS 493	Child and Family Case Management	
FHS 494	Adolescent and Adult Case Management	
Research Experience		**1**
FHS 401	Research: [Topic]	
Equity and Diversity		**4**
ANTH 165	Sexuality and Culture	
ANTH 278	Science, Race, and Society	
ASL 301	American Deaf Culture	
CRES 420	Restorative Justice	
ES 101	Introduction to Ethnic Studies	
ES 352	Social Equity and Criminal Justice	
GLBL 250	Value Systems in Cross-Cultural Perspective	
PHIL 216	Philosophy and Cultural Diversity	
PHIL 307	Social and Political Philosophy	
SOC 207	Social Inequality	
SOC 313	Social Issues and Movements	
SOC 345	Race and Ethnicity	
SOC 355	Sociology of Gender	
WGS 101	Introduction to Women's and Gender Studies	
WGS 201	Introduction to Queer Studies	
WGS 321	Feminist Perspectives: Identity, Race, Culture	
WGS 322	Queer Theory	
WGS 341	Women, Work, and Class	
Professional Depth		**6**
CPSY 417	Introduction to Counseling Psychology Profession	
FHS 329	Youth Psychopathology in Context	
FHS 422	Prevention Science in Practice	
FHS 423	Prevention Science in Practice Supervision	
FHS 482	Prevention of Youth Violence	
MATH 243	Introduction to Methods of Probability and Statistics	
PPPM 205	Introduction to City Planning	
PPPM 280	Introduction to the Nonprofit Sector	
PPPM 413	Quantitative Methods	
PPPM 418	Introduction to Public Law	
PPPM 422	Grant Proposal Writing	
PPPM 426	Strategic Planning for Management	
PSY 301	Scientific Thinking in Psychology	
PSY 309	Psychopathology	
PSY 366	Culture and Mental Health	
SOC 304	Community, Environment, and Society	
SOC 312	Statistical Analysis in Sociology	
SPED 426	Behavior and Classroom Management	
FHS 490	Scientific Analysis in Human Services	

Direct Service Intensive Pathway Emphasis: Practicum		
FHS 472	Human Services in Practice	8
FHS 473	Human Services in Practice Supervision	4
Total Credits		**62**

[1] Requirements are representative of the Prevention Science pathway.

Bachelor of Science Degree Requirements

Code	Title	Credits
Premajor Core		
FHS 213	Issues for Children and Families	4
FHS 215	Exploring Family and Human Services	3
FHS 216	Diversity in Human Services	4
Professional Studies		
CPSY 217	Foundations of Student Health and Well-Being	3
FHS 301	Writing for Human Services Professionals	3
FHS 328	Human Development in the Family Context	3
FHS 330	Individual Interventions in Ecological Contexts	4
FHS 331	Group and Community Interventions	3
FHS 420	Research in Human Services	3
or PSY 303	Research Methods in Psychology: [Topic]	
or SOC 311	Research Methods	
FHS 471	Human Services Professional Ethics	3
FHS 492	Contemporary Issues in Public Health	3
Advanced Interventions & Case Management		**3**
FHS 493	Child and Family Case Management	
FHS 494	Adolescent and Adult Case Management	
Research Experience		**1**
FHS 401	Research: [Topic]	
Equity and Diversity		**4**
ANTH 165	Sexuality and Culture	
ANTH 278	Science, Race, and Society	
ASL 301	American Deaf Culture	
CRES 420	Restorative Justice	
ES 101	Introduction to Ethnic Studies	
ES 352	Social Equity and Criminal Justice	
GLBL 250	Value Systems in Cross-Cultural Perspective	
PHIL 216	Philosophy and Cultural Diversity	
PHIL 307	Social and Political Philosophy	
SOC 207	Social Inequality	
SOC 313	Social Issues and Movements	
SOC 345	Race and Ethnicity	
SOC 355	Sociology of Gender	
WGS 101	Introduction to Women's and Gender Studies	
WGS 201	Introduction to Queer Studies	
WGS 321	Feminist Perspectives: Identity, Race, Culture	
WGS 322	Queer Theory	
WGS 341	Women, Work, and Class	
Professional Depth		**6**
CPSY 417	Introduction to Counseling Psychology Profession	
FHS 329	Youth Psychopathology in Context	
FHS 422	Prevention Science in Practice	
FHS 423	Prevention Science in Practice Supervision	
FHS 482	Prevention of Youth Violence	
MATH 243	Introduction to Methods of Probability and Statistics	
PPPM 205	Introduction to City Planning	
PPPM 280	Introduction to the Nonprofit Sector	
PPPM 413	Quantitative Methods	
PPPM 418	Introduction to Public Law	
PPPM 422	Grant Proposal Writing	
PPPM 426	Strategic Planning for Management	
PSY 301	Scientific Thinking in Psychology	
PSY 309	Psychopathology	
PSY 366	Culture and Mental Health	
SOC 304	Community, Environment, and Society	
SOC 312	Statistical Analysis in Sociology	
SPED 426	Behavior and Classroom Management	
FHS 490	Scientific Analysis in Human Services	3
Direct Service Intensive Pathway Emphasis: Practicum		
FHS 472	Human Services in Practice	8
FHS 473	Human Services in Practice Supervision	4
Total Credits		**65**

[1] Requirements are representative of the Prevention Science pathway.

Bachelor of Education Degree Requirements

Code	Title	Credits
Premajor Core		
FHS 213	Issues for Children and Families	4
FHS 215	Exploring Family and Human Services	3
FHS 216	Diversity in Human Services	4
Professional Studies		
CPSY 217	Foundations of Student Health and Well-Being	3
FHS 301	Writing for Human Services Professionals	3
FHS 328	Human Development in the Family Context	3
FHS 330	Individual Interventions in Ecological Contexts	4
FHS 331	Group and Community Interventions	3
FHS 420	Research in Human Services	3
or PSY 303	Research Methods in Psychology: [Topic]	
or SOC 311	Research Methods	
FHS 471	Human Services Professional Ethics	3
FHS 492	Contemporary Issues in Public Health	3
Advanced Interventions & Case Management		**3**
FHS 493	Child and Family Case Management	
FHS 494	Adolescent and Adult Case Management	
Research Experience		**1**
FHS 401	Research: [Topic]	

Equity and Diversity		**4**
ANTH 165	Sexuality and Culture	
ANTH 278	Science, Race, and Society	
ASL 301	American Deaf Culture	
CRES 420	Restorative Justice	
ES 101	Introduction to Ethnic Studies	
ES 352	Social Equity and Criminal Justice	
GLBL 250	Value Systems in Cross-Cultural Perspective	
PHIL 216	Philosophy and Cultural Diversity	
PHIL 307	Social and Political Philosophy	
SOC 207	Social Inequality	
SOC 313	Social Issues and Movements	
SOC 345	Race and Ethnicity	
SOC 355	Sociology of Gender	
WGS 101	Introduction to Women's and Gender Studies	
WGS 201	Introduction to Queer Studies	
WGS 321	Feminist Perspectives: Identity, Race, Culture	
WGS 322	Queer Theory	
WGS 341	Women, Work, and Class	
Professional Depth		**6**
CPSY 417	Introduction to Counseling Psychology Profession	
FHS 329	Youth Psychopathology in Context	
FHS 422	Prevention Science in Practice	
FHS 423	Prevention Science in Practice Supervision	
FHS 482	Prevention of Youth Violence	
MATH 243	Introduction to Methods of Probability and Statistics	
PPPM 205	Introduction to City Planning	
PPPM 280	Introduction to the Nonprofit Sector	
PPPM 413	Quantitative Methods	
PPPM 418	Introduction to Public Law	
PPPM 422	Grant Proposal Writing	
PPPM 426	Strategic Planning for Management	
PSY 301	Scientific Thinking in Psychology	
PSY 309	Psychopathology	
PSY 366	Culture and Mental Health	
SOC 304	Community, Environment, and Society	
SOC 312	Statistical Analysis in Sociology	
SPED 426	Behavior and Classroom Management	
FHS 490	Scientific Analysis in Human Services	3
Direct Service Intensive Pathway Emphasis: Practicum		
FHS 472	Human Services in Practice	8
FHS 473	Human Services in Practice Supervision	4
Total Credits		**65**

[1] Requirements are representative of the Prevention Science pathway.

Direct Service Intensive Pathway

The Family and Human Sciences degree programs default into the Prevention Science pathway. Students may request to instead fulfill the requirements for the Direct Service Intensive Pathway listed below:

Code	Title	Credits
Human Services: Practice		**8**
FHS 472	Human Services in Practice	
Human Services Practice Supervision		**4**
FHS 473	Human Services in Practice Supervision	
Direct Service Intensive Capstone		**2**

* Replaces the Scientific Analysis & Interpretation requirement from the Prevention Science Pathway.

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

Course	Title	Credits	Milestones
First Year			
Fall			
First term of first-year second-language sequence		4	
WR 121	College Composition I	4	
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	4	
Elective course		3	
	Credits	**15**	
Winter			
Second term of first-year second-language sequence		4	
WR 122 or WR 123	College Composition II or College Composition III	4	
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	4	
Elective course		3	
	Credits	**15**	
Spring			
Third term of first-year second-language sequence		4	

FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	4
General-education course in arts and letters		4
General-education course in science		4
	Credits	**16**
	Total Credits	**46**

Course	Title	Credits Milestones
Second Year		
Fall		
First term of second-year second-language sequence		4
General-education course in arts and letters		4
General-education course in social science		4
General-education course in science		4
Prepare application for admission to the family and human services major		
	Credits	**16**
Winter		
Second term of second-year second-language sequence		4
General-education course in arts and letters		4
General-education course in social science		4
General-education course in science		4
Submit application for admission to the family and human services major		
	Credits	**16**
Spring		
Third term of second-year second-language sequence		4
General-education course in arts and letters		4
General-education course in social science		4
General-education course in science		4
Complete all specified family and human services major admission requirements		
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Third Year		
Fall		
FHS 328	Human Development in the Family Context	3
FHS 330	Individual Interventions in Ecological Contexts	4
FHS 406	Special Problems: [Topic]	2
FHS 407	Seminar: [Topic]	1
FHS 491	Junior Professional Practices and Issues I	3
	Credits	**13**
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	3
FHS 492	Contemporary Issues in Public Health	3
	Credits	**12**
Spring		
FHS 406	Special Problems: [Topic]	2
FHS 407	Seminar: [Topic]	1
FHS 493 or FHS 494	Child and Family Case Management or Adolescent and Adult Case Management	3
General-education course that also satisfies a multicultural requirement (American cultures or international cultures)		4
Elective course		4
	Credits	**14**
	Total Credits	**39**

Course	Title	Credits Milestones
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
Elective course		3
	Credits	**15**
Winter		
FHS 406	Special Problems: [Topic]	2
FHS 407	Seminar: [Topic]	1
FHS 495	Senior Professional Practices and Issues	3
Elective courses		8
Complete application for graduation on DuckWeb		
	Credits	**14**
Spring		
FHS 406	Special Problems: [Topic]	2
FHS 407	Seminar: [Topic]	1
Upper-division elective courses		8
	Credits	**11**
	Total Credits	**40**

Bachelor of Science in Family and Human Services

Course	Title	Credits Milestones
First Year		
Fall		
WR 121	College Composition I	4
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	4
General-education course in arts and letters		4

Elective course		4
	Credits	**16**
Winter		
WR 122 or WR 123	College Composition II or College Composition III	4
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	4
General-education course in science		4
Elective course		4
	Credits	**16**
Spring		
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	4
General-education course in arts and letters		4
General-education course in science		4
Elective course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Second Year			
Fall			
Mathematics course		4	
General-education course in social science		4	
General-education course in science		4	
General-education course that also satisfies a multicultural requirement (American cultures or international cultures)		4	
Prepare application for admission to the family and human services major			
	Credits	**16**	
Winter			
Mathematics course		4	
General-education course in arts and letters		4	
General-education course in social science		4	
Elective course		4	
Submit application for admission to the family and human services major			
	Credits	**16**	
Spring			
Mathematics course		4	
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course in science		4	
Complete all specified family and human services major admission requirements			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
FHS 328	Human Development in the Family Context	3	
FHS 330	Individual Interventions in Ecological Contexts	4	
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 491	Junior Professional Practices and Issues I	3	
	Credits	**13**	
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	3	
FHS 492	Contemporary Issues in Public Health	3	
	Credits	**12**	
Spring			
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 493 or FHS 494	Child and Family Case Management or Adolescent and Adult Case Management	3	
Elective courses		8	
	Credits	**14**	
	Total Credits	**39**	

Course	Title	Credits	Milestones
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	
Elective course		4	
	Credits	**16**	
Winter			
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 495	Senior Professional Practices and Issues	3	
Elective courses		8	
Complete Application for Graduation on DuckWeb			
	Credits	**14**	
Spring			
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
Upper-division elective courses		8	
	Credits	**11**	
	Total Credits	**41**	

Bachelor of Education in Family and Human Services

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	4	
General-education course in arts and letters		4	
Elective course		4	
	Credits	**16**	
Winter			
WR 122 or WR 123	College Composition II or College Composition III	4	
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	4	
General-education course in science		4	
Elective course		4	
	Credits	**16**	
Spring			
Multicultural course in American cultures or international cultures		4	
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	4	
General-education course in arts and letters		4	
Elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course in science		4	
Elective course		4	
Prepare application for admission to the family and human services major			
	Credits	**16**	
Winter			
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course in science		4	
Elective course		4	
Submit application for admission to the family and human services major			
	Credits	**16**	
Spring			
General-education course in social science		4	
General-education course in science		4	
Elective courses		8	
Complete all specified family and human services major admission requirements			
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
FHS 328	Human Development in the Family Context	3	
FHS 330	Individual Interventions in Ecological Contexts	4	
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 491	Junior Professional Practices and Issues I	3	
	Credits	**13**	
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	3	
FHS 492	Contemporary Issues in Public Health	3	
	Credits	**12**	
Spring			
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 493 or FHS 494	Child and Family Case Management or Adolescent and Adult Case Management	3	
Elective courses		8	
	Credits	**14**	
	Total Credits	**39**	

Course	Title	Credits	Milestones
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	
Elective course		4	
	Credits	**16**	
Winter			
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	

FHS 495	Senior Professional Practices and Issues	3
Elective courses		8
Complete application for graduation on DuckWeb		
	Credits	**14**
Spring		
FHS 406	Special Problems: [Topic]	2
FHS 407	Seminar: [Topic]	1
Upper-division elective courses		8
	Credits	**11**
	Total Credits	**41**

- **Master of Arts in Counseling Psychology**
- **Master of Science in Counseling Psychology**
- **Master of Education in Counseling, Family, and Human Services**
- **Master of Science in Prevention Science**
- **Master of Education in Prevention Science**
- **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, couples and family therapy, and prevention science. The department also offers doctoral degrees with majors in counseling psychology and prevention science. The department's faculty also provides courses for other College of Education and university programs.

Master's Degrees in Counseling Psychology

The counseling psychology major leads to a master of arts (MA) and master of science (MS) degree awarded to doctoral students on their path to completing the doctoral degree. The program does not accept independent masters' students.

Master of Arts Degree Requirements

Code	Title	Credits
Psychological foundations		15
Research competencies		20
Practitioner competencies		54
Professional competencies		7
Elective courses and seminars		18
Total Credits		**114**

Additional Requirement

The candidate must demonstrate proficiency in a second language.

Master of Science Degree Requirements

Code	Title	Credits
Psychological foundations		15
Research competencies		20
Practitioner competencies		54
Professional competencies		7
Elective courses and seminars		18
Total Credits		**114**

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 in Counseling, Family, and Human Services

The counseling psychology major leads to a master of education (MEd) degree awarded to doctoral students on their path to completing the doctoral degree. The program does not accept independent masters' students.

Master of Education Degree Requirements

Code	Title	Credits
Psychological foundations		15
Research competencies		20
Practitioner competencies		54
Professional competencies		7
Elective courses and seminars		18
Total Credits		**114**

Couples and Family Therapy

Jeff Todahl, Program Director
240 HEDCO Education Building
541-346-0909
cft@uoregon.edu

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. Students learn how to provide culturally sensitive and responsive therapeutic services and collaborate with providers from other disciplines across a variety of health-care settings.

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 Healthy Relationships involves live observation, participation in reflecting teams, and feedback on audiovisual recordings of therapy 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 as well as the Spanish language specialization 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 the following:

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.

Code	Title	Credits
Theoretical foundations		19
Individual and family development		25
Research competencies		4
Professional ethics		4
Clinical practice		28
Additional courses		10
Total Credits		**90**

Doctoral Degree in Counseling Psychology

Benedict T. McWhirter, Program Director
240 HEDCO Education Building
541-346-9148
cpsy@uoregon.edu

The doctoral program is the only counseling psychology program 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.

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. Students participate in integrated classroom, practicum, and fieldwork activities in research, prevention, and intervention with children and adults, families, groups, and communities. Training experience may be had at the UO Counseling 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 research institutions, institutions of higher education, medical settings, managed and integrated health-care organizations, community college and university counseling centers, community mental health centers, juvenile corrections agencies, human resources departments in business, and career counseling agencies.

PhD Requirements

Code	Title	Credits
Courses in psychological foundations and discipline-specific knowledge		24
Courses in research methods, design, statistics, and measurement		48
Dissertation		18
CPSY 603	Dissertation	
Practitioner competencies		57
Professional competencies		12
Additional courses		6
Total Credits		**165**

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 the following:

1. Academic record
2. Graduate Record Examinations (GRE) general test scores
3. Related work, research, and life experiences
4. 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

Nicole Giuliani and Nichole Kelly, **Program Directors**
240 HEDCO Education Building
541-346-9148
prevsci@uoregon.edu

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 Goals and Competencies

Goals

- **Goal 1**. Graduates describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based ones), and implementation practices related to prevention programs and policies for diverse populations
- **Goal 2**. Graduates understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination and rigorous ethical practice
- **Goal 3**. Graduates commit to multicultural competence and enhancing human welfare in their scholarly work related to prevention science
- **Goal 4**. Graduates display professionalism in their relationships with faculty and staff members, peers, and community partners in diverse settings

Competencies

Learning objectives for the prevention science graduate programs focus on preparing students to achieve the following set of minimum competencies that accompany the stated program goals:

- **Competency 1**. Students describe the origins, foundations, and standards of prevention science (Goal 2)
- **Competency 2**. Students design and carry out theoretically grounded research studies that contribute to the literature on risk and protective factors, and identify their mechanisms of influence associated with behavioral health outcomes across the lifespan (Goal 1, 2, 3)
- **Competency 3**. Students demonstrate knowledge of evidence-based preventive interventions and policies and understand how to apply prevention science theories to the design, implementation, and evaluation of preventive interventions (Goal 1, 2, 3, 4)
- **Competency 4**. Students integrate knowledge of research design, quantitative methods, data analysis, and multimethod, multiagent assessment methods commonly used in prevention science into their research activities (Goal 2)
- **Competency 5**. Students demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional or academic writing (Goal 1, 2, 3, 4)
- **Competency 6**. Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, and religion in their research, applied activities, and professional behavior (Goal 1, 3, 4)
- **Competency 7**. Students indicate a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty members, research and teaching supervisors, collaborators, participants, agency personnel, peers, and staff, and being responsive to constructive feedback (Goal 4)
- **Competency 8**. Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., American Psychological Association ethical standards) (Goal 4)

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

Code	Title	Credits
Nine courses in psychological foundations		30
Eight courses in doctoral-level research methods and statistics		32
Research		4
Specialty area courses		9
Dissertation course		18
Research seminar		8
Grant-writing course		3
Supervised college teaching course		1
Total Credits		**105**

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 the following:

1. Academic record
2. Graduate Record Examinations (GRE) general test scores
3. Prevention-related research and work experiences
4. Statement of purpose in seeking admission
5. Letters of recommendation
6. Interview—in-person, telephone, or video—with a member of the program faculty

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
541-346-9148
slpsr@uoregon.edu

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

Code	Title	Credits
CPSY 612	Professional Ethics	3
CPSY 615	Counseling Diverse Populations	3
CPSY 626	Psychological Services for Latinos	
CPSY 508	Workshop: [Topic] (Topics in Latino Mental Health)	3
CPSY 609	Practicum: [Topic] (three terms)	3
CPSY 609	Practicum: [Topic] [1]	1
or CFT 609	Practicum: [Topic]	
or SPSY 609	Practicum: [Topic]	
Total Credits		**13**

[1] 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.

Counseling Psychology Courses

CPSY 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

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

CPSY 217. Foundations of Student Health and Well-Being. 3 Credits.
This course examines risk and protective factors for college students and reviews educational and behavioral strategies for reducing personal risk and enhancing well-being, with focus on topics including stress, physical health, healthy sexuality, sexual violence prevention, substance use, social media use, and being allies.

CPSY 401. Research. 1-5 Credits.
Repeatable.

CPSY 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

CPSY 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

CPSY 406. Special Problems: [Topic]. 1-21 Credits.
Repeatable.

CPSY 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CPSY 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

CPSY 409. Practicum: [Topic]. 1-21 Credits.
Repeatable.

CPSY 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CPSY 417. Introduction to Counseling Psychology Profession. 2 Credits.
An examination of counseling psychology as a specialty that emphasizes multicultural approaches to serving individuals, families, and groups through clinical practice and research.

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.

CPSY 611. Counseling Skills. 2,3 Credits.
Emphasizes experiential learning of a broad range of communication skills needed to form effective helping relationships. Covers client intake procedures and interviewing strategies. Includes laboratory. Prereq for nonmajors; instructor's consent.

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. 3 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 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 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 Consultation. 4 Credits.
Focuses on didactic knowledge of supervision theory, research, models of practice, and evidence-based practices in supervision and consultation and acquisition of supervision and consultation skills. Students refine their knowledge of supervision theory, research, and techniques and integrate these into supervision and consultation activities.

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.

Couples and Family Therapy 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 503. Thesis. 1-16 Credits.
Repeatable.

CFT 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CFT 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

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. 3 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. Relational Sex Therapy. 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. 4 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. 4 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.

Family and Human Services Courses

FHS 199. . 1-5 Credits.

FHS 213. Issues for Children and Families. 4 Credits.
Examines issues and problems confronting children and families in the United States. Issues such as disability, poverty, health care, addictions, racism, and violence are addressed.

FHS 215. Exploring Family and Human Services. 3 Credits.
Explores the historic basis and current design of family and human services. Emphasizes services to children, youth, adults, and families.
Prereq: FHS 213 is prereq or co-req.

FHS 216. Diversity in Human Services. 4 Credits.
This course is designed to provide the foundational knowledge, awareness, and skills needed for working with diverse populations in the human services. This course will explore issues of equity and inclusion across the levels of the ecological model.

FHS 301. Writing for Human Services Professionals. 3 Credits.
This course prepares students with the knowledge and skills necessary for writing competently for professional/scientific audiences through a series of assigned readings, in- and out-of-class assignments, and quizzes. Students will practice iterative writing by giving and receiving peer reviews and incorporating peer and instructor feedback.
Prereq: WR 121 is prereq or co-req.

FHS 328. Human Development in the Family Context. 3 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: CPSY 217 (concurrent enrollment allowed), FHS 213, FHS 216, FHS 301.

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.

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. 3 Credits.
This course provides a comprehensive introduction to research methods commonly used in human services, prevention science, and social work. Students will learn how to formulate research questions; identify, interpret, and evaluate empirical research articles; and engage in scientific writing by preparing research reports.
Prereq: FHS 213, FHS 216, FHS 301.

FHS 422. Prevention Science in Practice. 2-5 Credits.
Prevention science focused experiential learning within a research center or community agency. Co-enrollment in FHS 423 required. Repeatable four times for a total of 10 credits.
Prereq: FHS 471.

FHS 423. Prevention Science in Practice Supervision. 1 Credit.
Seminar providing group supervision related to field studies participation within a local school or community agency. Repeatable 11 times for a maximum of 12 credits.

FHS 471. Human Services Professional Ethics. 3 Credits.
This course focuses on professional ethics relevant to human services practitioners, with an emphasis on building skills required for ethical decision-making, including self-awareness, identification and integration of personal, professional, and legal values and standards, and evaluating scientific literature on prevention and intervention.
Prereq: FHS 420; pre or coreq: FHS 330.

FHS 472. Human Services in Practice. 2-5 Credits.
Supervised practicum (internship) within a local school or community agency. Co-enrollment in FHS 473 required. Repeatable eight times for a total of 18 credits.
Prereq: FHS 471.

FHS 473. Human Services in Practice Supervision. 1 Credit.
Seminar providing group supervision related to practicum (internship) participation within a local school or community agency. Repeatable 11 times for a maximum of 12 credits.

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 490. Scientific Analysis in Human Services. 3 Credits.
This course instills students with the knowledge and skills necessary to understand and perform basic quantitative and qualitative data analysis and to understand and demonstrate how data analysis is related to research design within the context of prevention science and the human services, broadly.

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. Contemporary Issues in Public Health. 3 Credits.
This course covers methods for assessing and addressing community health problems and promoting health equity.
Prereq: FHS 213, FHS 216, FHS 301.

FHS 493. Child and Family Case Management. 3 Credits.
This class provides students skills in case management and human-service-focused direct practice with children, adolescents, and families, including needs assessments, case conceptualization, service plan development, and direct service intervention.
Prereq: FHS 331.

FHS 494. Adolescent and Adult Case Management. 3 Credits.
This class provides students skills in case management and human service focused direct practice with adolescents and adults, including needs assessments, case conceptualization, service plan development, and direct service intervention.
Prereq: FHS 331.

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 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.

Prevention Science Courses

PREV 601. Research: [Topic]. 1-16 Credits.
Repeatable.

PREV 602. Supervised College Teaching. 1-5 Credits.
Repeatable up to 4 times.

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 up to four times for a total of five credits.

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 up to four times for a total of five credits.

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.

PREV 635. Prevention and Policy. 3 Credits.
Provide students with an understanding of how basic science is translated into evidence-based prevention programs and policy.

PREV 641. Meta-Analysis II. 1-3 Credits.
This course provides an overview of advanced meta-analytic statistical techniques. During this course, students will learn about a range of advanced meta-analytic techniques, including those used to explain heterogeneity, handle complex data structures, and address questions about comparative intervention effectiveness.
Prereq: PREV 640

Master of Education in Prevention Science

Nicole Giuliani and Nichole Kelly, **Program Directors**
240 HEDCO Education Building
541-346-9148
prevsci@uoregon.edu

The prevention science major leads to a master of science (MS) or master of education (MEd) degree.

Program Goals and Competencies

Goals

- **Goal 1**. Graduates describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based ones), and implementation practices related to prevention programs and policies for diverse populations
- **Goal 2**. Graduates understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination and rigorous ethical practice
- **Goal 3**. Graduates commit to multicultural competence and enhancing human welfare in their scholarly work related to prevention science
- **Goal 4**. Graduates display professionalism in their relationships with faculty and staff members, peers, and community partners in diverse settings

Competencies

Learning objectives for the prevention science graduate programs focus on preparing students to achieve the following set of minimum competencies that accompany the stated program goals:

- **Competency 1**. Students describe the origins, foundations, and standards of prevention science (Goal 2)
- **Competency 2**. Students design and carry out theoretically grounded research studies that contribute to the literature on risk and protective factors, and identify their mechanisms of influence associated with behavioral health outcomes across the lifespan (Goal 1, 2, 3)
- **Competency 3**. Students demonstrate knowledge of evidence-based preventive interventions and policies and understand how to apply prevention science theories to the design, implementation, and evaluation of preventive interventions (Goal 1, 2, 3, 4)
- **Competency 4**. Students integrate knowledge of research design, quantitative methods, data analysis, and multimethod, multiagent assessment methods commonly used in prevention science into their research activities (Goal 2)
- **Competency 5**. Students demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional or academic writing (Goal 1, 2, 3, 4)
- **Competency 6**. Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, and religion in their research, applied activities, and professional behavior (Goal 1, 3, 4)
- **Competency 7**. Students indicate a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty members, research and teaching supervisors, collaborators, participants, agency personnel, peers, and staff, and being responsive to constructive feedback (Goal 4)
- **Competency 8**. Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., American Psychological Association ethical standards) (Goal 4)

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 (for MS students only)
3. Related research and work experiences
4. Statement of purpose in seeking admission
5. Letters of recommendation
6. Interview—in-person, telephone, or video—with a member of the program faculty

Only completed applications are reviewed. Applicants must gather the requested supporting materials and submit them as indicated on the application portal. MEd students complete a capstone project and MS students complete a research paper as part of their graduate training.

Code	Title	Credits
PREV 601	Research: [Topic]	2
PREV 605	Reading and Conference: [Topic] (Prev Sci)	1
PREV 607	Seminar: [Topic] (Capstone)	6
PREV 631	Introduction to Prevention Science	3
PREV 633	Contemporary Issues in Public Health	3
CPSY 621	Lifespan Developmental Psychology	3
CPSY 645	Health Promotion and Equity (or other health related course)	3
EDUC 612	Social Science and Education Research Design	3
EDUC 614	Educational Statistics	3
EDUC 640	Applied Statistical Design and Analysis	3
or EDUC 630	Qualitative Methodology I: Interpretivist Inquiry	
Electives [1]		**15**
PREV 605	Reading and Conference: [Topic]	
PREV 610	Experimental Course: [Topic] (PREV 635 Prevention & Policy)	
PREV 632	Risk and Resilience in Adolescents	
PREV 634	Implementation Science	
EDLD 623	Cultural Adaptation of Evidence-Based Practices	
CPSY 610	Experimental Course: [Topic]	

CPSY 614	Theories of Counseling
CPSY 617	Theories of Career Development
SPSY 610	Experimental Course: [Topic]
SPSY 617	Tests and Measurements in Education
SPSY 631	Academic and Behavioral Interventions
SPED 511	Foundations of Disability I
Capstone Project	
Total Credits Requirement:	**45**

[1] Partial listing of elective options. Please contact the department for a complete list.

Master of Science in Prevention Science

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- **Competency 7**. Students indicate a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty members, research and teaching supervisors, collaborators, participants, agency personnel, peers, and staff, and being responsive to constructive feedback (Goal 4)
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Applicants are evaluated on the following:

1. Academic record
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3. Related research and work experiences
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5. Letters of recommendation
6. Interview—in-person, telephone, or video—with a member of the program faculty

Only completed applications are reviewed. Applicants must gather the requested supporting materials and submit them as indicated on the application portal. MEd students complete a capstone project and MS students complete a research paper as part of their graduate training.

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.

Code	Title	Credits
Seven courses in psychological foundations		22
Five courses in research methods and statistics		20
Research courses		14
Elective courses		9
Total Credits		**65**

Education Studies

Jenefer Husman, Department Head
541-346-9564
125C 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

Joanna Goode, professor (computer science education, urban education, educational equity and inclusion). BS 1997, MEd, 1998, PhD, 2004, California, Los Angeles. (2005)

Jeanne Nagayama Hall, senior instructor (elementary education, educational psychology, freshman mentoring); undergraduate field experience coordinator; faculty director, freshman multicultural scholars academic residential community. BA, 1978, Azusa Pacific; MEd, 1984, Washington (Seattle). (2002)

Julie Heffernan**,** senior lecturer (sexuality and gender studies in education, social studies and language arts curriculum, educational equity and inclusion); graduate director, UO Teach. BA, 1990, MEd, 2004, PhD, 2010, Oregon (2013)

Jenefer Husman, associate professor (educational psychology). BS, 1992, Evergreen State College; MA, 1996, PhD, 1998, Texas, Austin. (2016)

Michelle Jacob, professor (Indigenous studies in education, health, gender and decolonization). BA, 1998, MA, 2001, California State, San Marcos; PhD, 2004, California, Santa Barbara. (2016)

Abby Lane, instructor (bilingual education, English language learners, migrant education). BA, 1983, California State, Northridge; MEd, 1992, Oregon. (2000)

Audrey Lucero, associate professor (literacy, bilingualism, dual-language schooling), BA, BS, 1996, Boston; MIT, 2002, Seattle; PhD, 2011, Washington (Seattle). (2011)

Lisa A. Mazzei, professor (qualitative research methodology, curriculum theory, whiteness studies). BA, 1983, Marshall; MA, 1984, PhD, 1996, Ohio State. (2012)

Edward M. Olivos, associate professor (bilingual education, Latinos and education, teacher preparation). BA, 1991, MA, 1997, PhD, 2003, San Diego State. (2007)

Jerry L. Rosiek, professor (qualitative research methods, teacher education, critical race theory in education research). BA, 1987, BS, 1988, Texas A & M; PhD, 1997, Stanford. (2005)

Jennifer Ruef, assistant professor (mathematics education, equity, inclusion and social justice). BS, 1990, MS, 2005, Wisconsin, Madison; PhD, 2016, Stanford. (2016)

Leilani Sabzalian, assistant professor (indigenous studies in education, teacher education, elementary social studies). BA, 2001, MEd, 2002, PhD, 2015, Oregon. (2017)

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)

Sarah Stapleton, assistant professor (food and environmental justice, social contexts of science and environmental education). BA, 2001, Sweet Briar College; EdM, 2005, Harvard; PhD, 2015, Michigan State. (2015)

Emeriti

Juliet "Jill" A. Baxter, associate professor emerita. AB, 1975, MA, 1986, PhD, 1987, Stanford; MA, 1977, Minnesota. (2002)

Edna P. DeHaven, professor emerita. BS, 1951, Oregon College of Education; MEd, 1962, PhD, 1969, Oregon. (1969)

Gary W. Ferrington, senior instructor emeritus. BS, 1964, Portland State; MS, 1967, Southern California. (1967)

M. D. "Mark" Gall, professor emeritus. BA, 1963, MEd, 1963, Harvard; PhD, 1968, California, Berkeley. (1975)

Judith K. Grosenick, professor emerita. BS, 1964, Wisconsin, Oshkosh; MS, 1966, PhD, 1968 Kansas. (1984)

William H. Harris, associate professor emeritus. BA, 1949, Willamette; BS, 1951, MS, 1953, Eastern Oregon; DEd, 1967, Oregon. (1969)

Ray E. Hull, professor emeritus. BS, 1958, MS, 1962, Oregon State; DEd, 1969, Oregon. (1970)

William E. Lamon, associate professor emeritus. BS, 1964, San Francisco; MS, 1965, California State; PhD, 1968, California, Berkeley. (1972)

David G. Moursund, professor emeritus. BA, 1958, Oregon; MS, 1960, PhD, 1963, Wisconsin, Madison. (1967)

Ione F. Pierron, associate professor emerita of librarianship. BA, 1936, Puget Sound; MA, 1955, Minnesota; MS, 1960, Oregon. (1948)

Mildred C. Robeck, professor emerita. BA, 1951, MEd, 1954, PhD, 1958, Washington (Seattle). (1967)

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. 696**)**
- Bachelor of Science **(**p. 696**)**

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

Code	Title	Credits
Educational Foundations Lower Division Coursework		
EDST 111	Education and Social Change	4
EDST 211	Childhood Studies	4
EDST 225	School and Representation in Media	4
Volunteer or Work Experience [1]		
Educational Foundations Upper Division Coursework		
Theme: Learning, Teaching, and Assessment & Embedded Field Experience		
EDST 331	Autobiography of Schooling	4
EDST 332	Learning, Teaching, and Assessment I	3
EDST 333	Learning, Teaching, and Assessment II	3
EDST 338	Observation: Learning, Teaching, Assessment I	1
EDST 339	Observation: Learning, Teaching, Assessment II	1
Theme: Curriculum Theory		
EDST 342	Curriculum Studies I	4
EDST 343	Curriculum Studies II	4
Theme: Technology as Education		
EDST 422	Technology Education	4
Theme: Literacy		
EDST 463	Foundations of Literacy	4
EDST 464	Multicultural Literacy	4
Theme: Equal Opportunity		
EDST 420	Living in a Stratified Society	4
Select 8 credits from the following:		8
EDST 410	Experimental Course: [Topic]	
EDST 450	Food and Schools	
EDST 452	Poverty and Education	
EDST 453	Racism and Education	
EDST 454	Patriarchy and Education	
EDST 455	Heteronormativity and Education	
EDST 456	Decolonization and Education	
EDST 457	Immigration, Diaspora and Education	
Theme: Specialized Subject Matter Knowledge		
EDST 471	Foundations of Algebra Learning	4
EDST 472	Foundations of Geometry Learning	4
EDST 440	Physical Education for Diverse Learners	3
SPED 411	Foundations of Disability I	3
Total Credits		**70**

[1] EdF students are required to complete a minimum of 30 hours of volunteer or work experience with elementary-age children in a professional group setting before EDST 331. This volunteer or work experience will be in the last 3 years and in the United States.

Bachelor of Science Degree Requirements

Code	Title	Credits
Educational Foundations Lower Division Coursework		
EDST 111	Education and Social Change	4
EDST 211	Childhood Studies	4
EDST 225	School and Representation in Media	4
Volunteer or Work Experience [1]		
Educational Foundations Upper Division Coursework		
Theme: Learning, Teaching, and Assessment & Embedded Field Experience		
EDST 331	Autobiography of Schooling	4
EDST 332	Learning, Teaching, and Assessment I	3
EDST 333	Learning, Teaching, and Assessment II	3
EDST 338	Observation: Learning, Teaching, Assessment I	1

EDST 339	Observation: Learning, Teaching, Assessment II	1
Theme: Curriculum Theory		
EDST 342	Curriculum Studies I	4
EDST 343	Curriculum Studies II	4
Theme: Technology as Education		
EDST 422	Technology Education	4
Theme: Literacy		
EDST 463	Foundations of Literacy	4
EDST 464	Multicultural Literacy	4
Theme: Equal Opportunity		
EDST 420	Living in a Stratified Society	4
Select 8 credits from the following:		8
EDST 410	Experimental Course: [Topic]	
EDST 450	Food and Schools	
EDST 452	Poverty and Education	
EDST 453	Racism and Education	
EDST 454	Patriarchy and Education	
EDST 455	Heteronormativity and Education	
EDST 456	Decolonization and Education	
EDST 457	Immigration, Diaspora and Education	
Theme: Specialized Subject Matter Knowledge		
MATH 211	Fundamentals of Elementary Mathematics I	4
MATH 212	Fundamentals of Elementary Mathematics II	4
MATH 213	Fundamentals of Elementary Mathematics III	4
EDST 440	Physical Education for Diverse Learners	3
SPED 411	Foundations of Disability I	3
Total Credits		**74**

[1] EdF students are required to complete a minimum of 30 hours of volunteer or work experience with elementary-age children in a professional group setting before EDST 331. This volunteer or work experience will be in the last 3 years and in the United States.

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

The Certificate in Educational Foundations: Secondary is for undergraduates who are committed to social change through a career in education or a related field. The purpose of the certificate is to prepare future professionals who are critical thinkers, well informed about theory and practice, and who possess the knowledge and skills that will enable them to be change agents in economically, racially, culturally, and linguistically diverse communities. This purpose is achieved by providing students with 1) a broad-based focus on content preparation; 2) a sophisticated understanding of the intersections of multiple disciplines within larger historical and contemporary themes.

The Certificate in Educational Foundations: Secondary is designed to complement the Major/subject area preparation of undergraduates who desire to be middle/high school teachers. The certificate consists of 36 credits (12 lower division; 24 upper division). Rather than waiting until graduate school to begin developing the teacher knowledge necessary for classroom life, the certificate gives students a running start as undergraduates. The set of courses provides developmentally appropriate growth for undergraduate students interested in teaching and the opportunity to obtain prerequisite knowledge to assist them as future graduate students.

This is a pre-professional degree preparing graduates who are highly competitive for admission into master's level teacher certification programs or other graduate school programs. The Certificate in Educational Foundations: Secondary does not result in a teaching license.

All undergraduates at the University of Oregon wanting to pursue teaching will attend a graduate teacher education program. Many of our undergraduates continue to UOTeach. UOTeach is the graduate teacher education program in the Department of Education Studies. This is a four-term program resulting in a masters of education (MEd) in Curriculum and Teaching and it fulfills the teaching licensure requirements for the state of Oregon (Elementary K-5 or Secondary 6-12.

For more information about UOTeach, students are encouraged to attend an informational meeting. Website: https://education.uoregon.edu/uoteach (https://education.uoregon.edu/uoteach/)

Email: uoteach@uoregon.edu

Code	Title	Credits
Lower Division		**12**
EDST 111	Education and Social Change	
EDST 225	School and Representation in Media	
Subject Area Elective in Major (100 or 200 level)		
Upper Division		**24**
SPED 406	Field Studies: [Topic]	
SPED 411	Foundations of Disability I	
LING 444	Second-Language Acquisition	
Subject Area Elective in Major (300 or 400 level)		
EDST 420	Living in a Stratified Society	
Equal Opportunity - Select two of the following:		
EDST 410	Experimental Course: [Topic]	
EDST 450	Food and Schools	
EDST 452	Poverty and Education	
EDST 453	Racism and Education	
EDST 454	Patriarchy and Education	
EDST 455	Heteronormativity and Education	
EDST 456	Decolonization and Education	
EDST 457	Immigration, Diaspora and Education	

In addition to regular appointments with your primary advisor, schedule an advising appointment with the COE Advising Center each year to make sure you are staying on track with the Certificate requirements.

COE Advising Center link: blogs.uoregon.edu/coeundergraduateadvising (https://blogs.uoregon.edu/coeundergraduateadvising/)

Start pre-requisites early so you are able to fit in all upper division courses.

Obtain as much experience as possible with middle/high school ages youth for your graduate school application. Check for opportunities on the EdF blog and for possible opportunities in your EO coursework. EdF Blog link: edf.uoregon.edu. (https://edf.uoregon.edu)

You are part of the Educational Foundations community – see emails from us for invitations and information!

Need help? Have a question? Please visit edf.uoregon.edu (https://edf.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 Educational Foundations

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
First term of first-year second-language sequence		4	
EDST 111	Education and Social Change	4	
General-education course in arts and letters		4	
	Credits	**16**	
Winter			
WR 122	College Composition II	4	
Second term of first-year second-language sequence		4	
General-education course in science		4	
Premajor course		4	
	Credits	**16**	
Spring			
Third term of first-year second-language sequence		4	
General-education course in social science		4	
General-education course in science		4	
Premajor course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
First term of second-year second-language sequence		4	
General-education course in social science		4	
EDST 225	School and Representation in Media	4	
EDST 471	Foundations of Algebra Learning	4	
	Credits	**16**	
Winter			
Second term of second-year second-language sequence		4	
General-education course in arts and letters		4	
EDST 472	Foundations of Geometry Learning	4	
Premajor course		4	
	Credits	**16**	
Spring			
Third term of second-year second-language sequence		4	
General-education course in science		4	
General-education course in social science		4	
General-education course in arts and letters		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Third Year			
Fall			
EDST 331	Autobiography of Schooling	4	
EDST 211	Childhood Studies	4	
General-education course in arts and letters		4	
General-education course in science		4	
	Credits	**16**	
Winter			
EDST 332	Learning, Teaching, and Assessment I	3	
EDST 338	Observation: Learning, Teaching, Assessment I	1	
EDST 420	Living in a Stratified Society	4	
General-education course in science		4	
	Credits	**12**	
Spring			
EDST 333	Learning, Teaching, and Assessment II	3	
EDST 339	Observation: Learning, Teaching, Assessment II	1	
EDST 440	Physical Education for Diverse Learners	3	
EDST 422	Technology Education	4	
General-education course in science		4	
	Credits	**15**	
	Total Credits	**43**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
EDST 456	Decolonization and Education	4	
EDST 458 or EDST 457	Observation: Equal Opportunity I or Immigration, Diaspora and Education	1	
MUS 322	Music Fundamentals	3	
SPED 411	Foundations of Disability I	3	
General-education course in arts and letters		4	
	Credits	**15**	
Winter			
EDST 342	Curriculum Studies I	4	
EDST 463	Foundations of Literacy	4	
	Credits	**8**	

Spring		
EDST 343	Curriculum Studies II	4
EDST 464	Multicultural Literacy	4
EDST 452	Poverty and Education	4
EDST 458 or EDST 455	Observation: Equal Opportunity I or Heteronormativity and Education	1
	Credits	**13**
	Total Credits	**36**

Bachelor of Science in Educational Foundations

Course	Title	Credits Milestones
First Year		
Fall		
WR 121	College Composition I	4
EDST 111	Education and Social Change	4
MATH 211	Fundamentals of Elementary Mathematics I	4
General-education course in arts and letters		4
	Credits	**16**
Winter		
WR 122	College Composition II	4
MATH 212	Fundamentals of Elementary Mathematics II	4
General-education course in social science		4
Premajor course		4
	Credits	**16**
Spring		
MATH 213	Fundamentals of Elementary Mathematics III	4
General-education course in social science		4
General-education course in arts and letters		4
Premajor course		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Second Year		
Fall		
General-education course in arts and letters		4
General-education course in social science		4
General-education course in science		4
Premajor course		4
	Credits	**16**
Winter		
General-education course in science		4
General-education course in arts and letters		4
General-education course that also satisfies a multicultural requirement		4
Minor elective		4
	Credits	**16**
Spring		
General-education course in science		4
General-education course that also satisfies a multicultural requirement		4
Minor electives		8
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits Milestones
Third Year		
Fall		
EDST 331	Autobiography of Schooling	4
EDST 211	Childhood Studies	4
General-education course in science		4
Minor elective course		4
	Credits	**16**
Winter		
EDST 332	Learning, Teaching, and Assessment I	3
EDST 338	Observation: Learning, Teaching, Assessment I	1
EDST 420	Living in a Stratified Society	4
General-education course in science		4
	Credits	**12**
Spring		
EDST 333	Learning, Teaching, and Assessment II	3
EDST 339	Observation: Learning, Teaching, Assessment II	1
EDST 422	Technology Education	4
EDST 440	Physical Education for Diverse Learners	3
General-education course in science		4
	Credits	**15**
	Total Credits	**43**

Course	Title	Credits Milestones
Fourth Year		
Fall		
EDST 456	Decolonization and Education	4
EDST 458 or EDST 457	Observation: Equal Opportunity I or Immigration, Diaspora and Education	1
MUS 322	Music Fundamentals	3
SPED 411	Foundations of Disability I	3
	Credits	**11**
Winter		
EDST 342	Curriculum Studies I	4
EDST 463	Foundations of Literacy	4
	Credits	**8**
Spring		
EDST 343	Curriculum Studies II	4
EDST 464	Multicultural Literacy	4
EDST 452	Poverty and Education	4

EDST 458 or EDST 455	Observation: Equal Opportunity I or Heteronormativity and Education	1
	Credits	**13**
	Total Credits	**32**

- Master of Education **(**p. 700**)**
- Master of Science **(**p. 701**)**
- Doctor of Philosophy **(**p. 702**)**
- ESOL Endorsement **(**p. 702**)**

Graduate Studies

Master of Education in Curriculum and Teaching (UOTeach)

Students pursuing a master of education degree (MEd) are admitted to the curriculum and teaching major through the K–12 licensure program, UOTeach, which emphasizes the sociocultural context of teaching and learning, culturally sustaining pedagogy, and supportive learning communities. Completion of the program leads to a teaching license and a master of education degree (MEd) in curriculum and teaching.

The UOTeach program offers the following general-education specializations:

1. Elementary Multiple Subjects (https://education.uoregon.edu/uoteach/apply/elementary/)

2. Middle-High school education (https://education.uoregon.edu/uoteach/apply/secondary/), in the following content endorsement areas:

- English language arts (https://education.uoregon.edu/uoteach/endorsements/english/)
- Social studies (https://education.uoregon.edu/uoteach/endorsements/social-studies/)
- Science education (https://education.uoregon.edu/uoteach/endorsements/science/) (biology, chemistry, physics, or integrated general science)
- Mathematics (https://education.uoregon.edu/uoteach/endorsements/math/) (advanced and foundational)
- World languages (https://education.uoregon.edu/uoteach/endorsements/languages/) (French, German, Japanese, Mandarin, 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.

UOTeach is a four-term, full-time program, though students may opt for 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 the end of summer term. 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 advance equity and access, value student's strengths, facilitate critical thinking, and reflect culturally responsive methods and practices that serve all learners. Study plans are based on endorsement area and sequential courses.

Upon successful completion of related course work, field placement, and licensure requirements, candidates are eligible to apply for the Oregon Teacher Standards and Practices Commission teaching license. The preliminary teaching licenses and subsequent renewals and out-of-state transfers require a College of Education program completion report.

Elementary Multiple Subjects: **(**https://education.uoregon.edu/uoteach/graduate/med-elementary/**)**

Code	Title	Credits
EDST 612	Foundations of Teaching and Learning (*)	3
EDST 616	Language, Power, and Education	4
EDST 620	Curricular Controversies: Math and Literacy	4
EDST 627	Mgmt: Introduction to Supportive Learning Communities	1
SPED 511	Foundations of Disability I (*)	3
EDST 614	Cultural Context of Education (*)	4
EDST 617	Sapsik'#a#á Indigenous Education Seminar (Sapsik'#a#á Indigenous Teaching Seminar, in production)	4
EDST 640	Methods: Constructing Meaning through Literacy	4
EDST 642	Methods: Humanities Pedagogy	4
EDST 643	Methods: Teaching Mathematics-Facts and Inquiry	4
EDST 628	Mgmt: Creating Supportive Classroom Communities	3
EDST 645	Methods: Teaching Science-Detail and Discovery	4
EDST 646	Methods ESOL: Eng Lang Learners Pedagogy Elementary Classrm	4
EDST 647		
EDST 681	Elementary Part-Time Teaching (Elementary Part-Time Student Teaching Practicum and Seminar , Currently)	4
EDST 683	Elementary Full-Time Student Teaching (Elementary FT Student Teaching, in production)	10
EDST 682	Elementary Teaching Performance Assessment (Elementary Student Teaching Seminar, in process)	2
Minimum Required Credits [1]		62

[1] UO Ed Foundations majors requires minimum of 52 credits

Mid/High School Education (Subject Areas) **(**https://education.uoregon.edu/uoteach/graduate/med-secondary/**):**

Code	Title	Credits
EDST 612	Foundations of Teaching and Learning	3
EDST 616	Language, Power, and Education	4
EDST 630	Curriculum Studies and the Profession of Teaching	4
EDST 627	Mgmt: Introduction to Supportive Learning Communities	1
SPED 511	Foundations of Disability I (*)	3
EDST 614	Cultural Context of Education (*)	4

EDST 617	Sapsik'#a#á Indigenous Education Seminar (Sapsik'#a#á Indigenous Teaching Seminar, in production)	1-4
EDST 638	Methods ESOL: English Language Learners Pedagogy Humanities	4
EDST 621	Methods: Representing Mathematical Concepts	4
Elective Courses [1]		**6-8**
EDST 623	Methods: Representing Science Concepts	4
EDST 631	Methods ELA: Representing Literature to Young People	4
EDST 635	Methods: Representing Social Studies Concepts	4
EDST 628	Mgmt: Creating Supportive Classroom Communities	3
EDST 622	Methods: Mathematical Problem-Solving Curriculum	4
EDST 624	Methods: Scientific Problem-Solving Curriculum	4
EDST 632	Methods: Engaging Students in Writing	4
EDST 634	Methods: Second-Language Conversation and Composition	4
EDST 636	Methods: Social Studies Inquiry and Analysis	4
EDST 618	Methods ESOL: Teaching English Language Development, K–12	3
EDST 686	Secondary Part-Time Teaching (Mid/High PT Student Teaching and Practicum Seminar, in production)	4
EDST 687	Secondary Teaching Performance Assessment (Mid/High Student Teaching Seminar, in production)	2
EDST 688	Secondary Full-Time Student Teaching (Mid/High Full Time Student Teaching, in production)	10
EDST 647	(ELL Instructional Methods II: Applied, in production)	4
Minimum Required Credits [2]		62

1 *Students seeking to add-in program or post-licensure endorsement areas should take the appropriate methods course at this time. Students not looking to pursue an additional endorsement may select a 500/600 master-level course from EDST, EDLD, EDUC, SPED and/or a related content area course from other departments.*

2 * EDST Secondary Certificate requires minimum 52 credits

More information on the UOTeach Curriculum & Teaching MEd / Licensure program is available at https://education.uoregon.edu/uoteach (https://education.uoregon.edu/uoteach/)

Application and Admission

UOTeach prepares teacher leaders to have a lasting impact on the learning and lives of youth. We have an open-door policy, welcoming applicants with demonstrated academic distinction, the disposition and passion for learning and working with youth, and a commitment to supporting equitable educational learning communities.

UOTeach is committed to helping reshape the classroom experience for all students through increasing the numbers of educator candidates from underrepresented groups, including bilingual bicultural candidates, people with disabilities, and first-generation college students.

As a state-approved program, UOTeach adheres to Oregon Teacher Standards and Practices Commission (TSCP) (http://www.oregon.gov/tspc/Pages/), University of Oregon, and College of Education standards.

Admissions is competitive but we look holistically at each candidate. Applicants are scored on the criteria listed below. Higher scores lead to a higher likelihood of acceptance to the program.

Our graduate school application is **open Sept 20 to January 15** annually, for June start.

Master of Science in Curriculum and Teacher Education

Code	Title	Credits
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 (https://education.uoregon.edu/program/curriculum-and-teachers-education/) for application details.

English for Speakers of Other Languages (ESOL) Endorsement

English learners and emerging bilinguals face linguistic and cultural barriers when acquiring context knowledge in a mainstream classroom. 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. In addition, this endorsement equips teachers with an awareness of the challenges students face in developing English language proficiency and content simultaneously, and how effective use of culturally relevant materials and teaching strategies can help to counteract this challenge.

Licensed teachers who complete the ESOL program demonstrate the following:

- proficiency in planning, delivery, and assessment of English language development instruction
- knowledge of effective inclusive language development program models
- ability to serve as a resource to classroom teachers to ensure a student's successful transition from an English language development program to mainstream classrooms
- ability to serve as an advocate for emerging bilinguals who supports equity and access in educational settings

ESOL Endorsement Requirements

Code	Title	Credits
Courses		16
Practicum		3
Total Credits		**19**

The program for the ESOL endorsement requires satisfactory completion of 19 credits, including four courses and a practicum. This endorsement allows licensed teachers to become ESOL specialists.

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.

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 the website (https://education.uoregon.edu/program/reading-endorsement/).

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 is designed to prepare scholars who intend to be active in the professional research association in their field, publish research in peer-reviewed journals and academic presses, secure positions as faculty members at research universities or research centers, or work at state and federal agencies.

The program provides a comprehensive approach to educational research that considers the consequences of contemporary schooling systems while developing alternatives to current practices that result in systemic change. To provide concentrated faculty support and mentorship for each student, only a small cohort of seven to ten students are accepted every other year, with admission in the fall of odd-numbered years.

The program of study includes a strong foundation in both qualitative and quantitative research methodologies. In addition to the required courses, students will take three additional core courses in CSSE. These courses align with faculty research interests and are offered on a rotating basis. In general, one or two core courses are offered every academic year, so it is recommended that students plan accordingly to ensure that they will be able to take three core courses in a timely manner.

In addition, students complete a supervised research apprenticeship in the second year of study and devise a set of cognate courses in consultation with an advisor.

Admission

The program is small—fewer than 10 students are typically admitted every two years. Applications are accepted from early fall through mid-January for admission in odd-numbered years. The next cohort will be admitted for fall 2023. Application details are available online (https://education.uoregon.edu/csse/).

Courses

EDST 111. Education and Social Change. 4 Credits.
Students will evaluate historical, philosophical, and social viewpoints related to the purposes and goals of American education. Additionally, students will compare/contrast multiple approaches to address a range of challenges and opportunities in American schools.

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 211. Childhood Studies. 4 Credits.
Examines child development from within the context of specific development and ecological theories.

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 Media. 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 331. Autobiography of Schooling. 4 Credits.
The purpose of this course is to engage students in a critical reflection on life in classrooms through recognizing and questioning the assumptions underlying the routine of school. Includes analysis of critical autobiographies, case studies, readings along with application activities. Sequence with EDST 332, EDST 333.
Prereq: EDST 111, EDST 211.

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.
This course will examine the development of curriculum theory through analysis of a collection of pivotal readings authored by influential scholars from the 18th and 19th centuries paired with contemporary writings that link historical developments with current policy and practice.Sequence with EDST 333.
Prereq: EDST 333.

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 420. Living in a Stratified Society. 4 Credits.
Examines the role of public education in the social context of the United States. The purpose of the course is to develop critical ways of thinking about schools as institutions that both reproduce and challenge social inequality.
Prereq: EDST 111, EDST 225.

EDST 422. Technology Education. 4 Credits.
Examines educational technology, including the theoretical, methodological, practical, and policy issues that influence the field.

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 450. Food and Schools. 4 Credits.
This course focuses on a topic that has typically been omitted from education courses and programs: food. Through this course, we will be thinking about the ways that food intersects with schools, and the implications of this for formal and informal educators.
Prereq: EDST 420.

EDST 452. Poverty and Education. 4 Credits.
Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students.
Prereq: EDST 420.

EDST 453. Racism and Education. 4 Credits.
Examines multiple ways institutionalized racism structures and mediates educational experience and multiple visions of anti-racist teaching.
Prereq: EDST 420.

EDST 454. Patriarchy and Education. 4 Credits.
Examines the way gender affects educational experiences and influences the educational achievement of students.
Prereq: EDST 420.

EDST 455. Heteronormativity and Education. 4 Credits.
Examines the way sexuality and sexual identity influence the educational experiences of students.
Prereq: EDST 420.

EDST 456. Decolonization and Education. 4 Credits.
Examines educational institutions and their continuing part in larger social processes of colonization and cultural genocide.
Prereq: EDST 420.

EDST 457. Immigration, Diaspora and Education. 4 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 463. Foundations of Literacy. 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.
Prereq: EDST 333.

EDST 464. 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.
Prereq: EDST 420.

EDST 471. Foundations of Algebra Learning. 4 Credits.
Focuses on the principles underlying the teaching and learning of algebra. Sequence with EDST 472.

EDST 472. Foundations of Geometry Learning. 4 Credits.
Focuses on the principles underlying the teaching and learning of geometry. Sequence with EDST 471.
Prereq: EDST 471.

EDST 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Professional Practices, Education for Minority Students, Reading in the Upper Elementary Grades.

EDST 508. Workshop: [Topic]. 1-6 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 550. Food and Schools. 4 Credits.
This course focuses on a topic that has typically been omitted from education courses and programs: food. Through this course, we will be thinking about the ways that food intersects with schools, and the implications of this for formal and informal educators.

EDST 552. Poverty and Education. 1,4 Credit.
Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students.

EDST 553. Racism and Education. 4 Credits.
Examines multiple ways institutionalized racism structures and mediates educational experience and multiple visions of anti-racist teaching.

EDST 554. Patriarchy and Education. 4 Credits.
Examines the way gender affects educational experiences and influences the educational achievement of students.

EDST 555. Heteronormativity and Education. 3 Credits.
Examines the way sexuality and sexual identity influence the educational experiences of students.

EDST 556. Decolonization and Education. 4 Credits.
Examines educational institutions and their continuing part in larger social processes of colonization and cultural genocide.

EDST 557. Immigration, Diaspora and Education. 4 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. Repeatable twice for a maximum of 3 credits.

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 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 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 617. Sapsik'#a#á Indigenous Education Seminar. 1-4 Credits.
Students in the Sapsik'#a#á (Teacher) Education Program study Indigenous teaching methods, including decolonizing, Indigenous feminist, and Elder pedagogies, and reflect on and analyze the importance of their own work as Indigenous educators who are contributing to Indigenous self-determination in education and Tribal Nation building.
Prereq: Course is limited to Sapsik'#a#á Program students.

EDST 618. Methods ESOL: 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 620. Curricular Controversies: Math and Literacy. 4 Credits.
Focuses on the debates that influence, and in some cases overshadow, the teaching of mathematics and literacy from kindergarten to grade 12. Sequence with EDST 621, EDST 640.

EDST 621. Methods: 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. Methods: 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. Methods: 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. Methods: 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. Mgmt: 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. Mgmt: 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. Curriculum Studies and the Profession of Teaching. 4 Credits.
Examines a variety of ways curriculum is conceptualized at the secondary level.Sequence with EDST 631, EDST 632 (or EDST 633, EDST 634 or EDST 635, EDST 636); EDST 637; EDST 638.

EDST 631. Methods ELA: 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. Methods: 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 634. Methods: 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. Methods: 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. Methods: 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. Methods ESOL: English Language Learners Pedagogy 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. Methods: 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 642. Methods: Humanities Pedagogy. 4 Credits.
Explores the application of language arts and social studies methods and strategies for future elementary school practitioners.

EDST 643. Methods: 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 645. Methods: 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. Methods ESOL: Eng Lang Learners Pedagogy Elementary Classrm. 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 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 onbilingual education policy. Offered alternate years.

EDST 664. Seminar in Bilingualism and Biliteracy. 4 Credits.
This doctoral seminar explores multiple aspects of bilingualism and biliteracy in the United States. The emphasis is on the ways in which bilingualism and biliteracy develop in culturally and linguistically diverse communities and for people from different language groups.

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 twice for a maximum of 12 credits.

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 673. Advanced Qualitative Methodology: Arts-Based Approaches. 4 Credits.
Examines contemporary reflexive social science research writing, focusing on experimentations with the form used by researchers to communicate insights about human affairs.
Pre- or coreq: EDUC 630, EDUC 632, EDUC 634.

EDST 681. Elementary Part-Time Teaching. 4 Credits.
Provides scope, structure, supervision oversight, and guidance to support students during the part-time student teaching practicum in an Elementary school setting. Is first of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission intensive and extensive field-based requirements.Repeatable one time for a maximum of 8 credits.
Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.

EDST 682. Elementary Teaching Performance Assessment. 2 Credits.
Provides scope, structure, supervision oversight, and guidance to support pre-service teachers during their fulltime student teaching (EDST 683) and together are the last of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission (TSPC) intensive and extensive field-based requirement.
Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.

EDST 683. Elementary Full-Time Student Teaching. 10 Credits.
The Elementary fulltime student teaching is designed to give candidates the opportunity to gradually take the lead in preparation, instruction, and assessment for the classroom. This experience helps develop knowledge, skills, and professional dispositions to make a positive impact on student learning.Repeatable one time for a maximum of 20 hours.
Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.

EDST 686. Secondary Part-Time Teaching. 4 Credits.
Provides scope, structure, supervision oversight, and guidance to support students in part-time pre-service student teaching practicum in an Mid-High School setting. The first of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission intensive and extensive field-based experience.Repeatable one time for a maximum of 8 credits.
Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience.

EDST 687. Secondary Teaching Performance Assessment. 2 Credits.
Provides scope, structure, supervision oversight, and guidance to support students during the full-time student teaching practicum in Mid/High School settings. Is the second of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission intensive and extensive field-based requirements.Repeatable twice for a maximum of 4 credits.
Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.

EDST 688. Secondary Full-Time Student Teaching. 10 Credits.
The Secondary full-time student teaching is designed to give candidate the opportunity to gradually take the lead in preparation, instruction, and assessment for the classroom. This experience helps develop knowledge, skills, and professional dispositions to make a positive impact on student learning.Repeatable one time for a maximum of 20 credits.
Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.

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

Faculty

Gina Biancarosa, associate professor (adolescent literacy, struggling readers, advanced statistical methods); Ann Swindells Chair in Education. BA, 1992, Boston College; EdM, 1999, EdD, 2006, Harvard. (2009)

Michael D. Bullis, Sommerville-Knight Professor (adolescent transition to adult roles, employment programs, decision-making). BPE, 1973, MS, 1978, Purdue; PhD, 1983, Oregon. (1995)

Nancy Golden, professor of practice (leadership, equity, public policy). BS, 1973, Denver; MS, 1974, PhD, 1987, Oregon. (2015)

Keith Hollenbeck, senior lecturer (administrative leadership, school assessment, curriculum and instruction). BA, 1976, Humboldt State; MS, 1981, PhD, 1996, Oregon. (1996)

David Liebowitz, assistant professor (education policy analysis, educational inequity, school leadership). BA, 1999, Columbia; EdM, 2008, 2011, EdD, 2015, Harvard. (2018)

Kathleen M. Scalise, professor (quantitative measurement and assessment, instructional technology, computer-adaptive instructional materials). BA, 1982, MA, 2004, PhD, 2004, California, Berkeley. (2005)

Joseph Stevens, professor (educational and psychological measurement and assessment, statistical and quantitative methods). BA, 1974, MA, 1976, PhD, 1983, Arizona. (2005)

Gerald Tindal, Castle-McIntosh-Knight Professor of Education (measurement and assessment, disabilities, program evaluation). BA, 1975, PhD, 1982, Minnesota. (1984)

Ilana Umansky, assistant professor (education policy analysis, quasi-experimental methods and longitudinal data analysis, English learners and immigration). BA, 1998, Wesleyan; MEd, 2003, Harvard; MA, 2012, PhD, 2014, Stanford. (2014)

Mark Van Ryzin, lecturer (social influences on adolescent development). BS, 1991, Wisconsin, Madison; MA, 2006, PhD, 2008, Minnesota, Twin Cities. (2012)

Cengiz Zopluoglu, associate professor (latent variable modeling, longitudinal data analsyis, statistical computing). BA, 2005, Abant Izzet Baysal; MA, 2009, PhD, 2013, Minnesota. (2020)

Keith Zvoch, associate professor (quantitative methods, program evaluation, statistical modeling). BS, 1992, Pittsburgh; MA, 1995, PhD, 2001, New Mexico. (2007)

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)

Gerald K. Bogen, professor emeritus. BA, 1959, Western Washington; MS, 1961, DEd, 1963, Oregon. (1961)

David T. Conley, professor emeritus. BA, 1972, California, Berkeley; MA, 1983, PhD, 1986, Colorado, Boulder. (1989)

C. H. Edson, associate professor emeritus. BA, 1964, California, Berkeley; MA, 1970, Oregon; PhD, 1979, Stanford. (1973)

Robert D. Gilberts, professor emeritus. BS, 1950, Wisconsin State; MS, 1955, PhD, 1961, Wisconsin, Madison. (1970)

Arthur C. Hearn, professor emeritus. AB, 1934, MA, 1937, EdD, 1949, Stanford. (1950)

Martin J. Kaufman, professor emeritus. BA, 1964, MEd, 1965, William and Mary; PhD, 1970, Texas, Austin. (1992)

John E. Lallas, professor emeritus; executive dean emeritus. BA, 1947, Washington (Seattle); BA, 1952, Western Washington; EdD, 1956, Stanford. (1957)

Roy E. Lieuallen, chancellor emeritus, Oregon University System. BS, 1940, Pacific University; MS, 1947, Oregon; EdD, 1955, Stanford. (1961)

Philip K. Piele, professor emeritus. BA, 1957, Washington State; MS, 1963, PhD, 1968, Oregon. (1967)

Richard A. Schmuck, professor emeritus. BA, 1958, MA, 1959, PhD, 1962, Michigan. (1967)

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

Minor in Leadership and Administrative Skills

The minor in leadership and administrative skills (LEADS) allows students to major in any subject offered at the university while also minoring in leadership, providing them with a breadth of interdisciplinary options. Students gain mastery in leading and managing within social systems, preparing undergraduates to address the leadership challenges and opportunities found in their lives and careers. They learn the skills necessary to be proactive, effectively reframing debates, reorganizing coalitions, building center-out alliances, understanding and incorporating minority positions and beliefs into leadership perspectives, and collaborating for effective decision-making within constituencies.

The requirements for the minor consist of 12 core credits and 12 elective credits.

Minor Requirements

Code	Title	Credits
Choose four from the following: [1]		12
EDLD 211	Exploring Leadership	
EDLD 311	Equity Leadership and Social Change	
EDLD 312	Effective Leadership Decision-Making	
EDLD 313	Program Evaluation for Future Leaders	
EDLD 411	Examining Leadership Effectiveness	
EDLD 412	Leading Change in Organizations	
Elective courses [2]		12

[1] Courses in the program will be offered at 3 credits beginning in fall 2018. When the minor was launched in winter 2018, courses were 4 credits, not 3. Students who enrolled in the LEADS minor in 2018 and have concerns about this change should email their questions to empl@uoregon.edu.

[2] An extensive list of acceptable elective courses for the LEADS minor may be found online (https://education.uoregon.edu/edl/undergraduate/minor/).

Application and Admission

Before applying to the minor program, students must be enrolled in or have already completed the first required core course, Exploring Leadership (EDLD 211), with a letter grade of at least B– or P. Students who are experiencing difficulty enrolling in the course due to scheduling may seek permission from the program advisor to waive this requirement; requests should be emailed to empl@uoregon.edu.

To declare the minor, students must complete the UO LEADS Minor Registration Form (https://oregon.qualtrics.com/jfe/form/SV_9v6lzup4ziE3q9D/). Submissions are reviewed for admission to the minor at the beginning of each term.

Students interested in the minor may schedule advising appointments to discuss whether the program is appropriate for their goals and to plan a course of study by emailing empl@uoregon.edu.

- **Master's Degrees**
- **Doctor of Education**
- Doctor of Philosophy **(**p. **)**
- **Graduate Specialization in Educational Data Science**

Graduate Studies

The department offers master of arts (MA), master of science (MS), master of education (MEd), and doctor of education (DEd) degrees with a major in educational leadership. In addition, a doctor of philosophy (PhD) degree is offered with a major in quantitative research methods in education.

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.

Educational Policy and Leadership

Code	Title	Credits
REQUIRED COURSES		
Term 1 (Summer)		
EDLD 684	Master's Seminar in Educational Policy and Leadership	3
EDUC 612	Social Science and Education Research Design	3
EDLD 636	Governance and Ethics	3
Term 2 (Fall)		
EDLD 696	Professional Writing I: Foundations in Professional Writing	3
EDUC 614	Educational Statistics	3
EDLD 683	State and Local Policy Development in Education	3
Term 3 (Winter)		
EDUC 640	Applied Statistical Design and Analysis	3
Term 4 (Spring)		
EDLD 685	Educational Policy and Leadership Master's Capstone	3
ELECTIVE COURSES (minimum of 7)		
EDUC 642	Multiple Regression in Educational Research	3
EDLD 643	Evidence-Based Decision Making	3
EDLD 625	Survey and Questionnaire Design	3
EDLD 626	Social-Cultural Foundations of Education	4
EDLD 644	Learning Organization	3
EDLD 624	Leading for Equity	3
EDUC 620	Program Evaluation I	3
EDUC 621	Program Evaluation II	3
EDLD 631	Education Policy for Multilingual Students	3
EDLD 632	Educational Policy Analysis	3
EDLD 640	Educational Data Science Capstone Project	3
EDLD 651	Introductory Educational Data Science	3
EDLD 644	Learning Organization	3
EDLD 683	State and Local Policy Development in Education	3
EDLD 652	Data Visualization for Educational Data Science	3
EDLD 653	Functional Programming for Educational Data Science	3
EDLD 654	Machine Learning for Educational Data Science	3

Doctoral Degrees

The Department of Educational Methodology, Policy, and Leadership offers two doctoral degrees—DEd and PhD. The program for the doctor of education (DEd) in educational leadership, 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 program for the doctor of philosophy (PhD) in quantitative research methods in education 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 81 graduate credits are required for the doctor of education (DEd) degree program; the doctor of philosophy (PhD) requires a minimum of 108 graduate credits. In both programs, at least 81 credits must be earned after admission to the program; 18 of these 81 credits are earned in Dissertation (EDLD 603). PhD students may request to transfer up to 21 graduate-level credits. The remaining required credits include courses in research methodology and electives.

Course Type	PhD Credits	DEd Credits
Methods	18	21
Advanced quantitative research methods	24	0
Learning community	24	0
Interdisciplinary	24	0
Seminars and institutes	0	6
Writing and communication	0	15
Content, policy, leadership, equity	0	21
Dissertation	18	18
Total Minimum Credits	108	81

For the PhD, a 21-credit maximum of transfer credit is allowed.

Doctor of Education in Educational Leadership

Code	Title	Credits
Course Work:		60
EDUC 611	Survey of Educational Research Methods	
EDLD 647	Professional Issues in Education I	
EDLD 663	Measurement & Assessment: Research	
EDLD 696	Professional Writing I: Foundations in Professional Writing	
EDLD 632	Educational Policy Analysis	
EDUC 614	Educational Statistics	
EDLD 697	Professional Writing II: Organization	
EDLD 624	Leading for Equity	
EDUC 640	Applied Statistical Design and Analysis	
EDLD 698	Professional Writing III: Literature Review	
EDLD 631	Meeting the Needs of English Learners	
EDLD 648	Professional Issues in Education II	
EDLD 625	Survey and Questionnaire Design	
EDLD 643	Evidence-Based Decision Making	
EDLD 638	Advanced School Law	
EDUC 620	Program Evaluation I	
EDLD 692	Research Writing	
EDLD 644	Learning Organization	
EDUC 621	Program Evaluation II	
EDLD 699	Dissertation Methods Apprenticeship	
EDLD 623	Cultural Adaptation of Evidence-Based Practices	
Coursework Required After Advancement to Candidacy:		3
EDLD 694	Dissertation Preparation	
Dissertation:		18
EDLD 603	Dissertation	
Total Credits		**81**

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.

Educational Data Science Graduate Specialization

Code	Title	Credits
EDLD 651	Introductory Educational Data Science	3
EDLD 652	Data Visualization for Educational Data Science	3
EDLD 653	Functional Programming for Educational Data Science	3
EDLD 654	Machine Learning for Educational Data Science	3
EDLD 609	Practicum: [Topic]	1-16

Please contact EMPL Department for Admission Application and Declaration of Specialization.

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 4-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. 3 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. 3 Credits.
Provides foundational exposure to current scholarship and practice in approaches that promote equity and inclusion within professional educational and social service settings.

EDLD 312. Effective Leadership Decision-Making. 3 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. 3 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 401. Research: [Topic]. 1-18 Credits.
Repeatable

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 409. Practicum: [Topic]. 1-12 Credits.
Repeatable. Topics include Advanced Peer Support, International Educational Leadership.

EDLD 410. Experimental Course: [Topic]. 1-4 Credits.
Repeatable.

EDLD 411. Examining Leadership Effectiveness. 3 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.

EDLD 412. Leading Change in Organizations. 3 Credits.
Development of skills for leading change within an organization: planning, managing, enacting, surviving, and evaluating personal and organizational change.
Prereq: EDLD 211.

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 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.

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

EDLD 623. Cultural Adaptation of Evidence-Based Practices. 3 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. 3 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. 3 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. 3 Credits.
Introduction to multilevel modeling and hierarchical data structures, random and fixed effects, intercepts and slopes as outcomes models, estimation, centering, and the use and interpretation of HLM statistical software. Sequence with EDLD 629.
Prereq: EDUC 642.

EDLD 629. Hierarchical Linear Models II. 3 Credits.
This course will include advanced topics in multilevel modeling and hierarchical data structures, including longitudinal and categorical data analysis, estimation methods, missing data and multiple imputation, and the use and interpretation of different HLM statistical software packages, including HLM, R, and Mplus. Sequence with EDLD 628.
Prereq: EDLD 628.

EDLD 631. Education Policy for Multilingual Students. 3 Credits.
Historical and current approaches to meeting the needs of English learners in the US. The focus is on federal, state, and local policies that support English learners' acquisition of English, as well as research on effective programs and practices to ensure educational equity and opportunity.

EDLD 632. Educational Policy Analysis. 3 Credits.
The purpose of this course is to introduce graduate students to the craft of education policy analysis.

EDLD 633. Structural Equation Modeling I. 3 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; EDUC 644 recommended.

EDLD 634. Structural Equation Modeling II. 3 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 636. Governance and Ethics. 3 Credits.
Examination of how intentional school and district governance serves system transformation. Viewing ethics through an equity lens, leaders develop policies and practices that eliminate systems of advantage and disadvantage thereby closing the opportunity and achievement gaps present in their schools and system.

EDLD 640. Educational Data Science Capstone Project. 4 Credits.
The final course of the Educational Data Science specialization, this course is an applied capstone where students tackle an applied data problem.
Prereq: EDLD 651, EDLD 652, EDLD 653, EDLD 654.

EDLD 643. Evidence-Based Decision Making. 3 Credits.
Introduces basic concepts of evidence-based decision-making.

EDLD 644. Learning Organization. 3 Credits.
Four theories of organizational learning are explored: structural frame, human resource, political, and symbolic.

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. 2 Credits.
This course focuses on (a) the varied threats to validity in applied education research and (b) the elements of a cogent written argument as applied to academic education research.
Prereq: EDLD 647.

EDLD 650. Advanced Seminar Educational Research Methods. 3 Credits.
Examines special issues in the use and application of educational statistics and research design in a discussion-seminar format.
Prereq: EDUC 612, EDUC 614, EDUC 640.

EDLD 651. Introductory Educational Data Science. 3 Credits.
Introduces students to the fundamentals of statistical computing for data science. Introductory programming, data wrangling, data visualization, reproducible research.

EDLD 652. Data Visualization for Educational Data Science. 3 Credits.
Best practices in data visualization for social data science communication. Visual perception, color, uncertainty, and communication mediums.
Prereq: EDLD 651.

EDLD 653. Functional Programming for Educational Data Science. 3 Credits.
Foundations of functional programming for data science. Function writing and iteration emphasized.
Prereq: EDLD 651.

EDLD 654. Machine Learning for Educational Data Science. 3 Credits.
Statistical models for prediction. Bias-variance tradeoff, cross-validation methods, model evaluation, and a variety of models used in data science.
Prereq: EDLD 651.

EDLD 659. Scholarly Writing. 3 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. 3 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 663. Measurement & Assessment: Research. 3 Credits.
Covers applied knowledge in measurement and assessment with an emphasis on use of measures for research purposes.

EDLD 667. Advanced Measurement Assessment. 3 Credits.
Advanced foundation in educational measurement and assessment; emphasis on scale development and psychometric evaluation techniques. Introduction to methodological approaches to develop and evaluate scales designed for educational and applied research settings.
Prereq: EDLD 560 or equivalent.

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 677. PhD Research Seminar. 3 Credits.
The primary purpose of this course is to induct doctoral students into the practice of educational research and provide them a base for a career as a faculty member at an institution of higher education or a member of a research institute.

EDLD 678. PhD Teaching Seminar. 3 Credits.
Facilitates the development of skills that make for successful teaching and the preparation of a teaching statement for submission with job applications. Repeatable twice for a maximum of 9 credits.

EDLD 683. State and Local Policy Development in Education. 3 Credits.
This course introduces students to the education policy process at the state and local levels. The course is designed for students who seek to become more sophisticated in their ability to read critically about, understand, and interpret the policy process.

EDLD 684. Master's Seminar in Educational Policy and Leadership. 3 Credits.
Required course for the Master of Science in Education Policy and Leadership (MS-EPL) to introduce students into the program, build community within the cohort, develop a shared sense of purpose and direction in the program, and learn foundational core concepts of education policy and leadership.

EDLD 685. Educational Policy and Leadership Master's Capstone. 3 Credits.
The purpose of this course is to scaffold students through the development and completion of their Educational Policy and Leadership master's capstone project. The capstone project is a discrete empirical examination of a problem of practice. The course also covers career planning and presentation skills.

EDLD 692. Research Writing. 3 Credits.
Provides structure and guidance to complete the methods section of a dissertation proposal. The nature and scope of the dissertation methods will be determined by a range of factors, including the advisor's guidance, the data to be used, and the scope of the study.

EDLD 694. Dissertation Preparation. 3 Credits.
This course is designed to support students in preparing their a dissertation using the APA guidelines for publications in education/social sciences, the standards for measurement systems used in dissertations, and the standard four chapter format: introduction, methods, results, conclusions. Sequence with EDLD 699.
Prereq: EDLD 699.

EDLD 696. Professional Writing I: Foundations in Professional Writing. 3 Credits.
Covers foundational knowledge of the American Psychological Association's (APA) writing style as well as how to synthesize research for academic purposes.

EDLD 697. Professional Writing II: Organization. 3 Credits.
Explores the types of writing required of the three doctor of education (DEd) dissertation options: scholarly article, policy analysis, and grant proposal.
Prereq: EDLD 696.

EDLD 698. Professional Writing III: Literature Review. 3 Credits.
Students write a review of research manuscripts on a professional topic and continue to learn the nuances of APA writing style.
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.

Special Education and Clinical Sciences

Beth Harn, Department Head
541-346-1638
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

Franklin Bender, clinical assistant professor; clinical supervisor. BS, 1993, MS, 1996, Portland State; MS, 2014, Oregon. (2015)

Gina Biancarosa, professor (measurement, reading difficulties, reading comprehension). BA, 1992, Boston College; MEd, 1999, EdD, 2006, Harvard. (2009)

Jeanine Brush, clinic supervisor. BS, 2007, MS, 2009, Indiana University of Pennsylvania. (2015)

Chad Catron, instructor (American Sign Language). BA, 2014, California State, Fresno; MA, 2017, Gallaudet. (2019)

Ben Clarke, associate professor (math assessment and intervention; school psychology). BS, 1997, Wabash; MA, 2001, PhD, 2002, Oregon (2016).

Lauren Cycyk, assistant professor (early language development, Spanish-English dual language development, caregiver-influenced language development). BA, 2004, George Washington; MS, 2007, Arizona State; PhD, 2016, Temple. (2016)

Stephanie De Anda, assistant professor (early language acquisition, bilingualism, language intervention). BS, 2011, PhD, 2017, California, San Diego. (2017)

Lillian Duran, associate professor. BA, 1995, Antioch College; MA, 1999, George Washington; PhD, 2008, Minnesota, Twin Cities. (2015)

Karen Durany, senior lecturer (anatomy and physiology, aphasia, family advocacy). BA, 1991, Colorado, Boulder; MA, 1996, PhD, 2001, Oregon. (2000)

Jessica L. Fanning, clinic supervisor. BA, 1989, MA, 1996, Colorado, Boulder; PhD, 2007, Oregon. (2010)

Hank Fien, associate professor (academic intervention and prevention, instructional design, research design). BA, 1992, Glassboro State College; MS, 2002, PhD, 2004, Oregon. (2015)

Nicole R. Giuliani, assistant professor (cognitive and affective science, translational neuroscience, obesity prevention), BA, 2003, Pennsylvania; PhD, 2011, Stanford (2016).

Beth Harn, associate professor (learning disabilities, assessment, instructional design). BA, 1991, MS, 1994, California State, Fresno; PhD, 2000, Oregon. (2006)

Lisa Hellemn, lecturer (teacher training, supervision); practicum coordinator. BMusEd, 1986, Willamette; PhD, 1991, Oregon. (1993)

Wendy Machalicek, associate professor (low-incidence disabilities, autism, early intervention). BS, 2000, North Texas; MEd, 2004, PhD, 2008, Texas, Austin. (2011)

Katie Mason, clinic supervisor (speech-language pathology). BA, 2003, MS, 2005, Oregon. (2012)

Kent McIntosh, professor (behavior management, research design, applied behavior analysis); director, educational and community supports. BA, 1997, Duke; MS, 2003, PhD, 2005, Oregon. (2012)

Laura Lee McIntyre, professor (developmental disabilities, early intervention, home-school collaboration). BA, 1997, La Sierra; MA, 2000, PhD, 2003, California, Riverside. (2009)

Jennifer Meyer, associate clinical professor; director, clinic education. BS, 2000, MS, 2002, Southern Illinois. (2010)

Christopher J. Murray, professor (secondary special education and transition). BA, 1989, University of Maryland, College Park; MEd, 1992, Howard; PhD, 1998, Washington, Seattle. (2006)

Rhonda N. T. Nese, assistant professor (alternatives to exclusionary discipline, positive behavioral interventions and supports, implementation and sustainability of equitable schools). BA, 2004, Maryland; MEd, 2008, Howard; PhD, 2013, Oregon. (2016)

Marilyn A. Nippold, professor (language development and disorders in school-age children and adolescents). BA, 1972, California, Los Angeles; MA, 1976, California State, Long Beach; PhD, 1982, Purdue. (1982)

Elise Peltier, clinical associate professor; clinic supervisor. BA, 1998, Oregon; MS, 2008, Northern Arizona. (2012)

Billie Jo Rodriguez, lecturer (applied behavior analysis, multi-tiered systems of support, educational consultation and collaboration). BS, 2005, Central Arkansas; MS, 2008, PhD, 2010, Oregon. (2015)

Geovanna Rodriguez, assistant professor (Autism Spectrum Disorder, school climate and mental health, bullying, teacher professional development). BA, 2009, California, Los Angeles; MA, 2015, PhD, 2017, California, Riverside. (2019)

John R. Seeley, professor (emotional and behavioral disorders). BS, 1985, MS, 1991, PhD, 2001, Oregon. (2015)

Stephanie Shire, assistant professor (early intervention, autism spectrum disorders, community-based intervention). BA, 2008, MEd, 2010, Alberta; MA, 2013, PhD, 2013, California, Los Angeles. (2017)

Samantha Shune, assistant professor (dysphagia, aging). BA, 2005, Michigan, Ann Arbor; MA, 2007, Ohio State; PhD, 2014, Iowa. (2014)

McKay Moore Sohlberg, professor (cognitive rehabilitation, traumatic brain injury). BA, 1982, Stanford; MS, 1984, PhD, 1990, Washington, Seattle. (1995)

Sylvia Thompson, associate professor (learning disabilities, English learners, literacy). BS, 1988, Texas, Austin. MS, 1992, Miami. PhD, 1999, Texas, Austin. (2015)

Deanne Unruh, research associate professor (secondary special education and transition, high-risk adolescents, program evaluation). BS, 1985, MS, 1991, Kansas; PhD, 2001, Oregon. (2001)

Valentino Vasquez, instructor (American Sign Language). BA, 1997, MA, 1998, Northern Colorado. (2011)

Angela J. Whalen, clinical professor (professional practices in school psychology, clinical supervision, educational assessment and intervention). BA, 1996, St. Thomas; PhD, 2002, Oregon. (2003)

Emeriti

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)

Ned J. Christensen, professor emeritus. BA, 1954, MA, 1955, Brigham Young; PhD, 1959, Pennsylvania State. (1962)

Russell M. Gersten, professor emeritus. BA, 1967, Brandeis; PhD, 1978, Oregon. (1977)

Elizabeth G. Glover, assistant professor emerita. BS, 1959, Tufts; MS, 1963, EdD, 1974, North Carolina, Greensboro. (1964)

Robert H. Horner, professor emeritus. BA, 1971, Stanford; MS, 1975, Washington State; PhD, 1978, Oregon. (1976)

Kenneth Viegas, associate professor emeritus. BS, 1956, Oregon; MSW, 1963, California, Berkeley. (1967)

Hill M. Walker, professor emeritus. BA, 1962, Eastern Oregon; MA, 1964, PhD, 1967, Oregon. (1966)

Ruth Waugh, professor emerita. BS, 1957, Southern Oregon State; MS, 1963, PhD, 1971, Oregon. (1963)

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

- Bachelor of Arts **(**p. 714**)**
- Bachelor of Science **(**p. 714**)**
- **Minor**

Undergraduate Studies

Communication Disorders and Sciences Major

Karen Durany, Director, Undergraduate Studies
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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

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

Code	Title	Credits
LING 150	Structure of English Words	4
CDS 201	Communication Disorders in Society and Media	4
CDS 430	Speech Pathology-Audiology as Professions	2
CDS 431	Beginning Clinical Methods	3
CDS 442	Anatomy and Physiology of Speech Mechanism	4
CDS 444	Clinical Phonetics and Phonology	4
CDS 450	Introduction to Language Development	4
PSY 308	Developmental Psychology	4
CDS 457	Fundamentals of Audiology	4
CDS 458	Audiology Disorders and Treatment	4
CDS 460	Developmental Disorders in Communication	4
CDS 462	Acquired Disorders of Communication	4
CDS 470	Neuroscience of Speech and Language	4
Social-behavioral science course		4
Biological science course		4
Physical science course		4
Statistics course		4
Area C Elective [1]		3-4
Total Credits		**68-69**

[1] Contact department for list of Area C electives.

Program Plan

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.

Bachelor of Science Requirements

Code	Title	Credits
LING 150	Structure of English Words	4
CDS 201	Communication Disorders in Society and Media	4
CDS 430	Speech Pathology-Audiology as Professions	2
CDS 431	Beginning Clinical Methods	3
CDS 442	Anatomy and Physiology of Speech Mechanism	4
CDS 444	Clinical Phonetics and Phonology	4
CDS 450	Introduction to Language Development	4
PSY 308	Developmental Psychology	4
CDS 457	Fundamentals of Audiology	4
CDS 458	Audiology Disorders and Treatment	4
CDS 460	Developmental Disorders in Communication	4
CDS 462	Acquired Disorders of Communication	4
CDS 470	Neuroscience of Speech and Language	4
Social-behavioral science course		4
Biological science course		4
Physical science course		4
Statistics course		4
Area C Elective [1]		3-4
Total Credits		**68-69**

[1] Contact department for list of Area C electives.

Program Plan

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.

Minor Requirements

Code	Title	Credits
Required course credits		7
Electives [1]		17
Total Credits		**24**

[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 406) (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_6tJ9NcbIWGF9E9f/).

Certificate in Special Education

Elisa Jamgochian, Program Coordinator
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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.

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 406) (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, character questionnaire, 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 verification of a background check from the Teacher Standards and Practices Commission on file with the coordinator.

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

Course	Title	Credits	Milestones
First Year			
Fall			
BI 121	Introduction to Human Physiology	4	
WR 121	College Composition I	4	
First term of first-year second-language sequence		5	
Elective course		4	
	Credits	**17**	
Winter			
MATH 243	Introduction to Methods of Probability and Statistics	4	
PHYS 152	Physics of Sound and Music	4	
WR 122	College Composition II	4	
Second term of first-year second-language sequence		5	
	Credits	**17**	
Spring			
PHYS 202	General Physics	4	
Third term of first-year second-language sequence		5	
General education course in arts and letters		4	
General education course in science		4	
	Credits	**17**	
	Total Credits	**51**	

Course	Title	Credits	Milestones
Second Year			
Fall			
CDS 201	Communication Disorders in Society and Media	4	
LING 150	Structure of English Words	4	
First term of second-year second-language sequence		4	
General education course that also satisfies a multicultural requirement		4	
	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**	
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			
CDS 442	Anatomy and Physiology of Speech Mechanism	4	
CDS 450	Introduction to Language Development	4	
General-education course in social science		4	
	Credits	**12**	
Winter			
CDS 455	Child and Adolescent Development	4	
Elective courses		8	
	Credits	**12**	
Spring			
CDS 444	Clinical Phonetics and Phonology	4	
CDS 457	Fundamentals of Audiology	4	
Elective courses		8	
	Credits	**16**	
	Total Credits	**40**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
CDS 458	Audiology Disorders and Treatment	4	
CDS 460	Developmental Disorders in Communication	4	
Elective course		4	
	Credits	**12**	
Winter			
CDS 470	Neuroscience of Speech and Language	4	
Elective courses		12	
	Credits	**16**	
Spring			
CDS 431	Beginning Clinical Methods	3	
CDS 462	Acquired Disorders of Communication	4	
Elective courses		8	
	Credits	**15**	
	Total Credits	**43**	

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	
BI 121	Introduction to Human Physiology	4	
General-education course in science		4	
	Credits	**16**	
Winter			
WR 122	College Composition II	4	
MATH 111	College Algebra	4	
General-education course in science		4	
General-education course in arts and letters		4	
	Credits	**16**	
Spring			
PSY 202	Mind and Society	4	
PHYS 152	Physics of Sound and Music	4	
MATH 243	Introduction to Methods of Probability and Statistics	4	
General-education course that also satisfies a multicultural requirement		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
CDS 201	Communication Disorders in Society and Media	4	
LING 150	Structure of English Words	4	
General-education course in social science		4	
General-education course in science		4	
	Credits	**16**	
Winter			
General-education course in science		4	
General-education course in arts and letters		4	
Elective courses		8	
	Credits	**16**	
Spring			
CDS 430	Speech Pathology-Audiology as Professions	2	
General-education course in arts and letters		4	
Elective courses		8	
	Credits	**14**	
	Total Credits	**46**	

Course	Title	Credits	Milestones
Third Year			
Fall			
CDS 442	Anatomy and Physiology of Speech Mechanism	4	
CDS 450	Introduction to Language Development	4	
Elective course		4	
	Credits	**12**	
Winter			
CDS 455	Child and Adolescent Development	4	
Elective courses		8	
	Credits	**12**	

Spring		
CDS 444	Clinical Phonetics and Phonology	4
CDS 457	Fundamentals of Audiology	4
Elective courses		8
	Credits	**16**
	Total Credits	**40**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
CDS 458	Audiology Disorders and Treatment	4	
CDS 460	Developmental Disorders in Communication	4	
Elective course		4	
	Credits	**12**	
Winter			
CDS 470	Neuroscience of Speech and Language	4	
Elective courses		12	
	Credits	**16**	
Spring			
CDS 431	Beginning Clinical Methods	3	
CDS 462	Acquired Disorders of Communication	4	
Elective courses		8	
	Credits	**15**	
	Total Credits	**43**	

- Master of Arts in Communication Disorders and Sciences **(**p. 717**)**
- **Master of Arts in Special Education**
- **Master of Arts in School Psychology**
- **Master of Education in Special Education**
- **Master of Science in Communication Disorders and Sciences**
- **Master of Science in Special Education**
- **Doctor of Education in Special Education**
- **Doctor of Philosophy in Communication Disorders and Sciences**
- **Doctor of Philosophy in Special Education**
- **Doctor of Philosophy in School Psychology**

Graduate Studies

Communication Disorders and Sciences

Samantha Shune, Program Director
541-346-2480
541-346-0683 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

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

Code	Title	Credits
CDS 606	Special Problems: [Topic]	1-3
CDS 607	Seminar: [Topic]	1
CDS 608	Workshop: [Topic] (Evidence-Based Project Research)	3
CDS 609	Practicum: [Topic] (Externship)	1-15
CDS 609	Practicum: [Topic] (September Experience)	3
CDS 609	Practicum: [Topic] (Speech-Language-Hearing)	1-4
CDS 625	Final Full-Time Practicum	1-15
CDS 627	Fluency Disorders	2
CDS 631	Cultural-Linguistic Diversity for Clinicians : [Topic]	1-3
CDS 649	Feeding and Swallowing Disorders	4
CDS 651	School-Age Language Disorders	4
CDS 652	Speech Sound Disorders	4

CDS 654	Management of Adult Language Disorders	4
CDS 656	Voice Science and Disorders	3
CDS 657	Augmentative Procedures for Communication Disorders	2
CDS 660	Motor Speech Disorders	3
CDS 663	Management of Acquired Cognitive Disorders	4
CDS 665	Language Disorders in Children	4
CDS 706	Special Problems: [Topic]	1-3
Total Credits		**47-84**

The MA requires the equivalent of two years of a second language.

Master of Science Degree Requirements

Code	Title	Credits
CDS 606	Special Problems: [Topic]	1-3
CDS 607	Seminar: [Topic]	1
CDS 608	Workshop: [Topic] (Evidence-Based Project Research)	3
CDS 609	Practicum: [Topic] (Externship)	1-15
CDS 609	Practicum: [Topic] (September Experience)	3
CDS 609	Practicum: [Topic] (Speech-Language-Hearing)	1-4
CDS 625	Final Full-Time Practicum	1-15
CDS 627	Fluency Disorders	2
CDS 631	Cultural-Linguistic Diversity for Clinicians : [Topic]	1-3
CDS 649	Feeding and Swallowing Disorders	4
CDS 651	School-Age Language Disorders	4
CDS 652	Speech Sound Disorders	4
CDS 654	Management of Adult Language Disorders	4
CDS 656	Voice Science and Disorders	3
CDS 657	Augmentative Procedures for Communication Disorders	2
CDS 660	Motor Speech Disorders	3
CDS 663	Management of Acquired Cognitive Disorders	4
CDS 665	Language Disorders in Children	4
CDS 706	Special Problems: [Topic]	1-3
Total Credits		**47-84**

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

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

Code	Title	Credits
Dissertation research		18
Courses in primary area of specialization		21
Courses in collateral or secondary area		9
Research methodology		24
Other required courses		6
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

Sylvia Thompson, Program Director
541-346-1638
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HEDCO Education Building, Third Floor
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education.uoregon.edu/SPED

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, emotional and behavior disorders, autism and other intellectual and developmental disabilities, learning disabilities, early intervention, English learners, 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 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 February. See the website for specific program deadlines.

School Psychology

Angie Whalen, Program Director
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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.

Code	Title	Credits
Psychological and educational foundations		8
Measurement and assessment		14
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.

Code	Title	Credits
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 student services coordinator, 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

Samantha Shune, Major Director
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Early Intervention–Early Childhood Special Education Licensure and Endorsement

TBA Program Coordinator
541-346-1638
sped@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
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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 for their initial teaching license and/or an endorsement in K–12 special education.

American Sign Language 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.

Communication Disorders and Sciences Courses

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 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 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 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 impedance 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 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 557. Fundamentals of Audiology. 4 Credits.
Anatomy and physiology of hearing and vestibular systems; causes, types, and symptomatologies 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 620. Workshop: Evidence-Based Practice. 1,2 Credit.
This course supports students in developing their Evidence-Based Practice Projects via: (1) methods to promote critical evaluation and adoption of research findings; (2) principles of culturally responsive research practice, practice-based evidence and implementation science; and (3) activities to prepare students to complete their EBP projects.

CDS 621. Practicum I. 2-7 Credits.
Designed to support first year master's students as they proceed with their clinical training. The course will provide methodology, evidence-based practice and clinic operations training. The focus on using evidence-based practice and rational clinical decision-making will be incorporated throughout class instruction and clinical experiences.

CDS 622. Practicum II. 2-7 Credits.
Designed to help prepare second-year students for their medical and school externships. Students will learn clinical skills in the following areas: professional issues in medical settings; documentation in medical settings; ethical issues in speech-language pathology; school practicum requirements; professional issues in securing employment.

CDS 623. September Experience in Speech Language Pathology. 1 Credit.
Designed to prepare Graduate Student Clinicians to become Speech-Language Pathologists who can work in the school setting. There are specific skills that Speech-Language Pathologists in the school setting perform and the GSC will be prepared to demonstrate these skills by the end of this externship. Repeatable one time for a maximum of 2 credits.

CDS 624. Medical Externship. 7-14 Credits.
Designed to prepare Graduate Student Clinicians to become Speech-Language Pathologists who can work in the medical setting. There are specific skills that Speech-Language Pathologists in the medical setting perform and the GSC will be prepared to demonstrate these skills by the end of this externship.Repeatable one time for a maximum of 28 credits.

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 627. Fluency Disorders. 2 Credits.
This course is designed to provide students with a foundation in the diagnosis and treatment of fluency disorders across the lifespan, with an emphasis on developmental stuttering.

CDS 631. Cultural-Linguistic Diversity for Clinicians : [Topic]. 1-3 Credits.
Topics include Multicultural Issues in Communication Disorders and Sciences, Dysphagia, Professional Ethics. Repeatable once for a maximum of 6 credits.

CDS 632. Dual Language Development. 1 Credit.
Discussion-based seminar designed to enhance knowledge of the processes and features of typical and atypical dual language development in children's earliest years of life (infancy to preschool). Focus is on dual language acquisition by children from Spanish-English language backgrounds in the context of the US. Sequence with CDS 633.

CDS 633. Practice with Dual Language Learners. 1 Credit.
Discussion-based seminar designed to further foundational knowledge of dual language assessment and intervention as it relates to the practice of speech-language pathology. Focus is on assessment and intervention with dual language learners ages 0-5 from Spanish-speaking language backgrounds in the context of the US. Sequence with CDS 632.
Prereq: CDS 632.

CDS 649. 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 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. 2,4 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.

School Psychology 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.
Limited to students in school psychology program for basic endorsement for an Oregon license. Repeatable

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.
The overall goal for this course is for students to demonstrate a solid understanding of the conceptual, theoretical, and empirical bases for school-based, multi-tiered systems of academic and behavior support.

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.

SPSY 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 690. School Psychology Research Seminar: [Topic]. 1-4 Credits.
Students develop foundational knowledge and applied research skills through participation in a faculty-led research team. The focus of research activities will draw upon faculty expertise and current research.Repeatable up to seventeen times for a maximum of 72 credits.

SPSY 691. Supervised College Teaching. 2 Credits.
Students develop school psychology teaching and clinical supervision competencies through a faculty-supervised college teaching experience.Repeatable three times for a maximum of 8 credits.
Prereq: SPSY 662 Foundations of Clinical Supervision is a prerequisite course for any supervised college teaching experience involving the provision of clinical supervision to others. Students must apply for supervised college teaching experiences following procedures outlined in the current SPSY Program Handbook.

SPSY 692. Professional Competencies Portfolio. 1 Credit.
Students develop a professional competencies portfolio documenting the knowledge and skills needed for school psychologist licensure. The portfolio is the SPSY Master's Program capstone project, and reflects competencies acquired by the student across program coursework, field experiences, research teams, professional leadership and service activities.

SPSY 695. Introductory Field Studies. 1 Credit.
Students will gain exposure to educational practices in school systems, the roles and functions of school psychologists, and school psychological service delivery across domains of professional practice. Guest speakers will provide perspectives from educational researchers and school psychologists in the field.Repeatable two times for a maximum of 3 credits.

SPSY 698. School-Based Practicum. 3 Credits.
Students complete a supervised practicum in which they deliver comprehensive school psychological services in PreK-12 school settings. Students develop the knowledge and skill competencies required to progress to internship.Repeatable twice for a maximum of 9 credits.
Prereq: SPED 528, SPED 540, SPSY 630, SPSY 661, SPSY 663, SPSY 671, SPSY 672, SPSY 674, SPSY 795.SPSY program practicum application approved by the SPSY Practicum Coordinator, Pass TSPC and COE background checks

SPSY 699. Internship. 3 Credits.
Students complete a supervised internship, in which they deliver comprehensive school psychological services in PreK-12 schools and/or clinical settings. Students develop the knowledge and skill competencies required for professional licensure.Repeatable three times for a maximum of 12 credits.
Prereq:SPSY 798, Pass TSPC and COE background checks, Written internship plan approved by the SPSY Internship Coordinator

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.

Special Education 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.
Recent topics include Special Education, Talented and Gifted. Repeatable.

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 415. Diversity and Special Education. 3 Credits.
Provides an overview of issues pertaining to diversity in special education. Topics include race, ethnicity, culture, and disability in a sociopolitical and historical context.

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 428. Special Education Law. 3 Credits.
This course provides students with knowledge of standards and ethics for professional practice, historical and current case law and legislation, and application of legal principles related to special education services in school settings.

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, 442, 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 515. Diversity and Special Education. 3 Credits.
Provides an overview of issues pertaining to diversity in special education. Topics include race, ethnicity, culture, and disability in a sociopolitical and historical context.

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 528. Special Education Law. 3 Credits.
This course provides students with knowledge of standards and ethics for professional practice, historical and current case law and legislation, and application of legal principles related to special education services in school settings.

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 twice.
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.
Topics include Classroom Consultation; College Teaching; Elementary I,II; Program Evaluation; Research. Repeatable.

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.
Repeatable.

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 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. 3-9 Credits.
Provides practical experience in teaching students with disabilities in a public-school setting under the direction of cooperating teachers and university supervisors. Repeatable up to seven times for a total of 24 credits.

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 680. 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. Early Intervention for Diverse Families. 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 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 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 advertising and brand responsibility, 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-based master's degree programs in multimedia journalism and strategic communication, 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/).

The school also has the Portland Experience, a yearlong program offering internships in media and communication fields that can provide students with valuable professional experience in the Portland metropolitan area.

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 24-hour access to the school's computer labs during academic terms. 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 School of Art and Design, 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 (p. 604).

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.) 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. 264) 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 134G 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 134G Allen Hall.

Faculty

Jesse Abdenour, assistant professor (news processes and production, documentary, investigative journalism). BS, 1999, Ohio; MA, 2010, Arkansas; PhD, 2015, North Carolina. (2015)

Shan Anderson, senior instructor (advertising, digital publishing, visual design). BFA, 1991, Oregon. (2014)

Steven Asbury, instructor (visual communications, design, advertising). BS, 1997, Oregon. (2014)

Thomas H. Bivins, John L. Hulteng Chair in Media Ethics and Responsibility; professor (communication ethics, communication history). BA, 1974, MFA, 1976, Alaska, Anchorage; PhD, 1982, Oregon. (1985)

Marquis E. Blaine, professor of practice (multimedia journalism, feature writing). BJ, 1993, Missouri, Columbia; MS, 2000, Oregon. (2003)

Mitchell Block, professor (documentary & film studies). BFA, 1972, NYU; MFA, 1973, NYU; MBA, 1974, Columbia. (2020).

Charles Butler, instructor (magazines, narrative nonfiction, sports journalism). BA, 1985, MS, 1999, Columbia. (2016)

Carl R. Bybee, associate professor (communication and democracy, cultural studies, communication studies). BA, 1973, MA, 1976, PhD, 1978, Wisconsin, Madison. (1982)

Christopher Chávez, associate professor (advertising, popular culture, media studies and globalization). BS, 1993, California State Polytechnic, Pomona; MA, 1995, MA, 2006, PhD, 2009, Southern California. (2012)

Dayna Chatman, assistant professor (race, gender, and media; television studies; social media). BA, 2005, Saint Mary's College of California; MA, 2012, Illinois, Chicago; MA, 2013, PhD, 2016, Southern California. (2018)

Amanda Cote, assistant professor (media studies, identity, game studies). BA, 2010, Virginia; PhD, 2016, Michigan, Ann Arbor. (2018).

Nicole Smith Dahmen, associate professor (visual communication). BGS, 1997, MMC, 2001, Louisiana State; PhD, 2007, North Carolina, Chapel Hill. (2014)

Donna Davis, associate 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)

Troy R. Elias, assistant professor (advertising, race and ethnicity, information and communication technology). BS, 2004, Claflin; MA, 2006, PhD, 2009, Ohio State. (2014)

David Ewald, professor of practice (advertising, brand innovation); BS, 2001. (2019)

Maxwell Foxman, assistant professor (game studies, gamification, immersive media). BA, 2007, Columbia; MA, 2012, New York; MPhil, 2015, PhD, 2018, Columbia. (2018)

Lisa Heyamoto, senior instructor (feature writing, multimedia journalism, magazine production); coordinator, Gateway to Media Program. BA, 2001, Washington (Seattle); MS, 2011, Oregon. (2012)

Torsten Kjellstrand, professor of practice (photojournalism, multimedia and visual journalism). BA, 1984, Carleton College; MA, 1997, Missouri, Columbia. (2013)

David Koranda, professor of practice (advertising campaigns, media planning, strategic planning). BA, 1970, Wilkes; BS, 1978, Oregon. (2001)

Kathryn Kuttis, instructor (cultural and media studies, visual design, representation). BA, 1995, Drew; MLA, 2010, Oregon. (2014)

Peter D. Laufer, James N. Wallace Chair of Journalism: News-Editorial; professor (long-form journalism, radio journalism, international journalism). MA, 1986, American; PhD, 2009, Leeds Metropolitan. (2010)

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)

Taeho Lee, assistant professor (strategic communication, communication ethics, media law). BA, 2005, Seoul National; JD, 2009, Emory; PhD, 2017, North Carolina, Chapel Hill. (2017)

Seth C. Lewis, Shirley Papé Chair in Emerging Media; associate professor. BS, 2002, Brigham Young; MBA, 2005, Barry; PhD, 2010, Texas, Austin. (2016)

Ed Madison, associate professor (multimedia journalism, digital publishing, media entrepreneurship). BS, 1979, Emerson College; PhD, 2012, Oregon. (2012)

David Markowitz, assistant professor (language, deception, computational social science). BSc, 2010, MSc, 2015, Cornell; PhD, 2018, Stanford. (2018)

Gabriela Martinez, professor (electronic media, international communication, Latin American studies); director, Journalism Master's Program. BA, 1999, MA, 2000, San Francisco State; PhD, 2005, Oregon. (2005)

Kelli I. Matthews, senior instructor (public relations, strategic communication, social media). BA, 2001, MA, 2004, Oregon. (2011)

Tom McDonnell, instructor (advertising). BS, 1982, Oregon. (2014)

Todd Milbourn, instructor (investigative reporting, journalism innovation, news literacy). BA, 2001, Minnesota, Minneapolis; MBA, 2014, Oregon. (2016)

Daniel L. Miller, associate professor (video production, documentary film and video). BS, 1983, MS, 1986, PhD, 1994, Oregon. (2001)

Juan-Carlos Molleda, professor; Edwin L. Artzt Dean. BS, 1990, Zulia; MS, 1997, Radford; PhD, 2000, South Carolina. (2016)

Daniel D. "Dan" Morrison, senior instructor (photojournalism, multimedia and visual journalism). BA, 1984, MPA, 1994, Texas, Austin. (2010)

Deborah K. Morrison, Carolyn Silva Chambers Distinguished Professor in Advertising (advertising and brand creativity, creative process, social responsibility); director, Advertising Area. BJ, 1978, Sam Houston State; MA, 1984, PhD, 1988, Texas, Austin. (2006)

Dean E. Mundy, associate professor (public relations, media framing). BA, 1996, MA, 2006, PhD, 2010, North Carolina, Chapel Hill. (2014)

Courtney Munther, instructor (nonprofit communication, fundraising, strategic public relations writing). BA, 2004, Smith; MA, 2012, Nebraska, Lincoln. (2014)

Seungahn Nah, professor (political communication, journalism sociology, global communication); associate dean, graduate affairs. BA, 1997, MA, 1999, Yonsei; PhD, 2006, Wisconsin, Madison. (2017).

Bryce Newell, assistant professor (media studies, media law and policy); BS, 2006; JD, 20010, UC Davis; PhD, 2015, University of Washington. (2019)

Julianne H. Newton, professor (visual communication, photojournalism, communication ethics). BA, 1970, Baylor; MA, 1983, PhD, 1991, Texas, Austin. (2000)

Sylvester Senyo Ofori-Parku, assistant professor (consumer insights and strategy, corporate sustainability, consumer behavior). BA, 2003, Cape Coast; MA, 2010, Ghana; PhD, 2015, Oregon. (2017)

Sung J. Park, senior instructor (photojournalism, multimedia journalism). BS, 1991, MFA, 2010, Syracuse. (2010)

Ellen Peters, professor (Philip H. Knight Chair of Science Communication and Director of the Media Center for Science and Technology); BS/BSE, 1989; MS, 1994, University of Oregon; PhD, 1998, University of Oregon. (2019)

Danny Pimentel, assistant professor (immersive media psychology). BS, Florida; MS, Florida International, 2014; PhD, 2020, Florida. (2020)

Donnalyn Pompper, professor (public relations, corporate social responsibility, critical race and feminist studies). BA, 1983, Rowan; MJ, 1994, PhD, 2001, Temple. (2017)

Wes Pope, associate professor (multimedia journalism). BA, 1996, Washington (Seattle); MA, 2010, Syracuse. (2012)

Damian Radcliffe, Carolyn S. Chambers Professor in Journalism; professor of practice (community journalism, trends in social media and technology, media business models). BA, 1998, MA, 2009, Oxford. (2015)

Biswarup "Bish" Sen, associate professor (communication studies, global media, television studies). BA, 1975, St. Xavier's College, Kolkata; MA, 1982, Ohio State; PhD, 1990, Illinois, Urbana-Champaign. (2010)

Autumn Shafer, assistant professor (health communication, communication campaign testing and evaluation, media psychology). BA, 2000, MA, 2003, Washington State; PhD, 2011, North Carolina, Chapel Hill. (2015)

Lori Shontz, senior instructor (writing and reporting, sports journalism, community engagement). BS, 1991, MEd 2013, Pennsylvania State. (2014)

Hollie Smith, assistant professor (science and environmental communication). BS, 2007, Southern Utah; MA, 2010, Washington State; PhD, 2014, Maine. (2018)

Gretchen Soderlund, associate professor (media history, gender and media). BA, 1993, Virginia Commonwealth; PhD, 2002, Illinois, Urbana-Champaign. (2013)

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)

Brent Walth, assistant professor (journalism). BS, 1984, Oregon; MFA, 2012, Warren Wilson College. (2007)

Janet Wasko, Philip H. Knight Chair; professor (communication studies, political economy of communication); director, media studies. BA, 1973, MA, 1974, California State; PhD, 1980, Illinois. (1986)

Henry Wear, assistant professor (public relations, sports communication); BS, 2008; MS, 2014, University of Kansas; PhD, 2017, University of South Carolina. (2019)

Kyu Ho Youm, Jonathan Marshall First Amendment Chair; professor (communication law, international law, news-editorial). BA, 1980, Konkuk;

MA, 1982, PhD, 1985, Southern Illinois; MSL, 1998, Yale; MSt, 2006, Oxford. (2002)

Emeriti

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)

Rebecca G. Force, professor emerita. BA, 1968, Vassar College. (1996)

Charles F. Frazer, professor emeritus. AB, 1968, Rutgers; MA, 1972, Fairfield; PhD, 1976, Illinois. (1990)

Timothy W. Gleason, professor (communication ethics, communication law, news-editorial). BA, 1980, State University of New York, Empire State; MA, 1983, PhD, 1986, Washington (Seattle). (1987)

Lauren J. Kessler, professor emerita. BSJ, 1971, Northwestern; MS, 1975, Oregon; PhD, 1980, Washington (Seattle). (1980)

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)

Ann C. Maxwell, associate professor emerita. BA, 1973, MA, 1975, California State, Fullerton; PhD, 2008, Pacifica Graduate Institute. (1986)

Duncan L. McDonald, professor emeritus. BS, 1966, Ohio; MS, 1972, Oregon. (1975)

Debra L. Merskin, professor (communication studies; gender, race, and media; media and society). BA, 1983, South Florida, Tampa; MLA, 1989, South Florida, St. Petersburg; PhD, 1993, Syracuse. (1993)

Karl J. Nestvold, professor emeritus. BS, 1954, Wyoming; MS, 1960, Oregon; PhD, 1972, Texas, Austin. (1961)

Jon Palfreman, professor emeritus. BS, 1971, University College, London; MS, 1972, Sussex; PhD, 2005, Glamorgan. (2006)

Stephen E. Ponder, associate professor emeritus. B.A., 1964, Washington (Seattle); MA, 1975, George Washington; PhD, 1985, Washington (Seattle). (1985)

Deanna M. Robinson, professor emerita. BA, 1964, MA, 1972, PhD, 1974, Oregon. (1976)

John T. Russial, associate professor (news-editorial, organizational change, technology studies). BA, 1973, Lehigh; MA, 1975, Syracuse; PhD, 1989, Temple. (1992)

William E. Ryan II, associate professor emeritus. BA, 1964, Loras; MA, 1975, EdD, 1991, South Dakota. (1987)

Kim Sheehan, professor (advertising, consumer research and behavior, sustainability communication); coordinator, Honors Program. BS, 1980, Northwestern; MBA, 1993, Boston University; PhD, 1998, Tennessee, Knoxville. (1998)

Ronald E. Sherriffs, professor emeritus. BA, 1955, MA, 1957, San Jose State; PhD, 1964, Southern California. (1965)

James R. Upshaw, professor emeritus. BA, 1962, San Diego State. (1992)

William B. Willingham, associate professor emeritus. AB, 1957, MA, 1963, Indiana. (1965)

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

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 three courses that provide a broad background in fundamental skills and concepts: Gateway to Media (J 211) (8 credits), Writing for Communicators (J 212) (4 credits), and Fact or Fiction (J 213) (4 credits). These courses immerse students in writing for varied platforms and styles, ground them in the fundamentals of digital storytelling development and delivery, and aid them in developing critical thinking skills, providing majors with a foundational set of competencies before they move on to more specialized courses in their major areas of study.

Majors are required to minor in a field outside of the School of Journalism and Communication. 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 tablet 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 that fulfill university 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:

Code	Title	Credits
J 100	Media Professions	2
J 101	Grammar for Communicators	2
J 201	Media and Society	4
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. 731).

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 the advisors in the Student Services Center.

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 Requirements

Code	Title	Credits
Journalism Premajor Requirements*		
J 100	Media Professions	2
J 101	Grammar for Communicators	2
J 201	Media and Society	4
Journalism Major Requirements		
J 211	Gateway to Media	8
J 212	Writing for Communicators	4
J 213	Fact or Fiction	4
Core Context Requirement		
J 320	Gender, Media, and Diversity	4
J 385	Communication Law	4
J 397	Media Ethics	4

Select one of the following:		4
J 387	Media History	
J 396	International Communication	
Select one of the following:		4
J 429	Media Technologies and Society: [Topic]	
J 430	Culture and Power in the Media	
J 431	Media Structures and Regulation	
J 495	Research Methods: [Topic]	
Journalism Major Requirements		
J 361	Reporting I	4
J 462	Reporting II	4
J 463	Specialized Reporting: [Topic]	4
Select two from either the writing or the visual concentration:		8
Writing Concentration		
J 371	Feature Writing I	
J 461	Newspaper Editing	
J 468	Advanced News Editing	
J 472	Feature Writing II	
J 483	The Journalistic Interview	
Visual Concentration		
J 331	Digital Video Production	
J 421	Documentary Production	
J 432	Reporting for Electronic Media	
J 434	Advanced Television News	
J 436	Media Design: [Topic]	
J 466	Advanced Photojournalism: [Topic]	
Four additional credits from the following:		4
J 404	Internship: [Topic]	
J 408	Workshop: [Topic]	
J 409	Practicum: [Topic]	
J 463	Specialized Reporting: [Topic]	
J 469	OR Magazine	
J 475	Flux Production	
And any additional concentration course not previously taken		
Elective: At least four journalism credits are needed to reach the minimum 72		4
General Studies Requirements		**104**
At least 104 non-journalism credits, including one of the following:		
A non-SOJC minor		
A non-SOJC concentration		
A non-SOJC double major		
Minimum 2.9 cumulative UO GPA		
Total Credits		**176**

Bachelor of Science in Journalism Requirements

Code	Title	Credits
Journalism Premajor Requirements*		
J 100	Media Professions	2
J 101	Grammar for Communicators	2
J 201	Media and Society	4
Full Major Core		
J 211	Gateway to Media	8
J 212	Writing for Communicators	4
J 213	Fact or Fiction	4
Core Context Requirement		
J 320	Gender, Media, and Diversity	4
J 385	Communication Law	4
J 397	Media Ethics	4
Select one of the following:		4
J 387	Media History	
J 396	International Communication	
Select one of the following:		4
J 429	Media Technologies and Society: [Topic]	
J 430	Culture and Power in the Media: [Topic]	
J 431	Media Structures and Regulation: [Topic]	
J 496	Communication Ethics and Law: [Topic]	
Journalism Major Requirements		
J 361	Reporting I	4
J 462	Reporting II	4
J 463	Specialized Reporting: [Topic]	4
Select two from either the writing or the visual concentration:		8
Writing Concentration		
J 371	Feature Writing I	
J 461	Newspaper Editing	
J 468	Advanced News Editing	
J 472	Feature Writing II	
J 483	The Journalistic Interview	
Visual Concentration		
J 331	Digital Video Production	
J 365	Photojournalism	
J 421	Documentary Production	
J 432	Reporting for Electronic Media	
J 434	Advanced Television News	
J 436	Media Design: [Topic]	
J 466	Advanced Photojournalism: [Topic]	
Four additional credits from the following:		4
J 404	Internship: [Topic]	
J 408	Workshop: [Topic]	
J 409	Practicum: [Topic]	
J 463	Specialized Reporting: [Topic] (different topic than selected above)	
J 469	OR Magazine	
J 475	Flux Production	
And any additional concentration course not previously taken		
Elective: At least four journalism credits are needed to reach the minimum 72		4
General Studies Requirements		**104**
At least 104 non-journalism credits, including one of the following:		
A non-SOJC minor		
A non-SOJC concentration		

A non-SOJC double major	
Total Credits	**176**

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.

Bachelor of Arts in Journalism: Advertising Degree Requirements

Code	Title	Credits
Journalism Premajor Requirements*		
J 100	Media Professions	2
J 101	Grammar for Communicators	2
J 201	Media and Society	4
Full Major Core		
J 211	Gateway to Media	8
J 212	Writing for Communicators	4
J 213	Fact or Fiction	4
Core Content Requirement		
J 320	Gender, Media, and Diversity	4
J 385	Communication Law	4
J 397	Media Ethics	4
Select one of the following:		4
J 387	Media History	
J 396	International Communication	
Select one of the following:		4
J 429	Media Technologies and Society: [Topic]	
J 430	Culture and Power in the Media: [Topic]	
J 431	Media Structures and Regulation: [Topic]	
J 494	Strategic Communications Research	
J 495	Research Methods: [Topic]	
Advertising Major Requirements		
J 342	The Creative Strategist	4
Select at least four from the following:		16
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]	
Select one of the following:		4
J 448	Advertising Campaigns	
J 449	Advanced Advertising Campaigns	
Elective: At least four journalism credits are needed to reach the minimum 72		4
General Studies Requirements		
At least 104 non-journalism credits, including one of the following:		104
A non-SOJC minor		
A non-SOJC concentration		
A non-SOJC double major		
*Completion of UO's writing composition requirement (WR 121 and either WR 122 or WR 123). Students in the Clark Honors College are exempt.		
Minimum 2.90 cumulative UO GPA		
Total Credits		**176**

Bachelor of Science in Journalism: Advertising Degree Requirements

Code	Title	Credits
Journalism Premajor Requirements*		
J 100	Media Professions	2
J 101	Grammar for Communicators	2
J 201	Media and Society	4
Full Major Core		

J 211	Gateway to Media	8
J 212	Writing for Communicators	4
J 213	Fact or Fiction	4
Core Content Requirement		
J 320	Gender, Media, and Diversity	4
J 385	Communication Law	4
J 397	Media Ethics	4
Select one of the following:		4
J 387	Media History	
J 396	International Communication	
Select one of the following:		4
J 429	Media Technologies and Society: [Topic]	
J 430	Culture and Power in the Media: [Topic]	
J 431	Media Structures and Regulation: [Topic]	
J 494	Strategic Communications Research	
J 495	Research Methods: [Topic]	
Advertising Major Requirements		
J 342	The Creative Strategist	4
Select at least four from the following:		16
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]	
Select one of the following:		4
J 448	Advertising Campaigns	
J 449	Advanced Advertising Campaigns	
Elective: At least four journalism credits are needed to reach the minimum 72		4
General Studies Requirements		
At least 104 non-journalism credits, including one of the following:		104
A non-SOJC minor		
A non-SOJC concentration		
A non-SOJC double major		
*Completion of UO's writing composition requirement (WR 121 and either WR 122 or WR 123). Students in the Clark Honors College are exempt.		
Minimum 2.90 cumulative UO GPA		
Total Credits		**176**

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 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

Four-Year Degree Plan

Requirements for the School of Journalism and Communication are complex, and students are strongly encouraged to consult with an advisor in the school's Student Services Center to ensure accurate interpretation of requirements and timely degree completion. For more information on student services and academic requirements, visit the website *(*http://journalism.uoregon.edu/students/undergrad/academic-requirements/*).*

- **Master of Arts in Journalism**
- **Master of Science in Journalism**
- **Master's Degree in Advertising and Brand Responsibility**
- Master's Degree in Multimedia Journalism **(**p. **)**

Graduate Studies

The master's of arts (MA) and master's 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 master's program in advertising and brand responsibility is a one-year graduate program designed to prepare students to guide strong brands in areas such as sustainability, privacy and data protection, social justice, and diversity.

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 employee (GE) opportunities. Graduate employees assist faculty members with teaching, research, and administrative responsibilities. Please note that GE positions are only open to media studies students.

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: September 30, December 30, and March 30
- Advertising and brand responsibility master's degree: February 1
- Strategic communication master's degree (Portland): November 15, February 15, and April 30
- Multimedia journalism master's degree (Portland): November 15, February 15, and April 30
- 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)

Advising

An advisor is appointed for each graduate student in the school by the program director.

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 Journalism master's program is geared toward students of all backgrounds. It serves students who've worked professionally and are looking to expand their skills as well as students who are new to the field. No previous journalistic experience is required for admission.

Master of Arts in Journalism

Code	Title	Credits
J 508	Workshop: [Topic] (Reporting and Information Strategies) [1]	4
J 508	Workshop: [Topic] (Visual Studies in Journalism)	4
J 561	Newspaper Editing [2]	4
J 611	Mass Communication and Society	4
J 562	Reporting II	4
J 563	Specialized Reporting: [Topic] (Story Development)	4
J 563	Specialized Reporting: [Topic] (Advanced Story Development)	4
Elective graduate courses [3]		12-24
J 604	Internship: [Topic]	6
or J 609	Terminal Project	
J 510	Experimental Course: [Topic]	1-4
Total Credits		**47-62**

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 of Science in Journalism

Code	Title	Credits
J 508	Workshop: [Topic] (Reporting and Information Strategies) [1]	4
J 508	Workshop: [Topic] (Visual Studies in Journalism)	4
J 561	Newspaper Editing [2]	4
J 611	Mass Communication and Society	4
J 562	Reporting II	4
J 563	Specialized Reporting: [Topic] (Story Development)	4
J 563	Specialized Reporting: [Topic] (Advanced Story Development)	4
Elective graduate courses [3]		12-24

J 604	Internship: [Topic]	4-6
or J 609	Terminal Project	
J 510	Experimental Course: [Topic]	1-4
Total Credits		**45-62**

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 Advertising and Brand Responsibility

This Eugene-based program leads to a master of arts or master of science degree in advertising and brand responsibility. This one-year, full-time program operates on the idea that successful brands in the 21st century must be authentic and committed to the common good and the benefit of society. Diverse brands such as Nike, Patagonia, Cheerios, and Yoplait have successfully addressed social issues while building brand equity by recognizing the power of persuasive communication in making the world a better place.

Course work examines the theory and practice of persuasive communication and brand responsibility; students participate in a three-term seminar that trains students in best practices in planning, brand management, and creative marketing. The course of study concludes with a professional project in which students develop a campaign, a research paper, or some other effort on brand responsibility under the guidance of an advisor.

Applicants should have an interest in the field and some background, either professional or academic, in advertising, public relations, marketing, or strategic communication.

Candidates for this degree must earn at least 46 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

Code	Title	Credits
J 557	Curiosity for Strategists	4
J 560	Brand Development: [Topic] (Advertising and Culture)	4
J 594	Strategic Communications Research	4
J 607	Seminar: [Topic] (Brand Responsibility) [1]	12
J 609	Terminal Project	6
J 611	Mass Communication and Society	4
Electives chosen in consultation with an advisor [2]		12
Total Credits		**46**

1 Yearlong course.

2 Electives include courses in green brand strategy, writing design concepts, quantitative and qualitative methods, "ideasmithing," interactive media, and courses taught as part of the strategic communication master's program such as Introduction to Strategic Communication Marketing (J 616), Strategic Communication Management (J 618), or Strategic Communication: [Topic] (J 624).

Additional Requirements

A master of arts degree requires second-year foreign language proficiency. See the Graduate School website for details.

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

Code	Title	Credits
J 596	Communication Ethics and Law: [Topic]	4
J 611	Mass Communication and Society	4
J 638	Story and Commerce	4
J 608	Workshop: [Topic] [1]	2
J 609	Terminal Project	6
Other courses chosen in consultation with advisor		20
Electives [2]		8
Total Credits		**48**

[1] 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.

[2] 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.

Additional Requirements

A master of arts degree requires second-year foreign language proficiency. See the Graduate School website for details.

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 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, CINE 260M or ENG 260M; two from CINE 265, 266, 267.

J 211. Gateway to Media. 8 Credits.
Integrates critical thinking, creative thinking, and basic skills for nonfiction storytelling through words, photos, audio, and video. Majors only.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 212. Writing for Communicators. 4 Credits.
Course builds on what was learned in Grammar for Communicators course (J 101) to help students develop the ability to write for a variety of professional platforms and to achieve the appropriate strategic purpose.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 213. Fact or Fiction. 4 Credits.
This course helps students grapple with information in the digital age to evaluate how media professionals develop notions of truth, ethics, and transparency. It covers information credibility, social media algorithms, and data and numerical literacy.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 250. Media Studies Production. 2 Credits.
This course complements an understanding of production skills and practice from Gateway to Media by adding critical and cultural theory. By examining the relationship between theory and practice, students gain deeper knowledge of how production practices impact cultural and society.
Prereq: J 211.

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 better than C-.

J 331. Digital Video Production. 4 Credits.
Introduction to techniques of single-camera field video production. Journalism and cinema studies majors only.
Prereq: (J 205 and J 206) or J 208 or J 211 with a grade of 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 industry specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends. Journalism: advertising majors only.
Prereq: J 211 and J 212 with a grade of C or better.

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 211, J 212, J 213, J 350 with a grade of 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 and J 206) or J 211 with a grade better than C-.

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 and J 206, or J 211 with a grade better than C-.

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 better than C-.

J 377. Science of Science Communication. 4 Credits.
In this class students will delve deeper into the theoretical foundations of science communication as a discipline. Students will develop an understanding of the different models of science communication, their benefits, drawbacks, and current use in a variety of contexts.

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 better than C-.

J 387. Media History. 4 Credits.
The changing structure and character of the media in the United States.
Prereq: J 201 with a grade better than C-.

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 better than C-.

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 411M. US Film Industry. 4 Credits.
Traces the past and present of the U.S. film industry. Multilisted with CINE 411M.
Prereq: J 201 with a grade of mid-C or better.

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. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

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 415. Media Studies Research Methods. 4 Credits.
This course provides the core skills necessary to critically evaluate scientific and analytic studies and conduct research in the media studies tradition. Students learn basic principles of media studies research methods, such as experiments, surveys, naturalistic observations, and interviews.
Prereq: J 201, J 314.

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 429. Media Technologies and Society: [Topic]. 4 Credits.
Explores the interrelationship between media technologies and social practices and processes in current and historical contexts. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 430. Culture and Power in the Media: [Topic]. 4 Credits.
Explores issues of culture, identity, and power, including the role media play in reinforcing social, political, and economic disparities. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 431. Media Structures and Regulation: [Topic]. 4 Credits.
Explores how the infrastructures and regulatory environments of national and global media institutions influence discourse, democracy, and public life. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

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 better than C-.

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 better than C-.

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 and J 206 and J 342, or J 211 and J 342 with a grade better than C-.

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 better than C-.

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 better than C-.

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 and either J 211 or J 342 with a grade better than C-.

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 and J 206 and J 342, or J 211 and J 342, with a grade better than C-.

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, J 206, J 207, J 342 with a grade better than C-.

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 three times for a maximum of 16 credits when topic changes.
Prereq: J 205 and J 206 and J 342, or J 211 and J 342, with a grade better than C-.

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 better than C-.

J 462. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only.
Prereq: J 361 with a grade better than C-.

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 better than C-.

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 better than C-.

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 better than C-.

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.

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 475. Flux Production. 1-5 Credits.
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 477. Topics in Science of Science Communication: [Topic]. 4 Credits.
This course dives deeply into issues related to the science of science communication, including more advanced exploration of health communication, decision making, numeracy, and environmental communication. Students will focus on developing research projects in consultation with the instructor.Repeatable twice for a maximum of 12 credits when topic changes.
Prereq: J 377.

J 478. Producing the Science Story: [Topic]. 4 Credits.
This course focuses on producing stories about science for a variety of media. Students will incorporate research from the science of science communication in crafting story strategies for specific audiences. Additional focus will be on innovative storytelling strategies for complicated subjects using journalistic practice.Repeatable twice for a maximum of 12 credits when topic changes.
Prereq: J 377.

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 better than C-.

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. Majors and minors only. Repeatable once for a maximum of 8 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

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 511M. US Film Industry. 4 Credits.
Traces the past and present of the U.S. film industry. Multilisted with CINE 511M.

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. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.

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 529. Media Technologies and Society: [Topic]. 1-4 Credits.
Explores the interrelationship between media technologies and social practices and processes in current and historical contexts. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 530. Culture and Power in the Media: [Topic]. 4 Credits.
Explores issues of culture, identity, and power, including the role media play in reinforcing social, political, and economic disparities. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 531. Media Structures and Regulation: [Topic]. 4 Credits.
Explores how the infrastructures and regulatory environments of national and global media institutions influence discourse, democracy, and public life. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

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.
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.
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 three times for a maximum of 16 credits when topic changes.

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: [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.

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 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 577. Topics in Science of Science Communication: [Topic]. 4 Credits.
This course dives deeply into issues related to the science of science communication, including more advanced exploration of health communication, decision making, numeracy, and environmental communication. Students will focus on developing research projects in consultation with the instructor.Repeatable twice for a maximum of 12 hours when topic changes.

J 578. Producing the Science Story: [Topic]. 4 Credits.
This course focuses on producing stories about science for a variety of media. Students will incorporate research from the science of science communication in crafting story strategies for specific audiences. Additional focus will be on innovative storytelling strategies for complicated subjects using journalistic practice.Repeatable twice for a maximum of 12 credits when topic changes.

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 594. 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.

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. Majors only. Repeatable once for a maximum of 8 credits when topic changes.

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.
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 maxium 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 up to five times with change in topic.

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 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. Advanced Doctoral Seminar. 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: 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 three courses that provide a broad background in fundamental skills and concepts: Gateway to Media (J 211) (8 credits), Writing for Communicators (J 212) (4 credits), and Fact or Fiction (J 213) (4 credits). These courses immerse students in writing for varied platforms and styles, ground them in the fundamentals of digital storytelling development and delivery, and aid them in developing critical thinking skills, providing majors with a foundational set of competencies before they move on to more specialized courses in their major areas of study.

Majors are required to minor in a field outside of the School of Journalism and Communication. 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 tablet 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 that fulfill university 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:

Code	Title	Credits
J 100	Media Professions	2
J 101	Grammar for Communicators	2
J 201	Media and Society	4
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. 744).

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 the advisors in the Student Services Center.

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: Media Studies Degree Requirements

Code	Title	Credits
Journalism Premajor Requirements [1]		
J 100	Media Professions	2
J 101	Grammar for Communicators	2
J 201	Media and Society	4
Journalism: Media Studies Major Requirements		
J 211	Gateway to Media	8
J 212	Writing for Communicators	4
J 213	Fact or Fiction	4
Media Studies Foundations		
J 250	Media Studies Production	2
J 314	Introduction to Media Studies	4
J 415	Media Studies Research Methods	4
J 413	Communication Studies Capstone [2]	4
SOJC Major Foundations/Context		
J 320	Gender, Media, and Diversity	4
J 385	Communication Law	4
J 387	Media History	4
J 396	International Communication	4
J 397	Media Ethics	4
Media Studies Specializations [3]		**16**
General Studies Requirements [4]		**104**
A non-SOJC minor		
A non-SOJC concentration		

A non-SOJC double major	
Total Credits	**178**

1 Completion of UO's writing composition requirement (WR 121 and either WR 122 or WR 123). Students in the Clark Honors College are exempt. Minimum 2.90 cumulative UO GPA

2 Students must take this course the Spring term of their senior year. Please contact your advisor for more details.

3 Students choose one of the following four specializations listed below.

4 Students must complete at least 104 nonjournalism credits.

Code	Title	Credits
Media Technology and Society		
J 429	Media Technologies and Society: [Topic]	4
J 429	Media Technologies and Society: [Topic]	4
J 429	Media Technologies and Society: [Topic]	4
J 430	Culture and Power in the Media: [Topic] (Topic)	4
or J 431	Media Structures and Regulation: [Topic]	
or J 477	Topics in Science of Science Communication: [Topic]	
Total Credits		**16**

Code	Title	Credits
Media, Culture, and Power		
J 430	Culture and Power in the Media: [Topic] (Topic)	4
J 430	Culture and Power in the Media: [Topic] (Topic)	4
J 430	Culture and Power in the Media: [Topic] (Topic)	4
J 429	Media Technologies and Society: [Topic]	4
or J 431	Media Structures and Regulation: [Topic]	
or J 477	Topics in Science of Science Communication: [Topic]	
Total Credits		**16**

Code	Title	Credits
Media Structures and Regulation		
J 431	Media Structures and Regulation: [Topic] (Topic)	4
J 431	Media Structures and Regulation: [Topic] (Topic)	4
J 431	Media Structures and Regulation: [Topic] (Topic)	4
J 429	Media Technologies and Society: [Topic]	4
or J 430	Culture and Power in the Media: [Topic]	
or J 477	Topics in Science of Science Communication: [Topic]	
Total Credits		**16**

Code	Title	Credits
Documentary Studies		
J 208	Introduction to Documentary Production	4
J 416	Survey of the Documentary	4
J 331	Digital Video Production	4
J 421	Documentary Production	4
Total Credits		**16**

Bachelor of Science in Journalism: Media Studies Degree Requirements

Code	Title	Credits
Journalism Premajor Requirements [1]		
J 100	Media Professions	2
J 101	Grammar for Communicators	2
J 201	Media and Society	4
Journalism: Media Studies Major Requirements		
J 211	Gateway to Media	8
J 212	Writing for Communicators	4
J 213	Fact or Fiction	4
Media Studies Foundations		
J 250	Media Studies Production	2
J 314	Introduction to Media Studies	4
J 415	Media Studies Research Methods	4
J 413	Communication Studies Capstone [2]	4
SOJC Major Foundations/Context		
J 320	Gender, Media, and Diversity	4
J 385	Communication Law	4
J 387	Media History	4
J 396	International Communication	4
J 397	Media Ethics	4
Media Studies Specializations [3]		**16**
General Studies Requirements [4]		**104**
A non-SOJC minor		
A non-SOJC concentration		
A non-SOJC double major		
Total Credits		**178**

1 Completion of UO's writing composition requirement (WR 121 and either WR 122 or WR 123). Students in the Clark Honors College are exempt. Minimum 2.90 cumulative UO GPA

2 Students must take this course the Spring term of their senior year. Please contact your advisor for more details.

3 Students choose one of the following four specializations listed below.

4 Students must complete at least 104 nonjournalism credits.

Code	Title	Credits
Media Technology and Society		
J 429	Media Technologies and Society: [Topic]	4
J 429	Media Technologies and Society: [Topic]	4
J 429	Media Technologies and Society: [Topic]	4
J 430	Culture and Power in the Media: [Topic] (Topic)	4
or J 431	Media Structures and Regulation: [Topic]	
or J 477	Topics in Science of Science Communication: [Topic]	
Total Credits		**16**

Code	Title	Credits
Media, Culture, and Power		
J 430	Culture and Power in the Media: [Topic] (Topic)	4
J 430	Culture and Power in the Media: [Topic] (Topic)	4
J 430	Culture and Power in the Media: [Topic] (Topic)	4
J 429	Media Technologies and Society: [Topic]	4
or J 431	Media Structures and Regulation: [Topic]	
or J 477	Topics in Science of Science Communication: [Topic]	

Code	Title	Credits
Media Structures and Regulation		
J 431	Media Structures and Regulation: [Topic] (Topic)	4
J 431	Media Structures and Regulation: [Topic] (Topic)	4
J 431	Media Structures and Regulation: [Topic] (Topic)	4
J 429	Media Technologies and Society: [Topic]	4
or J 430	Culture and Power in the Media: [Topic]	
or J 477	Topics in Science of Science Communication: [Topic]	

Code	Title	Credits
Documentary Studies		
J 208	Introduction to Documentary Production	4
J 416	Survey of the Documentary	4
J 331	Digital Video Production	4
J 421	Documentary Production	4
Total Credits		**16**

Additional Requirements

- Satisfactory completion of a minimum of 72 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 40 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. The 104 credits must include a minor or area of concentration outside of the School of Journalism and Communication
- 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 nonjournalism 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.

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 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, CINE 260M or ENG 260M; two from CINE 265, 266, 267.

J 211. Gateway to Media. 8 Credits.
Integrates critical thinking, creative thinking, and basic skills for nonfiction storytelling through words, photos, audio, and video. Majors only.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 212. Writing for Communicators. 4 Credits.
Course builds on what was learned in Grammar for Communicators course (J 101) to help students develop the ability to write for a variety of professional platforms and to achieve the appropriate strategic purpose.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 213. Fact or Fiction. 4 Credits.
This course helps students grapple with information in the digital age to evaluate how media professionals develop notions of truth, ethics, and transparency. It covers information credibility, social media algorithms, and data and numerical literacy.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 250. Media Studies Production. 2 Credits.
This course complements an understanding of production skills and practice from Gateway to Media by adding critical and cultural theory. By examining the relationship between theory and practice, students gain deeper knowledge of how production practices impact cultural and society.
Prereq: J 211.

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 better than C-.

J 331. Digital Video Production. 4 Credits.
Introduction to techniques of single-camera field video production. Journalism and cinema studies majors only.
Prereq: (J 205 and J 206) or J 208 or J 211 with a grade of 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 industry specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends. Journalism: advertising majors only.
Prereq: J 211 and J 212 with a grade of C or better.

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 211, J 212, J 213, J 350 with a grade of 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 and J 206) or J 211 with a grade better than C-.

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 and J 206, or J 211 with a grade better than C-.

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 better than C-.

J 377. Science of Science Communication. 4 Credits.
In this class students will delve deeper into the theoretical foundations of science communication as a discipline. Students will develop an understanding of the different models of science communication, their benefits, drawbacks, and current use in a variety of contexts.

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 better than C-.

J 387. Media History. 4 Credits.
The changing structure and character of the media in the United States.
Prereq: J 201 with a grade better than C-.

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 better than C-.

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 411M. US Film Industry. 4 Credits.
Traces the past and present of the U.S. film industry. Multilisted with CINE 411M.
Prereq: J 201 with a grade of mid-C or better.

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. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

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 415. Media Studies Research Methods. 4 Credits.
This course provides the core skills necessary to critically evaluate scientific and analytic studies and conduct research in the media studies tradition. Students learn basic principles of media studies research methods, such as experiments, surveys, naturalistic observations, and interviews.
Prereq: J 201, J 314.

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 429. Media Technologies and Society: [Topic]. 4 Credits.
Explores the interrelationship between media technologies and social practices and processes in current and historical contexts. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 430. Culture and Power in the Media: [Topic]. 4 Credits.
Explores issues of culture, identity, and power, including the role media play in reinforcing social, political, and economic disparities. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 431. Media Structures and Regulation: [Topic]. 4 Credits.
Explores how the infrastructures and regulatory environments of national and global media institutions influence discourse, democracy, and public life. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

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 better than C-.

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 better than C-.

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 and J 206 and J 342, or J 211 and J 342 with a grade better than C-.

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 better than C-.

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 better than C-.

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 and either J 211 or J 342 with a grade better than C-.

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 and J 206 and J 342, or J 211 and J 342, with a grade better than C-.

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, J 206, J 207, J 342 with a grade better than C-.

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 three times for a maximum of 16 credits when topic changes.
Prereq: J 205 and J 206 and J 342, or J 211 and J 342, with a grade better than C-.

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 better than C-.

J 462. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only.
Prereq: J 361 with a grade better than C-.

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 better than C-.

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 better than C-.

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 better than C-.

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.

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 475. Flux Production. 1-5 Credits.
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 477. Topics in Science of Science Communication: [Topic]. 4 Credits.
This course dives deeply into issues related to the science of science communication, including more advanced exploration of health communication, decision making, numeracy, and environmental communication. Students will focus on developing research projects in consultation with the instructor.Repeatable twice for a maximum of 12 credits when topic changes.
Prereq: J 377.

J 478. Producing the Science Story: [Topic]. 4 Credits.
This course focuses on producing stories about science for a variety of media. Students will incorporate research from the science of science communication in crafting story strategies for specific audiences. Additional focus will be on innovative storytelling strategies for complicated subjects using journalistic practice.Repeatable twice for a maximum of 12 credits when topic changes.
Prereq: J 377.

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 better than C-.

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. Majors and minors only. Repeatable once for a maximum of 8 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

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 511M. US Film Industry. 4 Credits.
Traces the past and present of the U.S. film industry. Multilisted with CINE 511M.

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. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.

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 529. Media Technologies and Society: [Topic]. 1-4 Credits.
Explores the interrelationship between media technologies and social practices and processes in current and historical contexts. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 530. Culture and Power in the Media: [Topic]. 4 Credits.
Explores issues of culture, identity, and power, including the role media play in reinforcing social, political, and economic disparities. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 531. Media Structures and Regulation: [Topic]. 4 Credits.
Explores how the infrastructures and regulatory environments of national and global media institutions influence discourse, democracy, and public life. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

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.
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.
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 three times for a maximum of 16 credits when topic changes.

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: [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.

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 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 577. Topics in Science of Science Communication: [Topic]. 4 Credits.
This course dives deeply into issues related to the science of science communication, including more advanced exploration of health communication, decision making, numeracy, and environmental communication. Students will focus on developing research projects in consultation with the instructor.Repeatable twice for a maximum of 12 hours when topic changes.

J 578. Producing the Science Story: [Topic]. 4 Credits.
This course focuses on producing stories about science for a variety of media. Students will incorporate research from the science of science communication in crafting story strategies for specific audiences. Additional focus will be on innovative storytelling strategies for complicated subjects using journalistic practice.Repeatable twice for a maximum of 12 credits when topic changes.

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 594. 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.

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. Majors only. Repeatable once for a maximum of 8 credits when topic changes.

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.
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 maxium 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 up to five times with change in topic.

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 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. Advanced Doctoral Seminar. 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 three courses that provide a broad background in fundamental skills and concepts: Gateway to Media (J 211) (8 credits), Writing for Communicators (J 212) (4 credits), and Fact or Fiction (J 213) (4 credits). These courses immerse students in writing for varied platforms and styles, ground them in the fundamentals of digital storytelling development and delivery, and aid them in developing critical thinking skills, providing majors with a foundational set of competencies before they move on to more specialized courses in their major areas of study.

Majors are required to minor in a field outside of the School of Journalism and Communication. 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 tablet 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 that fulfill university 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:

Code	Title	Credits
J 100	Media Professions	2
J 101	Grammar for Communicators	2
J 201	Media and Society	4
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.).

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 the advisors in the Student Services Center.

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

Code	Title	Credits
Premajor Requirements*		
J 100	Media Professions	2
J 101	Grammar for Communicators	2
J 201	Media and Society	4
Full Major Core		
J 211	Gateway to Media	8
J 212	Writing for Communicators	4
J 213	Fact or Fiction	4
Core Context Requirement		
J 320	Gender, Media, and Diversity	4
J 385	Communication Law	4
J 397	Media Ethics	4
J 494	Strategic Communications Research	4
Select one of the following:		4
J 387	Media History	
J 396	International Communication	
Public Relations Major Requirements		
J 350	Principles of Public Relations	4
J 352	Strategic Writing and Media Relations	4
J 452	Strategic Public Relations Communication	4
J 453	Strategic Planning and Cases	4
J 454	Public Relations Campaigns	4
J 480	Public Relations: [Topic]	4
Elective: At least four journalism credits are needed to reach the minimum 72		4
General Studies Requirements		
At least 104 non-journalism credits, including one of the following:		104
A non-SOJC minor		
A non-SOJC concentration		
A non-SOJC double major		
*Completion of UO's writing composition requirement (WR 121 and either WR 122 or WR 123). Students in the Clark Honors College are exempt.		
Minimum 2.90 cumulative UO GPA		
Total Credits		**176**

Bachelor of Science in Journalism: Public Relations Degree Requirements

Code	Title	Credits
Premajor Requirements*		
J 100	Media Professions	2
J 101	Grammar for Communicators	2
J 201	Media and Society	4
Full Major Core		
J 211	Gateway to Media	8
J 212	Writing for Communicators	4
J 213	Fact or Fiction	4
Core Context Requirement		
J 320	Gender, Media, and Diversity	4
J 385	Communication Law	4
J 397	Media Ethics	4
J 494	Strategic Communications Research	4
Select one of the following:		4
J 387	Media History	
J 396	International Communication	
Public Relations Major Requirements		
J 350	Principles of Public Relations	4
J 352	Strategic Writing and Media Relations	4
J 452	Strategic Public Relations Communication	4
J 453	Strategic Planning and Cases	4

J 454	Public Relations Campaigns	4
J 480	Public Relations: [Topic]	4
Elective: At least four journalism credits are needed to reach the minimum 72		4
General Studies Requirements		
At least 104 non-journalism credits, including one of the following:		104
A non-SOJC minor		
A non-SOJC concentration		
A non-SOJC double major		
*Completion of UO's writing composition requirement (WR 121 and either WR 122 or WR 123). Students in the Clark Honors College are exempt.		
Minimum 2.90 cumulative UO GPA		
Total Credits		**176**

Additional Requirements

- Satisfactory completion of a minimum of 72 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 40 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.

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 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, CINE 260M or ENG 260M; two from CINE 265, 266, 267.

J 211. Gateway to Media. 8 Credits.
Integrates critical thinking, creative thinking, and basic skills for nonfiction storytelling through words, photos, audio, and video. Majors only.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 212. Writing for Communicators. 4 Credits.
Course builds on what was learned in Grammar for Communicators course (J 101) to help students develop the ability to write for a variety of professional platforms and to achieve the appropriate strategic purpose.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 213. Fact or Fiction. 4 Credits.
This course helps students grapple with information in the digital age to evaluate how media professionals develop notions of truth, ethics, and transparency. It covers information credibility, social media algorithms, and data and numerical literacy.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 250. Media Studies Production. 2 Credits.
This course complements an understanding of production skills and practice from Gateway to Media by adding critical and cultural theory. By examining the relationship between theory and practice, students gain deeper knowledge of how production practices impact cultural and society.
Prereq: J 211.

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 better than C-.

J 331. Digital Video Production. 4 Credits.
Introduction to techniques of single-camera field video production. Journalism and cinema studies majors only.
Prereq: (J 205 and J 206) or J 208 or J 211 with a grade of 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 industry specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends. Journalism: advertising majors only.
Prereq: J 211 and J 212 with a grade of C or better.

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 211, J 212, J 213, J 350 with a grade of 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 and J 206) or J 211 with a grade better than C-.

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 and J 206, or J 211 with a grade better than C-.

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 better than C-.

J 377. Science of Science Communication. 4 Credits.
In this class students will delve deeper into the theoretical foundations of science communication as a discipline. Students will develop an understanding of the different models of science communication, their benefits, drawbacks, and current use in a variety of contexts.

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 better than C-.

J 387. Media History. 4 Credits.
The changing structure and character of the media in the United States.
Prereq: J 201 with a grade better than C-.

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 better than C-.

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 411M. US Film Industry. 4 Credits.
Traces the past and present of the U.S. film industry. Multilisted with CINE 411M.
Prereq: J 201 with a grade of mid-C or better.

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. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

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 415. Media Studies Research Methods. 4 Credits.
This course provides the core skills necessary to critically evaluate scientific and analytic studies and conduct research in the media studies tradition. Students learn basic principles of media studies research methods, such as experiments, surveys, naturalistic observations, and interviews.
Prereq: J 201, J 314.

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 429. Media Technologies and Society: [Topic]. 4 Credits.
Explores the interrelationship between media technologies and social practices and processes in current and historical contexts. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 430. Culture and Power in the Media: [Topic]. 4 Credits.
Explores issues of culture, identity, and power, including the role media play in reinforcing social, political, and economic disparities. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 431. Media Structures and Regulation: [Topic]. 4 Credits.
Explores how the infrastructures and regulatory environments of national and global media institutions influence discourse, democracy, and public life. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

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 better than C-.

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 better than C-.

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 and J 206 and J 342, or J 211 and J 342 with a grade better than C-.

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 better than C-.

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 better than C-.

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 and either J 211 or J 342 with a grade better than C-.

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 and J 206 and J 342, or J 211 and J 342, with a grade better than C-.

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, J 206, J 207, J 342 with a grade better than C-.

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 three times for a maximum of 16 credits when topic changes.
Prereq: J 205 and J 206 and J 342, or J 211 and J 342, with a grade better than C-.

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 better than C-.

J 462. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only.
Prereq: J 361 with a grade better than C-.

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 better than C-.

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 better than C-.

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 better than C-.

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.

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 475. Flux Production. 1-5 Credits.
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 477. Topics in Science of Science Communication: [Topic]. 4 Credits.
This course dives deeply into issues related to the science of science communication, including more advanced exploration of health communication, decision making, numeracy, and environmental communication. Students will focus on developing research projects in consultation with the instructor.Repeatable twice for a maximum of 12 credits when topic changes.
Prereq: J 377.

J 478. Producing the Science Story: [Topic]. 4 Credits.
This course focuses on producing stories about science for a variety of media. Students will incorporate research from the science of science communication in crafting story strategies for specific audiences. Additional focus will be on innovative storytelling strategies for complicated subjects using journalistic practice.Repeatable twice for a maximum of 12 credits when topic changes.
Prereq: J 377.

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 better than C-.

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. Majors and minors only. Repeatable once for a maximum of 8 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

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 511M. US Film Industry. 4 Credits.
Traces the past and present of the U.S. film industry. Multilisted with CINE 511M.

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. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.

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 529. Media Technologies and Society: [Topic]. 1-4 Credits.
Explores the interrelationship between media technologies and social practices and processes in current and historical contexts. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 530. Culture and Power in the Media: [Topic]. 4 Credits.
Explores issues of culture, identity, and power, including the role media play in reinforcing social, political, and economic disparities. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 531. Media Structures and Regulation: [Topic]. 4 Credits.
Explores how the infrastructures and regulatory environments of national and global media institutions influence discourse, democracy, and public life. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

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.
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.
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 three times for a maximum of 16 credits when topic changes.

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: [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.

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 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 577. Topics in Science of Science Communication: [Topic]. 4 Credits.
This course dives deeply into issues related to the science of science communication, including more advanced exploration of health communication, decision making, numeracy, and environmental communication. Students will focus on developing research projects in consultation with the instructor.Repeatable twice for a maximum of 12 hours when topic changes.

J 578. Producing the Science Story: [Topic]. 4 Credits.
This course focuses on producing stories about science for a variety of media. Students will incorporate research from the science of science communication in crafting story strategies for specific audiences. Additional focus will be on innovative storytelling strategies for complicated subjects using journalistic practice.Repeatable twice for a maximum of 12 credits when topic changes.

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 594. 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.

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. Majors only. Repeatable once for a maximum of 8 credits when topic changes.

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.
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 maxium 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 up to five times with change in topic.

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 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. Advanced Doctoral Seminar. 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.

Communication and 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 master's program in advertising and brand responsibility is a one-year graduate program designed to prepare students to guide strong brands in areas such as sustainability, privacy and data protection, social justice, and diversity.

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 employee (GE) opportunities. Scholarships range from $500 to $15,000. Graduate employees assist faculty members with teaching, research, and administrative responsibilities. Please note that GE positions are only open to media studies students.

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: September 30, December 30, and March 30
- Advertising and brand responsibility master's degree: February 15
- Strategic communication master's degree (Portland): November 15, February 15, and April 30
- Multimedia journalism master's degree (Portland): November 15, February 15, and April 30
- 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)

Advising

An advisor is appointed for each graduate student in the school by the program director.

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 Communication and 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

Code	Title	Credits
J 611	Mass Communication and Society [1]	4
J 612	Media Theory I	5
J 613	Media Theory II	5
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]	6-9
or J 609	Terminal Project	

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.

In addition, the master of arts requires second-year foreign language proficiency. See the Graduate School website for details.

Master of Science Degree Requirements

Code	Title	Credits
J 611	Mass Communication and Society [1]	4
J 612	Media Theory I	5
J 613	Media Theory II	5
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]	6-9
or J 609	Terminal Project	

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.

Code	Title	Credits
J 612	Media Theory I	5
J 613	Media Theory II	5
J 619	Teaching and the Professional Life [5]	4
J 641	Qualitative Research Methods [1]	4
J 642	Quantitative Research Methods [1]	4
J 643	Advanced Doctoral Seminar [1]	5
Courses in outside field [2]		18
Two additional methods courses [3]		8
At least three 600-level courses (611 and above) within the School of Journalism and Communication [4]		12
J 603	Dissertation [6]	18
Total Credits		**83**

[1] Completed within the first three terms of study.

[2] In close consultation with an academic advisor and the school's graduate studies director, each student designs an integrated outside-field component for his or her program. Because the program stresses the interconnection of communication with other disciplines, the outside field may involve more than one outside department.

[3] Taken within or outside the school.

[4] Subject to approval by the school's graduate affairs committee. J 601–610 do not count toward this requirement. In some cases, appropriate courses from outside the journalism school may count toward this requirement.

[5] Appropriate teaching experiences are arranged following completion of the course.

[6] A professionally central experience in the design, conduct, and dissemination of original research. It is written after the student's proposed dissertation topic is approved.

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 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, CINE 260M or ENG 260M; two from CINE 265, 266, 267.

J 211. Gateway to Media. 8 Credits.
Integrates critical thinking, creative thinking, and basic skills for nonfiction storytelling through words, photos, audio, and video. Majors only.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 212. Writing for Communicators. 4 Credits.
Course builds on what was learned in Grammar for Communicators course (J 101) to help students develop the ability to write for a variety of professional platforms and to achieve the appropriate strategic purpose.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 213. Fact or Fiction. 4 Credits.
This course helps students grapple with information in the digital age to evaluate how media professionals develop notions of truth, ethics, and transparency. It covers information credibility, social media algorithms, and data and numerical literacy.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 250. Media Studies Production. 2 Credits.
This course complements an understanding of production skills and practice from Gateway to Media by adding critical and cultural theory. By examining the relationship between theory and practice, students gain deeper knowledge of how production practices impact cultural and society.
Prereq: J 211.

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 better than C-.

J 331. Digital Video Production. 4 Credits.
Introduction to techniques of single-camera field video production. Journalism and cinema studies majors only.
Prereq: (J 205 and J 206) or J 208 or J 211 with a grade of 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 industry specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends. Journalism: advertising majors only.
Prereq: J 211 and J 212 with a grade of C or better.

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 211, J 212, J 213, J 350 with a grade of 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 and J 206) or J 211 with a grade better than C-.

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 and J 206, or J 211 with a grade better than C-.

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 better than C-.

J 377. Science of Science Communication. 4 Credits.
In this class students will delve deeper into the theoretical foundations of science communication as a discipline. Students will develop an understanding of the different models of science communication, their benefits, drawbacks, and current use in a variety of contexts.

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 better than C-.

J 387. Media History. 4 Credits.
The changing structure and character of the media in the United States.
Prereq: J 201 with a grade better than C-.

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 better than C-.

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 411M. US Film Industry. 4 Credits.
Traces the past and present of the U.S. film industry. Multilisted with CINE 411M.
Prereq: J 201 with a grade of mid-C or better.

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. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

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 415. Media Studies Research Methods. 4 Credits.
This course provides the core skills necessary to critically evaluate scientific and analytic studies and conduct research in the media studies tradition. Students learn basic principles of media studies research methods, such as experiments, surveys, naturalistic observations, and interviews.
Prereq: J 201, J 314.

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 429. Media Technologies and Society: [Topic]. 4 Credits.
Explores the interrelationship between media technologies and social practices and processes in current and historical contexts. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 430. Culture and Power in the Media: [Topic]. 4 Credits.
Explores issues of culture, identity, and power, including the role media play in reinforcing social, political, and economic disparities. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 431. Media Structures and Regulation: [Topic]. 4 Credits.
Explores how the infrastructures and regulatory environments of national and global media institutions influence discourse, democracy, and public life. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

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 better than C-.

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 better than C-.

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 and J 206 and J 342, or J 211 and J 342 with a grade better than C-.

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 better than C-.

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 better than C-.

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 and either J 211 or J 342 with a grade better than C-.

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 and J 206 and J 342, or J 211 and J 342, with a grade better than C-.

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, J 206, J 207, J 342 with a grade better than C-.

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 three times for a maximum of 16 credits when topic changes.
Prereq: J 205 and J 206 and J 342, or J 211 and J 342, with a grade better than C-.

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 better than C-.

J 462. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only.
Prereq: J 361 with a grade better than C-.

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 better than C-.

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 better than C-.

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 better than C-.

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.

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 475. Flux Production. 1-5 Credits.
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 477. Topics in Science of Science Communication: [Topic]. 4 Credits.
This course dives deeply into issues related to the science of science communication, including more advanced exploration of health communication, decision making, numeracy, and environmental communication. Students will focus on developing research projects in consultation with the instructor.Repeatable twice for a maximum of 12 credits when topic changes.
Prereq: J 377.

J 478. Producing the Science Story: [Topic]. 4 Credits.
This course focuses on producing stories about science for a variety of media. Students will incorporate research from the science of science communication in crafting story strategies for specific audiences. Additional focus will be on innovative storytelling strategies for complicated subjects using journalistic practice.Repeatable twice for a maximum of 12 credits when topic changes.
Prereq: J 377.

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 better than C-.

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. Majors and minors only. Repeatable once for a maximum of 8 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

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 511M. US Film Industry. 4 Credits.
Traces the past and present of the U.S. film industry. Multilisted with CINE 511M.

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. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.

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 529. Media Technologies and Society: [Topic]. 1-4 Credits.
Explores the interrelationship between media technologies and social practices and processes in current and historical contexts. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 530. Culture and Power in the Media: [Topic]. 4 Credits.
Explores issues of culture, identity, and power, including the role media play in reinforcing social, political, and economic disparities. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 531. Media Structures and Regulation: [Topic]. 4 Credits.
Explores how the infrastructures and regulatory environments of national and global media institutions influence discourse, democracy, and public life. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

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.
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.
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 three times for a maximum of 16 credits when topic changes.

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: [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.

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 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 577. Topics in Science of Science Communication: [Topic]. 4 Credits.
This course dives deeply into issues related to the science of science communication, including more advanced exploration of health communication, decision making, numeracy, and environmental communication. Students will focus on developing research projects in consultation with the instructor.Repeatable twice for a maximum of 12 hours when topic changes.

J 578. Producing the Science Story: [Topic]. 4 Credits.
This course focuses on producing stories about science for a variety of media. Students will incorporate research from the science of science communication in crafting story strategies for specific audiences. Additional focus will be on innovative storytelling strategies for complicated subjects using journalistic practice.Repeatable twice for a maximum of 12 credits when topic changes.

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 594. 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.

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. Majors only. Repeatable once for a maximum of 8 credits when topic changes.

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.
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 maxium 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 up to five times with change in topic.

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 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. Advanced Doctoral Seminar. 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.

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

Code	Title	Credits
J 644	Philosophy of Communication	4
Select three of the following: [1]		12
J 512	Issues in Communication Studies: [Topic]	
J 596	Communication Ethics and Law: [Topic]	
J 646	Political Economy of Communication	
J 648	Cultural Approaches to Communication	
J 649	International Communication	
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)

[2] 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

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.

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 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 communications, 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 Strategic Communication

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

Code	Title	Credits
Strategic Communication Core		
J 621	Foundations of Strategic Communication	4
J 623	Creativity in Strategic Communication	4
J 624	Strategic Communication: [Topic] (Project Management and Planning)	2
Course chosen in consultation with advisor		4
Business Core		
J 616	Introduction to Strategic Communication Marketing	4
J 618	Strategic Communication Management	4
Course chosen in consultation with advisor		2
Mass Communication Core		
J 595	Research Methods: [Topic] (Strategic Communication)	4
J 609	Terminal Project	6
J 611	Mass Communication and Society	4
Professional Specialization Elective Core		
J 624	Strategic Communication: [Topic] [1]	2
Elective chosen in consultation with advisor		4
Total Credits		**44**

[1] Topics vary by term. At least one workshop must be selected.

Master of Science Degree Requirements

Code	Title	Credits
Strategic Communication Core		
J 621	Foundations of Strategic Communication	4
J 623	Creativity in Strategic Communication	4
J 624	Strategic Communication: [Topic] (Project Management and Planning)	2
Course chosen in consultation with advisor		4
Business Core		
J 616	Introduction to Strategic Communication Marketing	4
J 618	Strategic Communication Management	4
Course chosen in consultation with advisor		2
Mass Communication Core		
J 595	Research Methods: [Topic] (Strategic Communication)	4
J 609	Terminal Project	6
J 611	Mass Communication and Society	4
Professional Specialization Elective Core		
J 624	Strategic Communication: [Topic] [1]	2
Elective chosen in consultation with advisor		4
Total Credits		**44**

[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 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, CINE 260M or ENG 260M; two from CINE 265, 266, 267.

J 211. Gateway to Media. 8 Credits.
Integrates critical thinking, creative thinking, and basic skills for nonfiction storytelling through words, photos, audio, and video. Majors only.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 212. Writing for Communicators. 4 Credits.
Course builds on what was learned in Grammar for Communicators course (J 101) to help students develop the ability to write for a variety of professional platforms and to achieve the appropriate strategic purpose.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 213. Fact or Fiction. 4 Credits.
This course helps students grapple with information in the digital age to evaluate how media professionals develop notions of truth, ethics, and transparency. It covers information credibility, social media algorithms, and data and numerical literacy.
Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 250. Media Studies Production. 2 Credits.
This course complements an understanding of production skills and practice from Gateway to Media by adding critical and cultural theory. By examining the relationship between theory and practice, students gain deeper knowledge of how production practices impact cultural and society.
Prereq: J 211.

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 better than C-.

J 331. Digital Video Production. 4 Credits.
Introduction to techniques of single-camera field video production. Journalism and cinema studies majors only.
Prereq: (J 205 and J 206) or J 208 or J 211 with a grade of 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 industry specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends. Journalism: advertising majors only.
Prereq: J 211 and J 212 with a grade of C or better.

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 211, J 212, J 213, J 350 with a grade of 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 and J 206) or J 211 with a grade better than C-.

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 and J 206, or J 211 with a grade better than C-.

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 better than C-.

J 377. Science of Science Communication. 4 Credits.
In this class students will delve deeper into the theoretical foundations of science communication as a discipline. Students will develop an understanding of the different models of science communication, their benefits, drawbacks, and current use in a variety of contexts.

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 better than C-.

J 387. Media History. 4 Credits.
The changing structure and character of the media in the United States.
Prereq: J 201 with a grade better than C-.

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 better than C-.

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 411M. US Film Industry. 4 Credits.
Traces the past and present of the U.S. film industry. Multilisted with CINE 411M.
Prereq: J 201 with a grade of mid-C or better.

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. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

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 415. Media Studies Research Methods. 4 Credits.
This course provides the core skills necessary to critically evaluate scientific and analytic studies and conduct research in the media studies tradition. Students learn basic principles of media studies research methods, such as experiments, surveys, naturalistic observations, and interviews.
Prereq: J 201, J 314.

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 429. Media Technologies and Society: [Topic]. 4 Credits.
Explores the interrelationship between media technologies and social practices and processes in current and historical contexts. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 430. Culture and Power in the Media: [Topic]. 4 Credits.
Explores issues of culture, identity, and power, including the role media play in reinforcing social, political, and economic disparities. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 431. Media Structures and Regulation: [Topic]. 4 Credits.
Explores how the infrastructures and regulatory environments of national and global media institutions influence discourse, democracy, and public life. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.
Prereq: J 201 with a grade better than C-.

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 better than C-.

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 better than C-.

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 and J 206 and J 342, or J 211 and J 342 with a grade better than C-.

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 better than C-.

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 better than C-.

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 and either J 211 or J 342 with a grade better than C-.

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 and J 206 and J 342, or J 211 and J 342, with a grade better than C-.

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, J 206, J 207, J 342 with a grade better than C-.

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 three times for a maximum of 16 credits when topic changes.
Prereq: J 205 and J 206 and J 342, or J 211 and J 342, with a grade better than C-.

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 better than C-.

J 462. Reporting II. 4 Credits.
In-depth reporting on public affairs and community news. Journalism majors only.
Prereq: J 361 with a grade better than C-.

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 better than C-.

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 better than C-.

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 better than C-.

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.

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 475. Flux Production. 1-5 Credits.
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 477. Topics in Science of Science Communication: [Topic]. 4 Credits.
This course dives deeply into issues related to the science of science communication, including more advanced exploration of health communication, decision making, numeracy, and environmental communication. Students will focus on developing research projects in consultation with the instructor.Repeatable twice for a maximum of 12 credits when topic changes.
Prereq: J 377.

J 478. Producing the Science Story: [Topic]. 4 Credits.
This course focuses on producing stories about science for a variety of media. Students will incorporate research from the science of science communication in crafting story strategies for specific audiences. Additional focus will be on innovative storytelling strategies for complicated subjects using journalistic practice.Repeatable twice for a maximum of 12 credits when topic changes.
Prereq: J 377.

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 better than C-.

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. Majors and minors only. Repeatable once for a maximum of 8 credits when topic changes.
Prereq: J 201 with a grade better than C-.

J 500M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

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 511M. US Film Industry. 4 Credits.
Traces the past and present of the U.S. film industry. Multilisted with CINE 511M.

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. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.

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 529. Media Technologies and Society: [Topic]. 1-4 Credits.
Explores the interrelationship between media technologies and social practices and processes in current and historical contexts. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 530. Culture and Power in the Media: [Topic]. 4 Credits.
Explores issues of culture, identity, and power, including the role media play in reinforcing social, political, and economic disparities. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 531. Media Structures and Regulation: [Topic]. 4 Credits.
Explores how the infrastructures and regulatory environments of national and global media institutions influence discourse, democracy, and public life. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes.

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.
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.
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 three times for a maximum of 16 credits when topic changes.

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: [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.

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 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 577. Topics in Science of Science Communication: [Topic]. 4 Credits.
This course dives deeply into issues related to the science of science communication, including more advanced exploration of health communication, decision making, numeracy, and environmental communication. Students will focus on developing research projects in consultation with the instructor.Repeatable twice for a maximum of 12 hours when topic changes.

J 578. Producing the Science Story: [Topic]. 4 Credits.
This course focuses on producing stories about science for a variety of media. Students will incorporate research from the science of science communication in crafting story strategies for specific audiences. Additional focus will be on innovative storytelling strategies for complicated subjects using journalistic practice.Repeatable twice for a maximum of 12 credits when topic changes.

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 594. 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.

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. Majors only. Repeatable once for a maximum of 8 credits when topic changes.

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.
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 maxium 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 up to five times with change in topic.

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 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. Advanced Doctoral Seminar. 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.

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 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.

Code	Title	Credits
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 385	Communication Law	
J 387	Media History	
J 397	Media Ethics	
J 429	Media Technologies and Society: [Topic]	
J 430	Culture and Power in the Media: [Topic]	
J 431	Media Structures and Regulation: [Topic]	
J 496	Communication Ethics and Law: [Topic] [1]	
Total Credits		**24**

[1] Repeatable once 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
lawadmissions@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 justice; 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.

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 (http://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 Simulation Courses

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 value to potential employers. Court-certified students are allowed to appear in court.

Students and employers alike recognize the value of experiential learning experiences 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.

Criminal Defense Clinic and Advanced 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, state attorneys, and district attorneys doing a range of work.

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. 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 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. In placements with Oregon juvenile court judges, students 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.

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. https://law.uoregon.edu/academics/centers/adr **(**https://law.uoregon.edu/academics/centers/adr/**)**

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. https://law.uoregon.edu/academics/centers/bizlaw **(**https://law.uoregon.edu/academics/centers/bizlaw/**)**

Criminal Justice Program

The 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/jd/concentrations/criminal-law **(**https://law.uoregon.edu/jd/concentrations/criminal-law/**)**

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. https://law.uoregon.edu/academics/centers/enr **(**https://law.uoregon.edu/academics/centers/enr/**)**

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. https://law.uoregon.edu/academics/centers/family **(**https://law.uoregon.edu/academics/centers/family/**)**

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/jd/concentrations/international **(**https://law.uoregon.edu/jd/concentrations/international/**)**

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/academics/centers/lrw **(**https://law.uoregon.edu/academics/centers/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, and symposiums. https://law.uoregon.edu/academics/portland **(**https://law.uoregon.edu/academics/portland/**)**

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/jd/concentrations/plp **(**https://law.uoregon.edu/jd/concentrations/plp/**)**

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/academics/centers/OSSLI **(**https://law.uoregon.edu/academics/centers/OSSLI/**)**

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 **(**http://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.

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 2017 test administration is the oldest acceptable score for fall 2022. 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 Fall 2020

Percentile	GPA	LSAT Score
75th	3.70	160
50th	3.48	157
25th	3.20	153

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 2021–22 academic year, tuition is $39,618 for resident students and $49,878 for nonresidents. See the law school website for more information. For fee information, please refer to financialaid.uoregon.edu

(http://financialaid.uoregon.edu/). 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 2021–22 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 University Health Center.

Financial Assistance

See the **Student Financial Aid and Scholarships** section of this catalog for complete information about financial aid including loans.

Scholarships and Fellowships

Law school applicants are automatically evaluated for merit-based scholarships. Admitted law students may also apply for scholarships and fellowships offered exclusively for incoming law students after the time of admission.

Importantly, all law students are encouraged to apply for scholarships offered by the University of Oregon through the Office of Financial Aid and other outside organizations.

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

Sarah J. Adams-Schoen, assistant professor (land use, state and local government, ocean and coastal). BA, 1994, Sarah Lawrence; MSc, 1995, London School of Economics; JD, 2002, Lewis and Clark; Federal Bar for U.S. District Court, 2002; Oregon bar, 2002. (2019)

Angela Addae, assistant professor (civil rights, race and law, social enterprise law). BA, 2011, Fisk; MA, 2013, Arizona; PhD, 2019, Arizona; JD, 2016, Arizona; Oregon bar, 2016. (2019)

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)

Howard Arnett, professor of practice.BA, 1970, Stanford; MSc, 1971, London School of Economics; JD, 1977, Oregon; Oregon bar, 1977. (2019)

Kristen Bell, assistant professor (criminal law, advanced appellate advocacy). BA, 2005, Stanford; PhD, 2010, North Carolina; JD, 2013, Stanford; California bar, 2014. (2018)

Carl S. Bjerre, Wallace L. and Ellen A. Kaapcke Law Professor (commercial law, contracts). BA, 1982, California, Berkeley; JD, 1988, Cornell (Coif); New York bar, 1989; Oregon bar, 2001. (1996)

John E. Bonine, Bernard B. Kliks Professor of Law (environmental law, administrative law, constitutional law). AB, 1966, Stanford; LLB, 1969, Yale; California bar, 1970; Oregon bar, 1977. (1978)

Marcilynn A. Burke, Dave Frohnmayer Chair in Leadership and Law; Dean. AB, 1991, North Carolina; JD, 1995, Yale; District of Columbia bar, 1996; New York bar, 1996. (2017)

Stuart Chinn, James O. and Alfred T. Goodwin Senior Faculty Fellow, professor (constitutional law, legislation); Associate Dean, Academic Affairs. BA, 2001, MA, 2001, JD, 2004, PhD, 2008, Yale. (2009)

Andrea Coles-Bjerre, associate professor (creditors' rights, bankruptcy, civil procedure); faculty director, business law. BA, 1984, Barnard; JD, 1987. Brooklyn Law; New York bar, 1988. (1996)

Greg Dotson, assistant professor (environmental and energy law). BA, 1991, Virginia Polytechnic Institute and State; JD, 1995, Oregon. (2016)

Michael Fakhri, associate professor (international business transactions, law and development). LLB, 2001, Queen's (Ontario); LLM, 2006, Harvard. (2010)

Elizabeth R. Frost, senior lecturer (legal research and writing, real estate transactions). BA, 2002, Yale; JD, 2006, Michigan, Ann Arbor. (2010)

Susan N. Gary, Orlando John and Marian H. Hollis Professor of Law (trusts and estates, estate planning, nonprofit organizations). BA, 1977, Yale; JD, 1981, Columbia; Illinois bar, 1981; Oregon bar, 1989. (1992)

Ibrahim J. Gassama, Frank Nash Professor of Law (torts, international law, human rights). BA, 1980, Virginia Polytechnic; JD, 1984, Harvard; New York bar, 1985. (1991)

Erik Girvan, associate professor (civil procedure, remedies); faculty codirector, Master's Degree in Conflict and Dispute Resolution Program. BA, 1998, Alaska, Fairbanks; JD, 2002, Harvard; PhD, 2012, Minnesota, Twin Cities. (2012)

Rebekah Hanley, senior lecturer II (legal research and writing, legal profession). BA, 1996, Yale; JD, 2000, California, Los Angeles. (2004)

Robert C. Illig, associate professor; dean's distinguished faculty fellow (business associations, mergers and acquisitions, private equity and venture capital). BA, 1991, Williams; JD, 1996, Vanderbilt; New York bar, 1997. (2004)

Tom Lininger, Orlando John and Marian H. Hollis Professor of Law (ethics, criminal law, public interest law). BA, 1988, Yale; JD, 1991, Harvard; California bar, 1993; Oregon bar, 2008. (2003)

Mohsen Manesh, associate professor (advanced business law, business associations, contracts); faculty director, portland program. BS, 2003, Arkansas; JD, 2006, Georgetown. (2011)

Roberta Mann, Mr. and Mrs. L. L. Stewart Business Law Professor (tax law, property law, environmental law). BS, 1980, MBA, 1982, JD, 1987,

Arizona State; LLM, 1995, Georgetown; Arizona bar, 1987; District of Columbia bar, 1989. (2008)

Megan McAlpin, senior lecturer II (legal research and writing). BS, 2000, Western Oregon; JD, 2003, Willamette; Oregon bar, 2003. (2007)

Michelle McKinley, Bernard B. Kliks Professor of Law (immigration law, refugee and asylum law, international law). BA, 1985, Wellesley; MPhil, 1988, Oxford; JD, 1995, Harvard. (2007)

Michael L. Moffitt, Philip H. Knight professor (civil procedure, negotiation, appropriate dispute resolution). BA, 1991, Marietta; JD, 1994, Harvard. (2001)

Michael Musheno, professor (law and society, public policy, conflict management). BA, 1969, Lycoming College; MA, 1971, PhD, 1974, American. (2014)

Eric Priest, associate professor (copyright law, trademark law, property). BA, 1999, Minnesota, Twin Cities; LLM, 2005, Harvard; JD, 2002, Illinois Institute of Technology. (2009)

Ofer Raban, 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; Associate Dean, Faculty Research and Programs. AB, 1992, Chicago; MA, 1996, Texas, Austin; JD, 2008, Harvard. (2009)

Joan Rocklin, senior lecturer II (legal research and writing). BA, 1993, Williams; JD, 1998, Pennsylvania (Coif); New York bar, 1998. (2001)

Suzanne E. Rowe, James L. and Ilene R. Hershner Professor in Jurisprudence; director, Legal Research and Writing Program. BA, 1983, North Carolina, Chapel Hill; JD, 1989, Columbia; California bar, 1992; District of Columbia bar, 1992. (2000)

Nancy E. Shurtz, B. A. Kliks Professor of Law (taxation, estate planning, women and the law). BA, 1970, Cincinnati; JD, 1972, Ohio State; LLM, 1977, Georgetown; Ohio bar, 1973; Tennessee bar, 1973; District of Columbia bar, 1977. (1982)

Elizabeth Tippett, associate professor; faculty codirector, Master's Degree in Conflict and Dispute Resolution Program. MA, 2002, Harvard; JD, 2006, Harvard. (2012)

Merle H. Weiner, Philip H. Knight Professor (torts, family law, domestic violence). BA, 1985, Dartmouth College; LLM, 1988, Cambridge; JD, 1990, Harvard; District of Columbia bar, 1991; Maryland bar, 1991; California bar, 1993. (1998)

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)

Donald W. Brodie, professor emeritus. BA, 1958, Washington (Seattle); LLB, 1961, New York University; Washington bar, 1961; Oregon bar, 1981. (1967)

Caroline Forell, professor emerita. BA, 1973, JD, 1978, Iowa (Coif); Oregon bar, 1978. (1978)

Leslie J. Harris, professor emerita. BA, 1973, New Mexico State; JD, 1976, New Mexico (Coif); New Mexico bar, 1976; District of Columbia bar, 1977. (1982)

Richard G. Hildreth, professor emeritus. BSE, 1965, JD, 1968, Michigan (Coif); diploma in law, 1969, Oxford; diploma in law, 1973, Stockholm; California bar, 1969; Oregon bar, 1982. (1978)

Mary S. Lawrence, associate professor emerita. BA, 1960, MA, 1962, Michigan State; JD, 1977, Oregon; Oregon bar, 1977. (1977)

Ralph James Mooney, professor emeritus. BA, 1965, Harvard; JD, 1968, Michigan (Coif); California bar, 1968. (1972)

Margaret L. Paris, professor emerita. BA, 1981, JD, 1985 (Coif), Northwestern; Illinois bar, 1985. (1992)

Milton L. Ray, professor emeritus. BA, 1947, Rochester; JD, 1950, Chicago (Coif); Illinois bar, 1950; California bar, 1964. (1971)

Dominick R. Vetri, professor emeritus (art law, torts, gay and lesbian legal issues). BS, ME, 1960, New Jersey Institute of Technology; JD, 1964, Pennsylvania (Coif); New Jersey bar, 1965; Oregon bar, 1977. (1967)

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

Code	Title	Credits
Core courses		8
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).

The law elective courses are organized into two fields of interest: law in American society and law in global society. The electives include courses from the following departments and programs: education studies (EDST), ethnic studies (ES), family and human services (FHS), geography, (GEOG) global studies (GLBL), journalism (J), philosophy (PHIL), political science (PS), psychology (PSY), and sociology (SOC).

Students may petition the School of Law's legal studies program manager 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. **)**
- **Master of Science in Conflict and Dispute Resolution**

Degree Programs

Doctor of Jurisprudence

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.

Code	Title	Credits
First-Year Required Courses		
LAW 611	Contracts	4
LAW 613	Torts	4
LAW 617	Property	4
LAW 615	Civil Procedure	4
LAW 618	Criminal Law	4
LAW 622	Legal Research and Writing I	3
LAW 623	Legal Research and Writing II	3
LAW 643	Constitutional Law I	3
Second- and Third-Year Required Courses		
LAW 644	Constitutional Law II	3
LAW 649	Legal Profession	3
Electives		
Law courses in area of study		50
Total Credits		**85**

Students who have been admitted to the School of Law, who have satisfactorily completed 85 semester credits, and who have otherwise satisfied the requirements of the university and the School of Law are granted the JD degree provided that they

- earn a BA or BS or equivalent degree from an accredited college or university at least two years before completing work for the JD degree
- complete successfully all prescribed first-year courses
- complete successfully Constitutional Law II (LAW 644) and Legal Profession (LAW 649)
- fulfill an experiential learning requirement, a diversity course requirement, a professional planning requirement, and a writing requirement
- have been full-time law students for at least six semesters or equivalent
- earn a 2.00 cumulative University of Oregon 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 non-law 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 associate dean for academic 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.

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 2020–21 academic year, tuition and fees for both resident and nonresident students are $46,458. For fee information, please refer to t (http://catalog.uoregon.edu/law/financialaid.uoregon.edu)he Financial Aid website.

Master of Laws Requirements (American Law Concentration) [1]

Code	Title	Credits
LAW 780	LLM Seminar: Writing	2
LAW 781	LLM Seminar: In Practice	2
Core courses		4
Elective courses in American law		16
Total Credits		**24**

[1] Only for students without a doctor of jurisprudence (JD) degree.

Master of Laws Requirements (Business Law Concentration)

Code	Title	Credits
LAW 780	LLM Seminar: Writing	2
LAW 781	LLM Seminar: In Practice	2
Core courses (JD degree holders)		16-19
Core courses (non-JD degree holders)		18-21
Elective courses in business law (JD degree holders)		1-4
Elective Courses in business law (non-JD degree holders)		1-2
Total Credits		**24**

Master of Laws Requirements (Conflict and Dispute Resolution Concentration)

Code	Title	Credits
LAW 780	LLM Seminar: Writing	2
LAW 781	LLM Seminar: In Practice	2
Core courses (JD degree holders)		11-12
Core courses (non-JD degree holders)		14-16
Elective courses in conflict and dispute resolution (JD degree holders)		8-10
Elective courses in conflict and dispute resolution (non-JD degree holders)		4-6
Total Credits		**24**

Master of Laws Requirements (Environmental and Natural Resources Law Concentration)

Code	Title	Credits
LAW 780	LLM Seminar: Writing	2
LAW 781	LLM Seminar: In Practice	2
Core courses (JD degree holders)		11-15
Core courses (non-JD degree holders)		12-17
Elective courses in environmental and natural resources law (JD degree holders)		5-10
Elective courses in environmental and natural resources law (non-JD degree holders)		3-8
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 (CRES), housed in the School of Law, offers an interdisciplinary, master's degree (MA or MS) granted by the Graduate School. It is an interdisciplinary program that prepares professionals from all disciplines to be collaborative problem-solvers in every aspect of society. The curriculum includes a balance of theory and skills-based learning designed to sharpen analytical and practical skills, encourage intellectual rigor and foster the lively exchange of ideas in and out of the classroom. The program operates on the quarter calendar, available online (http://registrar.uoregon.edu/calendars/academic/).

Students are admitted to the program once a year for fall term. 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://law.uoregon.edu/cres/apply/) through the Graduate School system, GradWeb.

For 2021–22, tuition is $23,571 for resident students and $31,833 for nonresidents assuming students are enrolled full-time for fall, winter and spring terms. The total cost of attendance (including estimates for housing, books, personal expenses, and transportation) and information about scholarships may be found online (https://law.uoregon.edu/explore/CRES-tuition-and-financial-aid/). For fee information, please refer to financialaid.uoregon.edu (http://catalog.uoregon.edu/law/financialaid.uoregon.edu).

Master of Arts in Conflict and Dispute Resolution

Code	Title	Credits
Core courses		32
Elective courses		20
Internship (320 hours)		8
Thesis, terminal project, or course concentration		9
Total Credits		**68.5**

*Students who wish to obtain a master of arts degree instead of the master of science must demonstrate proficiency in a second language (https://gradschool.uoregon.edu/academics/completing-degree/masters-minimum-requirements/#language-requirement).

Master of Science in Conflict and Dispute Resolution

Code	Title	Credits
Core courses		32
Elective courses		20
Internship (320 hours)		8
Thesis, terminal project, or course concentration		9
Total Credits		**68.5**

The Graduate School requirements may be found online (https://gradschool.uoregon.edu/policies-procedures/masters/).

Additional Requirements

First-year students take core courses (https://law.uoregon.edu/cres/requirements/corecourses/) together as a cohort. In the second year

of study, degree candidates focus on completing their elective course work, internship, and final project. Students have the option to pursue and complete the program on a full-time basis in two-years or pursue the program on a part-time basis which extends the program.

Elective course work (https://law.uoregon.edu/cres/requirements/electives/) may come from a wide array of disciplines including business, global studies, public policy and management, philosophy, political science, psychology, and sociology, among others. The CRES Program also offers specific electives in areas such as the Israel-Palestine conflict, environmental conflict resolution, organizational conflict resolution, restorative justice, family mediation, and conflict and gender.

The internship (https://law.uoregon.edu/cres/practical-experience/) 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 flexible to allow students to complete their credits over one or more terms with one or more organizations. Opportunities may include local, regional, national, and international locales.

The thesis, terminal project, or course concentration component (the final project (https://law.uoregon.edu/cres/requirements/final-project/) for the degree requirement) is 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 a given area. Successful completion of the final project requires an oral defense before the student's final project committee.

The Conflict and Dispute Resolution Program offers several concurrent degree programs: environmental studies, global studies, law, business administration, multimedia journalism, strategic communication, community and regional planning, nonprofit management, and public administration. Other concurrent master's or doctoral degree opportunities may be approved on a case-by-case basis. Students are also eligible to pursue a variety of graduate certificates and specializations. For more information on these opportunities, visit https://gradschool.uoregon.edu/academics/programs#Graduate%20Certificate%20Programs.

Graduate Specializations

The Conflict and Dispute Resolution Program partners with several other academic departments to offer four graduate specializations (https://law.uoregon.edu/cres/specializations/):

- Environmental Conflict: Climate Change
- Environmental Conflict: Land Use
- Environmental Conflict: Water
- Regional and International Conflict

Full information may be found on the program website (https://law.uoregon.edu/programs/conflict-dispute-resolution-masters/) or by emailing cres@uoregon.edu or telephoning 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.

Conflict and Dispute Resolution 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 430. Working Internationally: Culture and Context. 4 Credits.
The theoretical, historical, socio-political, and practical contexts of working, volunteering, doing internships and field research internationally.

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. Sequence with CRES 441.

CRES 441. Dialogue Across Differences II. 2 Credits.
Advanced course in dialogic processes and facilitation, with special emphasis on context. Sequence with CRES 440.
Prereq: CRES 440.

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 530. Working Internationally: Culture and Context. 4 Credits.
The theoretical, historical, socio-political, and practical contexts of working, volunteering, doing internships and field research internationally.

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. Sequence with CRES 541.

CRES 541. Dialogue Across Differences II. 2 Credits.
Advanced course in dialogic processes and facilitation, with special emphasis on context. Sequence with CRES 540.
Prereq: CRES 540.

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 up to seven times or a maximum of 8 credits.

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 economies, 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 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 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 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.

CRES 665. Family Mediation. 4 Credits.
Preparation for work-related experiences in family mediation, specifically domestic relations involving custody and parenting time.

Law 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 250. 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 416. Transitional Justice. 4 Credits.
Historical and theoretical overview of the conflicts and international mechanisms, with a focus on cultural, historical, and legal forces that shape postconflict peace-building efforts.

LAW 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

LAW 600. Law Courses for Nonlaw Students. 1-15 Credits.
Generic course number for translating 600-level School of Law semester credits to term credits on academic records for nonlaw students. Repeatable up to six times.

LAW 601. Research: [Topic]. 1-16 Credits.
Repeatable up to six times.

LAW 605. Reading: [Topic]. 1-16 Credits.
Repeatable up to six times.

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 614. Advanced Torts. 3 Credits.
Students study and discuss the economic and dignitary torts (for example, defamation, misrepresentation, invasion of privacy, malpractice); they are able to analyze and apply this knowledge in a classroom environment.
Prereq: LAW 613.

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. 3-4 Credits.
This is the introductory course on business law and a prerequisite for most upper-level business law courses. It introduces the governance structure of agency, partnerships, corporations and LLCs.

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 rehabilitating 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 630. Tax Policy. 2-3 Credits.
Explores tax policy issues including how taxes are used to create social equality. Evaluates the current tax system using the three classic goals: equity, efficiency, and simplification.

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 632. Sales. 2-3 Credits.
Covers contracts for the sale of goods as codified in Uniform Commercial Code Article 2; international contracts, regulation of consumer warranties, leases of goods under Article 2A.

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 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 641. Legislation. 3 Credits.
Covers theories of the legislative process, normative theories of statutory interpretation, and the main judicial doctrines of statutory interpretation.

LAW 642. International Business Transactions. 3 Credits.
Examines legal issues affecting international business activity; includes forms of doing business, trading of goods, commercial terms, the UN Convention on Contracts for the International Sale of Goods, financing, technology, transfers, foreign investment, and dispute resolution.

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 653. Climate Change Law and Policy. 3 Credits.
This course examines laws and policies in the United States over the last half century related to climate change, including international agreements that the nation has joined or considered joining.

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, utlitarian; 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 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.
Surveys 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 enviornmental constraints on water use.

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 674. Intellectual Property Licensing. 3 Credits.
Course explores business, legal, and negotiating issues in intellectual property licensing agreements. Students gain an overview of intellectual property law, pertinent areas of contract law, business factors, and evaluation issues.

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. Repeatable.

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 679. Ocean and Coastal Law. 3 Credits.
Surveys federal, state, and international laws governing the use and protection of ocean and coastal resources including relevant judicial decisions, administrative regulations, and management plans.

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.
Tax treatment of partners and partnerships, corporations, and shareholders.
Prereq: LAW 680.

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 idenfication 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 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 remedying 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 689. Animal Law. 2 Credits.
Examines the debate between animal rights and animal welfare, and considers legal issues concerning companion animals, farm animals, laboratory animals, wild animals, feral animals, and service animals.

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 environmental commons, transboundary pollution, and international interest in national environmental resources.

LAW 691. Environmental Litigation and Practice. 2 Credits.
This seminar helps students transition from doctrine and theory to law practice – particularly alone or in an environmental law firm. Public interest lawyers participate regularly in person or by Skype.

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 697. Consumer Law. 3 Credits.
Overview of major consumer protection laws and concepts, including false advertising, consumer privacy, identity theft, credit reporting, home purchases, credit disclosures, and loan regulations.

LAW 698. Trademark Law. 3 Credits.
Introduces trademark law, focusing on U.S. federal trademark law, and examines common law trademarks and unfair competition as well as international dimensions of trademark law.

LAW 699. Antitrust Law. 2 Credits.
Overview of antitrust law in the United states, with an emphasis on current antitrust practice; recognizing, analyzing, and solving problems involving antitrust issues.

LAW 704. Internship: [Topic]. 1-12 Credits.
Repeatable. Hollywood Externship, Federal Judicial Internship.

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, LAW 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 715. Gender-Based Violence and the Law. 2 Credits.
This class focuses on domestic abuse, sexual assault, and stalking and the diverse array of laws that addresses those topics.

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 724. Arbitration. 2-3 Credits.
This course introduces students to the theory and practice of arbitration. Students will learn the statutory framework and caselaw for arbitration in domestic and international contexts.

LAW 725. Mediation. 3 Credits.
This course introduces students to the theory and practice of mediation. In an experiential format, students will learn how to manage the stages of a mediation process.

LAW 726. International Sports Law I. 1 Credit.
An overview of the law and structure of the organizations that govern international sports, including FIFA, the International Olympic Committee, World Anti-Doping Association, and Court of Arbitration for Sport.

LAW 727. International Sports Law II. 1 Credit.
A trip to Europe during J-Term to meet with and learn from foreign sports lawyers at the International Olympic Committee, World Anti-Doping Association, Court of Arbitration for Sport, and others. Repeatable once for a maximum of 2 credits.
Prereq: LAW 726.

LAW 728. Advanced Appellate Advocacy. 3 Credits.
This simulation course teaches students practical skills for engaging in appellate advocacy. Students focus on structuring arguments, writing and editing appellate briefs, and doing oral argument.

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 733. Advanced Uniform Commercial Code. 3 Credits.
Covers property-based aspects of business transactions including secured loans, set-off, and ownership and transfer of investments, from advanced U.S., international, and comparative standpoints.
Prereq: Secured Transactions or Fundamentals of Loans or equivalent.

LAW 739. Writing Colloquium. 1-2 Credits.
Students give and receive feedback on writing in a workshop setting with participants discussing each others' work. Student will explore theme, structure, and style as they learn to critique writing.

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 Practices for Professional Success. 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 744. Art Law. 3 Credits.
Study of law related to the visual arts. Analyzes laws related to the creation, purchase, sale, transfer, import and export of art; protection of artist rights.

LAW 745. Race, Gender, Bias & Law. 3 Credits.
Surveys areas in which law deals with inter-group relations and the biases related to race, gender, and other social categories common to them (e.g., racial profiling, affirmative action, and employment discrimination).

LAW 746. Law and Development. 2-3 Credits.
This course explores the relationship between theories of development and legal knowledge. Students tease out the legal theory inherent in development proposals and socio-economic theories informing law development proposals.

LAW 747. Human Rights. 3 Credits.
The class leads students through a thorough discussion of foundational issues in international human rights law and activism.

LAW 748. Advanced Human Rights Seminar. 2 Credits.
This course offers further examination of the philosophical, sociological, and literary contributions to the human rights movement.
Prereq: LAW 671 or LAW 747.

LAW 749. Immigration Law and Policy. 3 Credits.
Covers statutory, constitutional, and administrative law and policy issues relating to foreign nationals and their relationship with the U.S. government.

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 760. Negotiation. 3 Credits.
Explores how negotiations work, what makes negotiators effective, and why negotiations fail. Focuses on analyzing and improving negotiation skills.

LAW 761. Law Journals: [Topic]. 1-3 Credits.
Welcome to law review! As you already know, working on a law review/journal is very demanding. It is also a unique opportunity in law school to develop your project management skills and work with others. Repeatable 4 times for a maximum of 10 credits.

LAW 762. Criminal Defense Clinic. 3 Credits.
You will represent Defendants in Misdemeanor Criminal Cases, under supervision, including meting clients, reviewing police reports, discussing alternatives and appearing in Circuit Court for Motions, Hearings and possible Jury Trials.
Prereq: law Students must be Court Certified so they may appear in Court. Evidence, Professional Responsibility and Constitutional Law are strongly suggested.

LAW 764. Criminal Prosecution Clinic. 3 Credits.
Students appear in court on behalf of the state; they prepare and argue legal motions and try cases; and they learn Oregon criminal law and procedure.
Prereq: Evidence and Legal Profession are required; Trial Practice is recommended.

LAW 765. Advanced Criminal Prosecution Clinic. 2 Credits.
Students appear in court on behalf of the state; they prepare and argue legal motions and try cases; and they learn Oregon criminal law and procedure.
Prereq: LAW 764.

LAW 766. Domestic Violence Civil Clinic I. 3 Credits.
Students provide necessary legal services to survivors of domestic violence, with an emphasis on family law.

LAW 767. Domestic Violence Civil Clinic II. 2 Credits.
Students provide necessary legal services to survivors of domestic violence, with an emphasis on family law.
Prereq: LAW 766.

LAW 768. Domestic Violence Protective Order Clinic I. 3 Credits.
Provides students with the opportunity to effectively serve survivors of domestic violence in protective-order litigation through mock exercises and real-world client representation.

LAW 769. Domestic Violence Protective Order Clinic II. 2 Credits.
Provides students who have completed the basic clinic with additional opportunities to represent survivors of domestic violence in more complex protective-order proceedings.
Prereq: LAW 768.

LAW 770. Environmental Law Clinic. 3 Credits.
Under the supervision of an attorney, students work with non-profit clients in the prosecution of primarily federal environmental cases. Students will join new or existing cases, and conduct legal research and writing to develop memoranda, draft sections of complaints or briefs, and review evidence.

LAW 771. Advanced Environmental Law Clinic. 2 Credits.
In the Advanced Environmental Law Clinic, students work one-on-one with attorneys on aspects of an ongoing or prospective case (or cases), with emphasis on research and writing.
Prereq: LAW 770.

LAW 773. Nonprofit Clinic. 4 Credits.
In this course students, working in interdisciplinary teams, perform as consultants to several Oregon nonprofit boards of directors. Students will engage with expert consultants, executive directors, and client boards of directors and work to formulate and deliver a meaningful governance assessment to two 501(c)(3) organizations.

LAW 774. Civil Practice Clinic. 3 Credits.
You will provide legal services to indigent clients through the local legal aid office. You will gain negotiation and litigation experience, managing your own cases under instructor supervision.

LAW 775. Advanced Civil Practice Clinic. 3 Credits.
Work with Oregon Law Center to represent real clients in real cases. Gain negotiation and litigation experience managing your own cases under instructor supervision.
Prereq: LAW 774.

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 782. Introduction to American Law for International LLM Students. 2 Credits.
This course is specifically designed for international students in the LLM program. The course provides foundational knowledge of US legal system necessary to fully participate in graduate legal education.

LAW 783. LLM Advanced and Persuasive Legal Writing. 2 Credits.
This course is specifically designed for international LLM students. The course provides skills in legal writing and research necessary to participate in graduate legal education in the US.

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.

LAW 796. Food, Farming, and Sustainability. 3 Credits.
Examines how laws structure processes of food production, distribution, and consumption; surveys food and agricultural laws in review of broader questions of ecological sustainability and commerce.

LAW 797. Energy and the Law Seminar. 2 Credits.
Introduces students to the policies and laws governing energy in the United States. The class covers federal and state jurisdiction, renewable energy laws and policies, regulation of investor-owned utilities, public power, transmission, and the laws that govern the resources used to generate electricity.

School of Music and Dance

Sabrina Madison-Cannon, 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 music (MMus)
- 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

Brad Garner, Department Head
541-346-3382
541-346-3380 fax
170 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, non-majors, 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 performance, creative practice, 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 explores diverse idioms in dance: African dance and drumming, ballet, contact improvisation, contemporary, jazz, hip-hop, modern, partnering 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 auditions, performances, placement, master classes, special events, and scheduling 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 200 people.

Performing Opportunities

The department offers frequent opportunities for students to perform in works by faculty, guest artists, and students. Performances are produced throughout the year, and any university student may participate. Participants are usually selected through auditions. Rehearsals and performances earn academic credit.

Performance groups such as Dema, an African dance ensemble, and the UO Student Dance Collective, tour Oregon and the Northwest presenting live concerts as well as lecture-demonstrations and master classes for public schools, colleges, universities, civic organizations, and community concert series.

A student may also earn credit and gain experience in teaching, lighting, production, or a combination of these. Practicum credit is offered in dance choreography, production design, and management.

Collaborations with local dance groups, the Department of Theater Arts, and groups within the School of Music and Dance provide multidisciplinary performance opportunities. These activities carry academic credit.

Scholarships

The Department of Dance awards several partial scholarships yearly to both incoming dance majors and to continuing dance majors.

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 purpose 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 Non-majors

A variety of dance experiences are provided for enjoyment and enrichment through the dance program. DANC courses generally offer beginning 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

Steven Chatfield, professor (modern technique, dance sciences, research, improvisation, composition). BA, 1975, MA, 1984, PhD, 1989, Colorado, Boulder. (1989)

Christian Cherry, associate professor (music for dance, composition, contact improvisation); undergraduate director, music director. BA, 1983, Ohio Wesleyan; MM, 1993, Ohio State. (2001)

Sarah Ebert, instructor (contemporary and ballet technique, dance history, somatics). BFA, 1998, University of Illinois at Urbana-Champaign; MFA, 2004, University of Oregon. (2009)

Brad Garner, associate professor (modern, jazz, ballet; improvisation, production). BFA, 1997, Minnesota, Twin Cities; MFA, 2004, Arizona State. (2009)

Rita Honka, senior instructor (African, modern, African diaspora and culture, anatomy, somatics). BS, 1989, Wayne State; MS, 1992, Oregon. (1993)

Habib Iddrisu, assistant professor (West African music, African dance, performance). BA, 2002, MA, 2004, Bowling Green State; PhD, 2011, Northwestern. (2013)

Walter Kennedy, associate professor (modern and ballet, dance history, composition); BFA, 1996, California State, Long Beach; MFA, 1999, Illinois, Urbana-Champaign. (2000)

Shannon Mockli, associate professor (modern, contemporary, and ballet; improvisation, composition). BFA, 2003, Utah; MFA, 2008, Utah. (2008)

Florabelle Moses, instructor (ballet, Salsa and Bachata). B. Dance and Dance Education, Rubin Academy of Music and Dance, Israel (1991); MA in Dance, University of Oregon. (1993)

Hannah Victoria Thomas, assistant professor (hip hop, jazz, and contemporary technique, dance history and culture, composition), BA, 2016, Georgia College and State University; MFA, 2020, Arizona State University. (2021)

Emeriti

Jenifer P. Craig, associate professor emerita. BA, 1971, MA, 1973, Oregon; PhD, 1982, Southern California. (1986)

Bruno V. Madrid, senior instructor emeritus. BMus, 1955, Santo Tomas Conservatory of Music; MMus, 1963, Oregon. (1966)

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.

Undergraduate Programs

- **Bachelor of Arts**
- **Bachelor of Fine Arts**
- **Bachelor of Science**
- **Minor**
- **Certificate in Teaching Dance**

Undergraduate Studies

The Department of Dance offers curricula leading to bachelor of fine arts (BFA), 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 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.

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 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.

University requirements for the BFA, 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

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

Course	Title	Credits	Milestones
First Year			
Fall			
First term of first-year second-language sequence		5	
WR 121	College Composition I	4	
DAN 255	Dance Production I	3	
Choose two from the following:		2	
DANC 170	Contemporary I		
DANC 172	Ballet I		
DANC 175	Jazz I		
DANC 185	African Dance		
DANC 199	Special Studies: [Topic]		
	Credits	**14**	
Winter			
Second term of first-year second-language sequence		5	
General-education course in arts and letters		4	
General-education course in social science		4	
Choose two from the following:		2	
DANC 170	Contemporary I		
DANC 172	Ballet I		
DANC 175	Jazz I		
DANC 185	African Dance		
DANC 199	Special Studies: [Topic]		
	Credits	**15**	
Spring			
Third term of first-year second-language sequence		5	
WR 122 or WR 123	College Composition II or College Composition III	4	
General-education course in social science		4	
Choose two from the following:		2	
DANC 170	Contemporary I		
DANC 172	Ballet I		
DANC 175	Jazz I		
DANC 185	African Dance		
DANC 199	Special Studies: [Topic]		
	Credits	**15**	
	Total Credits	**44**	

Maintain an overall GPA of 2.50 or higher.

Course	Title	Credits	Milestones
Second Year			
Fall			
First term of second-year second-language sequence		4	
General-education course in arts and letters that doubles as multicultural		4	
General-education course in science		4	
Choose two from the following:		2	
DANC 270	Contemporary II		
DANC 272	Ballet II		
DANC 275	Jazz II		
DANC 399	Special Studies: [Topic]		

DAN 355	Dance Production II	1
	Credits	**15**
Winter		
Second term of second-year second-language sequence		4
General-education course in science		4
General-education course in social science that doubles as multicultural		4
Choose two from the following:		2
DANC 270	Contemporary II	
DANC 272	Ballet II	
DANC 275	Jazz II	
DANC 399	Special Studies: [Topic]	
	Credits	**14**
Spring		
Third term of second-year second-language sequence		4
General-education course in science		4
Multicultural course		4
Choose two from the following:		2
DANC 270	Contemporary II	
DANC 272	Ballet II	
DANC 275	Jazz II	
DANC 399	Special Studies: [Topic]	
Electives		2
	Credits	**16**
	Total Credits	**45**

Maintain an overall GPA of 2.50 or higher. Identify a minor, certificate program, or second major.

Course	Title	Credits	Milestones
Third Year			
Fall			
DAN 251	Looking at Dance	4	
DAN 394	Contemporary III	3	
General-education course in arts and letters		4	
General-education course in social science		4	
	Credits	**15**	
Winter			
DAN 351	Dance Composition I	3	
DAN 394	Contemporary III	3	
DAN 260	Anatomy of Human Movement	4	
Multicultural course		4	
	Credits	**14**	
Spring			
DAN 352	Dance Composition II	3	
DAN 394	Contemporary III	3	
General-education course in arts and letters		4	
Elective courses		5	
	Credits	**15**	
	Total Credits	**44**	

Maintain good academic standing and complete general-education requirements. A degree audit is recommended.

Course	Title	Credits	Milestones
Fourth Year			
Fall			
DAN 407	Seminar: [Topic]	1	
DAN 408	Workshop: [Topic]	3	
DAN 494	Contemporary IV	3	
DAN 452	Dance Composition III	3	
DAN 458	Music for Dancers	3	
Elective course		2	
	Credits	**15**	
Winter			
DAN 360	Dance Kinesiology	4	
DAN 407	Seminar: [Topic]	1	
DAN 408	Workshop: [Topic]	3	
DAN 494	Contemporary IV	3	
Elective course		4	
	Credits	**15**	
Spring			
DAN 407	Seminar: [Topic]	1	
DAN 408	Workshop: [Topic]	3	
DAN 494	Contemporary IV	3	
Elective courses		5	
	Credits	**12**	
	Total Credits	**42**	

Maintain good academic standing and complete major, minor, and/or certificate programs.

Bachelor of Science in Dance

Course	Title	Credits	Milestones
First Year			
Fall			
MATH 105	University Mathematics I	4	
WR 121	College Composition I	4	
DAN 255	Dance Production I	3	
Choose two from the following:		2	
DANC 170	Contemporary I		
DANC 172	Ballet I		
DANC 175	Jazz I		
DANC 185	African Dance		
DANC 199	Special Studies: [Topic]		
Elective course		1	
	Credits	**14**	
Winter			
MATH 106	University Mathematics II	4	
General-education course in arts and letters		4	
General-education course in social science		4	
Choose two from the following:		2	
DANC 170	Contemporary I		
DANC 172	Ballet I		

DANC 175	Jazz I	
DANC 185	African Dance	
DANC 199	Special Studies: [Topic]	
Elective course		1
	Credits	**15**
Spring		
MATH 107	University Mathematics III	4
WR 122 or WR 123	College Composition II or College Composition III	4
General-education course in social science		4
Choose two from the following:		2
DANC 170	Contemporary I	
DANC 172	Ballet I	
DANC 175	Jazz I	
DANC 185	African Dance	
DANC 199	Special Studies: [Topic]	
Elective course		1
	Credits	**15**
	Total Credits	**44**

Maintain an overall GPA of 2.50 or higher.

Course	Title	Credits	Milestones
Second Year			
Fall			
General-education course in arts and letters that doubles as multicultural		4	
General-education course in science		4	
Choose two from the following:		2	
DANC 270	Contemporary II		
DANC 272	Ballet II		
DANC 275	Jazz II		
DANC 399	Special Studies: [Topic]		
DAN 355	Dance Production II	1	
Elective course		3	
	Credits	**14**	
Winter			
General-education course in science		4	
General-education course in social science that doubles as multicultural		4	
Choose two from the following:		2	
DANC 270	Contemporary II		
DANC 272	Ballet II		
DANC 275	Jazz II		
DANC 399	Special Studies: [Topic]		
Elective course		4	
	Credits	**14**	
Spring			
General-education course in science		4	
Multicultural course		4	
Choose two from the following:		2	
DANC 270	Contemporary II		
DANC 272	Ballet II		
DANC 275	Jazz II		
DANC 399	Special Studies: [Topic]		
Electives		5	
	Credits	**15**	
	Total Credits	**43**	

Maintain an overall GPA of 2.50 or higher. Identify a minor, certificate program, or second major.

Course	Title	Credits	Milestones
Third Year			
Fall			
DAN 251	Looking at Dance	4	
DAN 394	Contemporary III	3	
General-education course in arts and letters		4	
General-education course in social science		4	
	Credits	**15**	
Winter			
DAN 351	Dance Composition I	3	
DAN 394	Contemporary III	3	
DAN 260	Anatomy of Human Movement	4	
Multicultural course		4	
	Credits	**14**	
Spring			
DAN 352	Dance Composition II	3	
DAN 394	Contemporary III	3	
General-education course in arts and letters		4	
Elective courses		5	
	Credits	**15**	
	Total Credits	**44**	

Maintain good academic standing and complete general-education requirements. A degree audit is recommended.

Course	Title	Credits	Milestones
Fourth Year			
Fall			
DAN 407	Seminar: [Topic]	1	
DAN 408	Workshop: [Topic]	3	
DAN 494	Contemporary IV	3	
DAN 452	Dance Composition III	3	
DAN 458	Music for Dancers	3	
Elective course		2	
	Credits	**15**	
Winter			
DAN 360	Dance Kinesiology	4	
DAN 407	Seminar: [Topic]	1	
DAN 408	Workshop: [Topic]	3	
DAN 494	Contemporary IV	3	
Elective course		4	
	Credits	**15**	
Spring			
DAN 407	Seminar: [Topic]	1	
DAN 408	Workshop: [Topic]	3	

DAN 494	Contemporary IV	3
Elective courses		5
	Credits	**12**
	Total Credits	**42**

Maintain good academic standing and complete major, minor, and/or certificate programs.

Graduate Studies

The graduate program in dance has been temporarily suspended. No new graduate students are being accepted at this time.

Introductory Dance Courses

DANC 170. Contemporary I. 1 Credit.
DANC 170 Contemporary I is the study of basic principles of dance movement with an emphasis on the elements of space, time and energy. 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 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. Contemporary II. 1 Credit.
DANC 270 Contemporary II is intermediate dance training designed to build upon previously developed technical skills and artistic expression, with a focus on contemporary aesthetics. Repeatable twice for maximum of 3 credits.
Prereq: Three terms of DANC 170.

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 299. Special Studies: [Topic]. 1-5 Credits.
Repeatable when topic changes.

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.

Professional Dance Courses

DAN 125. First Year Seminar: [Topic]. 1 Credit.
DAN 125 provides a general introduction to dance as a field of study in higher education with a specific focus on opportunities in Dance and allied studies at UO. Repeatable twice for a maximum of 3 credits.

DAN 171. Dance Improvisation: [Topic]. 1 Credit.
Dance Improvisation covers a range of solo and group improvisational techniques to develop improvisational skill and heighten creative instincts. Attention will be given to developing safe practices to heighten movement exploration. Topics vary based on the chosen focus of the teacher of record. Repeatable twice for a maximum of 3 credits.

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 241. Screendance: History and Theory. 4 Credits.
This Arts and Letters group satisfying course explores the historical, theoretical, and cultural contexts of screendance, an interdisciplinary art form at the intersection of dance, film, and new media technologies. It focuses on critical inquiries into screendance while locating that subject in a broader context.

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 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 271. Contact Improvisation: [Topic]. 1 Credit.
This course is designed to develop skills, experience and awareness of contact improvisation. Sequence with DAN 171. Repeatable twice for a maximum of 3 credits.
Prereq: DAN 171.

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. Contemporary III. 3 Credits.
Intensive 5 days-a-week studio course integrating the study of contemporary dance theory and practice. Fall term focuses on music in dance, winter on dance in culture, and spring term focuses on science and somatics in dance. Repeatable seven times for a maximum of 24 credits.
Prereq: 3 terms of DANC 270, placement audition or instructor approval.

DAN 401. Research: [Topic]. 1-4 Credits.
Repeatable twice.

DAN 403. Thesis. 1-12 Credits.
Repeatable three times.

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 up to six times

DAN 406. Special Problems: [Topic]. 1-21 Credits.
Repeatable up to six times.

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 425. Senior Seminar: [Topic]. 1 Credit.
This multi term topics course focuses on professional development within dance for senior dance majors. Repeatable twice for a maximum of 3 credits.

DAN 436. Dema African Performance Ensemble: [Topic]. 3 Credits.
Dema is the concept of total performance experience through dance, music, singing, storytelling, and costume-making through education, teaching, and to entertaining. Dema is a means of encouraging independence, critical thinking, self-worth, and freedom of the mind for students to discover their voices. Repeatable twice for a maximum of 9 credits.

DAN 443. Dance and Power. 3 Credits.
This course uses identity as a lens through which we examine structures of power in dance, including, but not limited to, intersections of race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, and political perspective. Sequence with DAN 444.
Prereq: DAN 251.

DAN 444. Contemporary Issues in Dance. 3 Credits.
This course engages critical conversations about dance in contemporary society with emphasis on understanding various ways that dance functions within communities, how dance can participate and promote social change, and ways that dance makers are expanding possibility in dance. Sequence with DAN 443.
Prereq: DAN 251, DAN 443.

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 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 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.
Prereq: DAN 252, 394; DAN 271; coreq: DAN 490.

DAN 494. Contemporary IV. 3 Credits.
Deep investigation and professional training in contemporary dance as a performing art form emphasizing mastery of space, time and energy in movement with a focus on performance skills. Dance Studies and scholarship are also included. Repeatable for a maximum of 24 credits.
Prereq: DAN 394, placement audition or instructor approval.

DAN 503. Thesis. 1-16 Credits.
Repeatable nine times.

DAN 507. Seminar: [Topic]. 1-5 Credits.
Recent topics include Choreographic Analysis, Contemporary Issues. Repeatable when topic changes.

DAN 508. Workshop: [Topic]. 1-21 Credits.
Repeatable. Topics include rehearsal and performance for department-sponsored events.
Prereq: Audition for performance experiences.

DAN 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Current topics include Neuromuscular Bases of Dance, Topics in Technique, Composition III.

DAN 512. 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 536. Dema African Performance Ensemble: [Topic]. 3 Credits.
Dema is the concept of total performance experience through dance, music, singing, storytelling, and costume-making through education, teaching, and to entertaining. Dema is a means of encouraging independence, critical thinking, self-worth, and freedom of the mind for students to discover their voices. Repeatable twice for a maximum of 9 credits.

DAN 558. 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.

DAN 581. 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 582. 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 594. Contemporary IV. 3 Credits.
Deep investigation and professional training in contemporary dance as a performing art form emphasizing mastery of space, time and energy in movement with a focus on performance skills. Dance Studies and scholarship are also included. Repeatable for a maximum of 24 credits.
Prereq: DAN 394, placement audition or instructor approval.

DAN 601. Research: [Topic]. 1-16 Credits.
Repeatable.

DAN 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

DAN 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

DAN 606. 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 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

DAN 608. Workshop: [Topic]. 1-16 Credits.
Repeatable. Topics include Performance, Production, Rehearsal.

DAN 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

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

DAN 613. MFA Professional Paper. 1-16 Credits.
Repeatable up to five times.

Bachelor of Arts in Dance

The Department of Dance offers curricula leading to bachelor of fine arts (BFA), 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 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.

Bachelor of Arts Degree Requirements

Code	Title	Credits
Technique		**12**
DANC 170	Contemporary I	
DANC 270	Contemporary II	
DANC 172	Ballet I	
DANC 272	Ballet II	
DANC 372	Ballet III	
DANC 175	Jazz I	
DANC 275	Jazz II	
DANC 185	African Dance	
DANC 199	Special Studies: [Topic] (Hip-Hop I)	
DANC 399	Special Studies: [Topic] (Hip-Hop II)	
Improvisation		**3**
DAN 171	Dance Improvisation: [Topic]	
DAN 271	Contact Improvisation: [Topic]	
Lower-Division Courses		
DAN 251	Looking at Dance	4
DAN 255	Dance Production I	3
Science and Somatics (Select One)		**3**
DAN 256	Dance Somatics	
DAN 260	Anatomy of Human Movement	
History and Culture (Select Two)		**6**
DAN 301	African Dance Aesthetics	
DAN 443	Dance and Power	
DAN 444	Contemporary Issues in Dance	
Upper-Division Courses		
DAN 351	Dance Composition I	3
DAN 352	Dance Composition II	3
DAN 355	Dance Production II	1

DAN 360	Dance Kinesiology	4
DAN 394	Contemporary III (Three Times)	9
DAN 494	Contemporary IV (Three Times)	9
DAN 407	Seminar: [Topic]	3
DAN 458	Music for Dancers	3
Performance Electives		**9**
DAN 355	Dance Production II	
DAN 404	Internship: [Topic]	
DAN 406	Special Problems: [Topic]	
DAN 408	Workshop: [Topic]	
DAN 412	Student Dance Concert	
DAN 452	Dance Composition III	
DAN 481	Repertory Dance Company: Rehearsal	
DAN 482	Repertory Dance Company: Touring	
University Requirements and Electives		**105**
Courses to fulfill university requirements for a bachelor's degree		
Total Credits		**180**

Students transferring to the UO as dance majors after two years of college work elsewhere should have completed courses for the UO BA foreign language requirement, two terms of college-level English composition, as many of the university's general-education requirements as possible, and training in modern dance.

Bachelor of Fine Arts in Dance

The Department of Dance offers curricula leading to bachelor of fine arts (BFA), 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 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.

Code	Title	Credits
Lower Division		
Technique		24
DANC 170	Contemporary I (Three Times)	
DANC 270	Contemporary II (Three Times)	
DANC 172	Ballet I (Three Times)	
DANC 272	Ballet II (Three Times)	
DANC 175	Jazz I (Three Times)	
DANC 275	Jazz II (Three Times)	
DANC 185	African Dance (Three Times)	
DANC 285		
Creative Practice		**2**
DAN 171	Dance Improvisation: [Topic]	
DAN 271	Contact Improvisation: [Topic]	
Theory		**24**
History and Culture		
DAN 241	Screendance: History and Theory	
DAN 251	Looking at Dance	
Science and Somatics		
DAN 256	Dance Somatics	
DAN 260	Anatomy of Human Movement	
Music		
DAN 252		
Production		
DAN 255	Dance Production I	
Seminars		
DAN 125	First Year Seminar: [Topic] (Three Times)	
Upper Division		
Technique		24
DAN 394	Contemporary III	
DAN 494	Contemporary IV	
DANC 372	Ballet III (Three Times)	
DANC 375	Jazz III (Three Times)	
DANC 399	Special Studies: [Topic]	
Performance		18
DAN 408	Workshop: [Topic] (Three Times)	
DAN 436	Dema African Performance Ensemble: [Topic] (Three Times)	
DAN 480		
DAN 481	Repertory Dance Company: Rehearsal	
DAN 482	Repertory Dance Company: Touring	
Creative Practice		12
DAN 351	Dance Composition I	
DAN 352	Dance Composition II	
DAN 452	Dance Composition III	
DAN 410	Experimental Course: [Topic]	
DAN 412	Student Dance Concert	
Theory		**26**
History and Culture		
DAN 301	African Dance Aesthetics	
DAN 443	Dance and Power	
DAN 444	Contemporary Issues in Dance	
Science and Somatics		
DAN 360	Dance Kinesiology	
Music		
DAN 458	Music for Dancers	
Production		
DAN 355	Dance Production II	
Seminars		
DAN 425	Senior Seminar: [Topic] (Three Times)	
Teaching		
DAN 491	Teaching Dance	
DAN 404	Internship: [Topic]	

*See attached Proposed BFA Dance Degree Requirements. All courses listed are required unless noted as Electives e.g. DANC 199 Special Studies: Topic, DANC 399 Special Studies: Topic, and DAN 410 Loft.

All Technique courses must be taken in sequence. Students can test out of a level through a Placement Class, but must meet the same number of credits in the dance Technique category in that same idiom e.g. African, or Ballet etc.
Performance courses; DAN 480 Dance Repertory, DAN 481 Repertory Company: Rehearsal, and DAN 482 Repertory Company: Touring must be taken in that sequence.
The Creative Practices must be taken in sequence in this order; DANC 171 Dance Improvisation, DANC 271 Contact Improvisation, DAN 351 Dance Composition 1, DAN 352 Dance Composition 2, DAN 452 Dance Composition 3, and DAN 412 Student Concert.
There is some flexibility within the Theory courses, but the following courses must be taken in sequence (*see Course-to-Course Pre-requisites listed previously):
History and Culture; DAN 251 Looking at Dance is a pre-requisite for DAN 453 Dance and Power and DAN 454 Contemporary Issues in Dance,
Science and Somatics; DAN 260 Anatomy of Human Movement is a pre-requisite for DAN 360 Dance Kinesiology,
Music; DAN 252 Fundamentals of Rhythm is a pre-requisite for DAN 458 Music for Dancers,
Production; DAN 255 Dance Production 1 is a pre-requisite for DAN 355 Dance Production 2.

No tracks or concentrations.

Electives: BFA in Dance majors can take DANC 199 and DANC 399 Special Studies: Topic, which might include dance techniques outside the core curriculum e.g. hip-hop, Salsa, Partnering, Pointe, or Conditioning.
They can also take DAN 410 Loft, where they choreograph for semi-formal live performances offered twice per year under a faculty mentor.
BFA in Dance students will also be provided a recommended list of elective course options outside the Dance department in such areas as; Music, Art, Theatre, Women and Gender Studies, and Journalism.

*See attached Proposed BFA Dance Recommended Core Ed and Electives.

Bachelor of Science in Dance

The Department of Dance offers curricula leading to bachelor of fine arts (BFA), 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 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.

Bachelor of Science Degree Requirements

Code	Title	Credits
Technique		**12**
DANC 170	Contemporary I	
DANC 270	Contemporary II	
DANC 172	Ballet I	
DANC 272	Ballet II	
DANC 372	Ballet III	
DANC 175	Jazz I	
DANC 275	Jazz II	
DANC 185	African Dance	
DANC 199	Special Studies: [Topic] (Hip-Hop I)	
DANC 399	Special Studies: [Topic] (Hip-Hop II)	
Improvisation		**3**
DAN 171	Dance Improvisation: [Topic]	
DAN 271	Contact Improvisation: [Topic]	
Lower-Division Courses		
DAN 251	Looking at Dance	4
DAN 255	Dance Production I	3
Science and Somatics (Select One)		**3**
DAN 256	Dance Somatics	
DAN 260	Anatomy of Human Movement	
History and Culture (Select Two)		**6**
DAN 301	African Dance Aesthetics	
DAN 443	Dance and Power	
DAN 444	Contemporary Issues in Dance	
Upper-Division Courses		
DAN 351	Dance Composition I	3
DAN 352	Dance Composition II	3
DAN 355	Dance Production II	1
DAN 360	Dance Kinesiology	4
DAN 394	Contemporary III (Three Times)	9
DAN 494	Contemporary IV (Three Times)	9
DAN 407	Seminar: [Topic]	3
DAN 458	Music for Dancers	3
Performance Electives		**9**
DAN 355	Dance Production II	
DAN 404	Internship: [Topic]	
DAN 406	Special Problems: [Topic]	
DAN 408	Workshop: [Topic]	
DAN 412	Student Dance Concert	
DAN 452	Dance Composition III	
DAN 481	Repertory Dance Company: Rehearsal	
DAN 482	Repertory Dance Company: Touring	
University Requirements and Electives		**105**
Courses to fulfill university requirements for a bachelor's degree		
Total Credits		**180**

Students transferring to the UO as dance majors after two years of college work elsewhere should have completed courses for the UO BS mathematics requirement, two terms of college-level English composition,

as many of the university's general-education requirements as possible, and training in modern dance.

Minor in Dance

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 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

Dance courses applied to the minor must be passed with a grade of C– or better. Minors are encouraged to take Looking at Dance (DAN 251) as an arts and letters group-satisfying course and Anatomy of Human Movement (DAN 260) as a science group-satisfying course to enrich their understanding of dance, even though these courses do not count toward the minimum 25 credits required for the minor.

Code	Title	Credits
DAN 255	Dance Production I	3
DAN 355	Dance Production II	1
Contemporary III		9
DAN 394	Contemporary III	
Technique Electives		**6**
DANC 170	Contemporary I	
DANC 270	Contemporary II	
DANC 172	Ballet I	
DANC 272	Ballet II	
DANC 372	Ballet III	
DANC 175	Jazz I	
DANC 275	Jazz II	
DANC 185	African Dance	
DANC 199	Special Studies: [Topic]	
DANC 399	Special Studies: [Topic]	
Improvisation (Choose One)		**1**
DANC 171	Contact Improvisation	
DANC 271	Dance Improvisation	
Upper-Division Electives		**3**
DAN 301	African Dance Aesthetics	
DAN 351	Dance Composition I	
DAN 352	Dance Composition II	
DAN 355	Dance Production II	
DAN 360	Dance Kinesiology	
DAN 452	Dance Composition III	
DAN 453	Ballet from the Courts to Balanchine	
DAN 454	Evolution of Modern Dance	
DAN 458	Music for Dancers	
DAN 260	Anatomy of Human Movement	
Rehearsal and Performance		**2**
DAN 406	Special Problems: [Topic]	
DAN 408	Workshop: [Topic] (Rehearsal and Performance)	
Total Credits		**25**

Certificate in Teaching Dance

The certificate in teaching dance is designed to fill a need for training dance teachers for the private dance studio industry. The focus is on evidence-based practice from venerable and contemporary theories of dance pedagogy. Intense technical training in contemporary dance forms the core of the program. These core studio-theory courses are augmented with advanced study in dance injury prevention, improvisation-composition, production, and methods of teaching. The culminating requirement of the certificate is a one-year internship as a student-teacher in a private dance studio partnering with the UO Department of Dance for this program.

Certificate in Teaching Dance

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The certificate is a residency program. The following courses must be taken in residence at the UO. Required course work totals 41 credits minimum and includes 34 upper-division credits, 17 of which are at the 400 level.

Code	Title	Credits
Core Courses		
DAN 394	Contemporary III (three terms)	9
DAN 494	Contemporary IV (three terms)	9
Production Courses		
DAN 255	Dance Production I	3
DAN 355	Dance Production II	1
DAN 408	Workshop: [Topic] (Rehearsal and Performance)	2
Injury Prevention Courses		
DAN 260	Anatomy of Human Movement	4
Composition Sequence		
Contact or Dance Improvisation:		2
DAN 171	Dance Improvisation: [Topic]	
or DAN 271	Contact Improvisation: [Topic]	
DAN 351	Dance Composition I	3
DAN 352	Dance Composition II	3
Pedagogy Sequence		
DAN 491	Teaching Dance	3

DAN 404	Internship: [Topic] (Teaching Dance)	3
Total Credits		**42**

Dance courses applied to the certificate must be passed with a grade of C– or better. Students working toward their certificates are encouraged to take Looking at Dance (DAN 251) as an arts and letters area-satisfying course and to follow up with DAN 454. They are further encouraged to take Dance Kinesiology (DAN 360) and, Music for Dancers (DAN 458), even though these courses do not count toward the minimum 42 credits required.

Music

Sabrina Madison-Cannon, Dean
541-346-3761
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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.

In 2017 the SOMD welcomed the Oregon Bach Festival into their new building. While the OBF originated with the SOMD (then the School of Music), but since then had found different homes around campus. The new 10,000 square foot building provides space for program rehearsals, recitals, lectures, and receptions, as well as administrative offices and support space, and gives the OBF a prominent presence on campus and in the city. In addition to accommodating the OBF, Berwick Hall is a welcoming destination for students and faculty from the School of Music and Dance. The multi-functional rehearsal room provides dedicated performance space for the festival, with high-performance acoustical design tuned for musicians and their audience. It seats up to 120 patrons and is used for intimate performances. This 2,000 square foot, double-height room is day-lit via skylights, with a window framing a near courtyard garden.

Collier House, one of the buildings within the SOMD's purview, is listed as one 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. From the early 1900's to 2004 Collier house has been a residence for a university president and a chancellor, a library, a faculty club, a boarding house for professors, a restaurant, and a community 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.

The Music Collection, located on the third floor of Knight Library, contains more than 50,000 recordings and 1,000 serials, including composers' complete works, music reference resources, current and bound periodicals, and a collection of more than 28,000 books and 57,000 scores. The Douglass Room, renovated in 2019, features a study lounge and browsable recording collection (compact discs, LPs, and cassettes). Facilities in the Douglass Room include an audiovisual-wired classroom, listening stations, five MIDI workstations with software for composing, mixing, digital audio editing and music engraving, and two reservable recording/editing suites complete with nearfield monitors, recording gear, and acoustic treatment. 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 international scores. The book collection includes a large German-language collection as well as standard music resources and most university press publications. Electronic resources for music include e-books and databases for scholarly publications, streaming audio and video, and contemporary electronic scores. Reference service to the collection is provided by the Music Librarian and the Music Reference Team. The complete music and recording collections are included in the UO Libraries online catalog (https://library.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 nine harpsichords available for student use are French doubles by William Dowd. The others are a German double by Keith Hill, an Italian by Owen Daly, and a Zuckerman single harpsichord. Of the collection of 125 pianos, which includes eight concert grands, more than 50 are Steinways. Classrooms and practice rooms are equipped with grand or upright pianos, and piano majors have access to locked grand piano practice rooms. Other keyboard instruments include three clavichords and several early pianos. Additionally, the SOMD has 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 university owns an extensive collection of orchestral and band instruments and a distinctive collection of instruments used in the study of world music 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 Kammerer Computer Laboratory offers students the opportunity to become familiar with a variety of mainstream software for digital audio editing, composing, mixing, as well as software for music notation, music theory, and aural skills. Other resources in the lab include MIDI (musical instrument digital interface) keyboards, sound-generating and sequencing software programs; access to the Internet; Microsoft Office applications; and Adobe graphic editing programs for academic use. Among the audio software contained in the lab is: Max/MSP, Apple Logic Pro X, iZotope Ozone, iZotope Nectar, Antares Autotune, Celemony Melodyne, Soundtoys Academic Complete, Spectrasonics Omnisphere, FabFilter total bundle, 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, the North American Saxophone Alliance, the Joe Allessi Trombone Seminar, Oregon Music Education Association All-State conference, three high school summer music camps, and lectures from Robert M. Trotter Visiting Professors and the Steve Larson Distinguished Lecture Series, the Musicking Conference, the Society for 17th Century International Conference, the Society for Electro-Acoustic Music in the United States national Conference, and others.

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, 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, Ingrid Monson, Bruno Nettl, Alejandro Planchart, Harold Powers, Katharine Preston, Jihad Racy, Carl Schachter, 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 Wind Symphony
- University Singers
- Opera Ensemble
- Repertoire Singers
- Campus Band
- Campus Orchestra
- Oregon Marching Band
- Green Garter Band
- Yellow Garter Band
- Oregon Basketball Band
- Oregon Electronic Device Orchestra
- 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 $1.5 million 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/).

Most undergraduate performance scholarships are automatically renewed for up to four years; graduate performance scholarships are renewed for the standard length of time it takes to complete the degree. Most scholarships are awarded on the basis of musical achievement, however, some specialized scholarships are awarded by individual areas in the School of Music to continuing students for achievements in a particular discipline. To determine scholarship recipients, the music and dance faculty relies on the applicant's application, audition (where applicable), and academic record.

Graduate Employees

A limited number of graduate employee (GE) positions are available to admitted graduate music 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.

Fees

Other Fees (per term)	Dollars
Private performance studies (studio instruction) per term	200-400/term
Ensemble fee	50-80
Music education course fee	50-300
Keyboard skills course fee	20
MIDI music lab course fee	110
Audio recording lab course fee	100-110
Electronic studio course fee	110-125
Recital fee (per recital)	90
Instrument locker fee	8-25
Other music course fees	50-150
Dance course fee	75
Instrument fee per term for harpsichord, organ, classical percussion	50
Rental of university instruments is based on use and value-maximum fee	30-60
Short-term instrument rental (per week)	10
Summer instrument rental	60
Oregon Marching Band uniforms and equipment fee	45–180

Performance Studies

Courses in performance studies are listed with the MUP subject code. Fees are required. These courses customarily include weekly lessons and studio master classes. MUP courses fall into two general categories:

- Basic and Intermediate Performance Studies: MUP 114, 115.
- Performance Studies: MUP 165, 265, 270, 365, 465, 635, 650, 665, 765.

Enrollment in any performance studies registration number between 165 - 765 must be preceded by an audition. Auditions are conducted to establish the appropriate registration number.

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 employee for credit at extra cost.

Undergraduate Music Performance and Music Education students advance from one registration number to the next through area juries.

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 not enroll in Reading and Conference: [Topic] (MUS 405) or Reading and Conference: [Topic] (MUS 605) in preparation for their recital. Pre-recital 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 specific registration numbers, repertory, and any other questions, please contact the individual studio faculty members.

Music Performance majors whose primary instrument is piano have an accompanying requirement, described under the Bachelor of Music in Music Performance heading 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 can be found through the SOMD Undergraduate and Graduate offices, as well as through several sections of this catalog, including the Registration and Academic Policies **(**p. 22**)** and Graduate School **(**p. 868**)** sections.

Faculty

D. Tyler Abbott, senior instructor (double bass, jazz string bass). BM, 1999, Eastern Washington; MM, 2003, Oregon. (2003)

Barbara Myers Baird, senior instructor (piano, harpsichord, music appreciation). BMus, 1971, Texas Christian; MMus, 1976, Southern Methodist; DMA, 1988, Oregon. (1986)

Molly Barth, associate professor (flute). BM, 1997, Oberlin College; Artist Diploma, 2000, Cincinnati; MM, 2003, Northwestern. (2008)

Jon Paul Bellona, instructor (music technology). BA, 2003, Hamilton College; MM, 2011, Oregon; PhD, 2018, Virginia. (2017)

Jack Boss, professor (theory, composition). BMus, 1979, MMus, 1981, Ohio State; PhD, 1991, Yale. (1995)

Andiel Brown, instructor (gospel choirs). BMus, 2008, Oregon. (2008)

Melissa Brunkan, assistant professor (choral music education). BM, 1995, Minnesota; MMus, 1999, Northwestern; PhD, 2012, Kansas. (2017)

Mandy Burton, instructor (music education). BMus, 2004, MMus, 2006, Oregon. (2014)

Kwan Leong "Pius" Cheung, associate professor (percussion). BMus, 2004, Curtis Institute; Artist Diploma, 2006, Boston Conservatory; DMA, 2010, Michigan, Ann Arbor. (2011)

Jacqueline Cordova-Arrington, assistant professor (flute). BM, 2008, Michigan; MM, 2010, Cincinnati; DMA, 2015, Eastman School of Music. (2018)

David Crumb, professor (composition, theory). BM, 1985, Eastman School of Music; MA, 1991, PhD, 1992, Pennsylvania. (1997)

Michael P. Denny, senior instructor (guitar, jazz studies). BA, 1992, City College of New York; MA, 1995, Oregon. (1995)

Alexandre Dossin, professor (piano, piano literature). MFA, 1996, Moscow Tchaikovsky Conservatory; DMA, 2001, Texas, Austin. (2006)

Karen Esquivel, senior instructor (opera, voice). BS, 1978, Nebraska, Lincoln; MM, 1990, 2006, DMA, 2009, Florida State. (2011)

Abigail Fine, assistant professor (musicology). BA, 2010, Pennsylvania; PhD, 2017, Chicago. (2019)

C. Brad Foley, professor (saxophone). BA, 1975, Ball State; MM, 1977, DMA, 1983, Michigan. (2002)

Fritz Gearhart, professor (violin). BM, 1986, MM 1988, Eastman School of Music. (1998)

Arnaud Ghillebaert, instructor (viola). DEM, 2006, National Regional Conservatory, Saint-Maur-des-Fossés; MPerf, 2008, Royal College of Music; DMA, 2016, State University of New York, Stony Brook. (2017)

Eliot Grasso, instructor (musicology). BA, 2005, Goucher College; MA, 2007, Limerick; PhD, 2011, Oregon. (2011)

Margret Gries, instructor (musicology, collegium musicum). BA, 1969, Pacific Lutheran; MMus, 1985, Central Washington; PhD, 2012, Oregon. (2012)

Michael Grose, professor (tuba, music appreciation); associate dean, undergraduate studies; summer session coordinator. BM, 1984, MM, 1985, Northwestern. (2001)

Hal Grossman, associate professor (violin). BM, 1981, Michigan; MM, 1985, Eastman School of Music. (2019)

Akiko Hatakeyama, assistant professor (music technology). Associate's degree,1994, Otsuma Women’s; AA, 2006, Community College of Philadelphia; BA, 2009, Mills College; MA, 2011, Wesleyan; MA, 2013, Brown. (2016)

Henry Henniger, associate professor (trombone). BM, 2002, Indiana, Bloomington; MM, 2004, Manhattan School of Music. (2010)

Gary Hobbs, instructor (jazz drum set). (1998)

Habib Iddrisu, assistant professor (African dance and music, ethnomusicology). BA, 2002, MA, 2004, Bowling Green State; PhD, 2011, Northwestern. (2013)

David Jacobs, associate professor (conducting, orchestra); director, orchestral studies. BM, 2000, Duquesne; MA, 2002, Central Florida; DMA, 2011, Eastman School of Music. (2012)

John Jantzi, senior instructor (keyboard skills). Certificat d’études supérieures d’orgue avec mention bien, 1984, Conservatoire de Musique de Geneve; AA, 1974, Hesston; BA, 1978, Seattle Pacific; MM, 1995, PhD, 2002, Oregon. (2002)

Wonkak Kim, assistant professor (clarinet). BMus, BA, 2007, North Carolina, Chapel Hill; MMus, 2009, DM, 2012, Florida State. (2017)

Tobias Koenigsberg, associate professor (jazz piano, jazz studies); associate director, jazz studies. BMus, 1998, Oregon; MM, 2003, Eastman School of Music. (2003)

Lori Kruckenberg, associate professor (musicology). BA, 1985, Bethany (Kansas); MA, 1991, PhD, 1997, Iowa. (2001)

Paul Krueger, instructor (jazz history, jazz studies). BME, 2009, Nebraska, Lincoln; MMus, 2011, Oregon. (2016)

Robert Kyr, Philip H. Knight Professor (composition, theory); director, Pacific Rim Gamelan, Vanguard Concert Series, Music Today Festival. BA, 1974, Yale; postgraduate certificate, 1976, Royal College of Music; MA, 1980, Pennsylvania; PhD, 1989, Harvard. (1990)

Dennis Llinás, associate professor (conducting); director of bands. BME, 2003, Florida International; MM, 2010, Texas, Austin; DMA, 2012, Texas, Austin. (2019)

Terry McQuilkin, instructor (composition). BM, 1977, MM, 1979, Southern California; DMA, 1995, Oregon. (2002)

Brian McWhorter, associate professor (trumpet, music appreciation). BMus, 1998, Oregon; MM, 2000, Juilliard. (2006)

Eric Mentzel, professor (voice, diction, collegium musicum). BM, 1980, Temple; MFA, 1983, Sarah Lawrence. (2002)

Lance Miller, senior sound and video recording engineer (audio recording). AA, 1982, Mt. Hood Community. (1998)

Rosanna Moore, instructor (harp). BMus, 2007, Royal Northern College of Music; MM, 2014, Eastman; DMA, Performer's Certificate, 2019, Eastman. (2020)

Drew Nobile, assistant professor (theory, musicianship). ScB, 2007, Brown; MA, 2009, Washington (Seattle); PhD, 2014, City University of New York, Graduate Center. (2015)

Gordon Ogo, instructor (music education). BA, 1968, Eastern Washington; MS, 1992, Western Oregon. (2014)

Camille Ortiz, assistant professor (voice, solo vocal music). BM, 2004, Oral Roberts; MM, 2007 Manhattan School of Music; DMA, 2017, University of North Texas College of Music. (2020)

Stephen W. Owen, Philip H. Knight Professor (jazz studies); director, jazz studies. BMusEd, 1980, North Texas State; MMus, 1985, Northern Colorado. (1988)

Timothy Pack, senior instructor (theory, musicianship). BA, 1993, Huntingdon College; MM, 1998, Westminster Choir College, Rider; PhD, 2005, Indiana, Bloomington. (2005)

Sharon J. Paul, Robert M. Trotter Chair of Music; professor (choral conducting); director, choral activities. BA, 1978, Pomona; MFA, 1981, California, Los Angeles; DMA, 1984, Stanford. (2000)

Melissa Peña, associate professor (oboe, music appreciation). BM, 1996, Illinois, Urbana-Champaign; MM, 1998, Missouri, Kansas City. (2012)

Craig Phillips, assistant professor (voice, pedagogy, diction). BMus, 1993, Appalachian State; MMus, 1998, College-Conservatory of Music, Cincinnati; DMA, 2017, North Carolina, Greensboro. (2017)

Steven Pologe, professor (cello, chamber music). BM, 1974, Eastman School of Music; MM, 1978, Juilliard School. (1993)

Robert D. Ponto, associate professor; assistant dean, admissions, financial aid. BME, 1979, Wisconsin, Eau Claire; MM, 1985, Michigan, Ann Arbor. (1992)

David Riley, professor (collaborative piano). BM, 1992, Ithaca College; MM, 1995, Cleveland Institute of Music; DMA, 2000, Eastman School of Music. (2004)

Lindsey Henriksen Rodgers, instructor (musicology). BA, 2003, Walla Walla; MM, 2005, Yale; PhD, 2013, Oregon. (2014)

Stephen Rodgers, professor (music theory, musicianship). MPhil, 2001, PhD, 2005, Yale. (2005)

Idit Shner, professor (saxophone, jazz studies). BA, 1998, Oklahoma City; MM, 2001, Central Oklahoma; DMA, 2007, North Texas. (2005)

Jason Silveira, associate professor (instrumental music education). BM, 2002, MM, 2008, Ithaca College; PhD, 2011, Florida State. (2016)

Marian Elizabeth Smith, professor (musicology). BA, 1976, Carleton; BMus, 1980, Texas, Austin; PhD, 1988, Yale. (1988)

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)

Leslie Straka, professor (viola, chamber music); associate dean, graduate studies; director, Community Music Institute. BM, 1976, MM, 1978, DMA, 1987, Arizona State. (1987)

Andrew Strietelmeier, assistant professor (music education, strings). BME, 2002, Valparaiso; MM, 2004, PhD, 2016, Texas, Austin. (2017)

Steve Vacchi, professor (bassoon, chamber music). BM, 1990, Eastman School of Music; MM, 1993, Hartt School; DMA, 1997, Louisiana State. (2000)

Lydia Van Dreel, professor (horn). BM, 1991, Wisconsin, Madison; MM, 1993, Juilliard. (2006)

Marc Vanscheeuwijck, professor (musicology, Collegium Musicum). BA, 1982, 1986, MA, 1984, PhD, 1995, Ghent. (1995)

Sarah Viens, instructor (trumpet). BM, 2004, Cleveland Institute of Music; MM, 2007, Temple. (2014)

Claire L. Wachter, professor (piano pedagogy, piano). BM, 1975, Peabody Conservatory; MM, 1977, DMA, 1993, Texas, Austin. (1991)

W. Sean Wagoner, senior instructor (percussion, music appreciation, scoring). BMus, 1994, MMus, 1997, DMA, 2001, Oregon. (2001)

Zach Wallmark, assistant professor (musicology). BM, 2003, NYU; MA, 2007, Oregon; PhD, 2014, UCLA. (2019)

Lawrence Wayte, senior instructor (musicology). BA, 1985, Wesleyan; JD, 1988, Stanford; MA, 1999, San Francisco State; PhD, 2007, California, Los Angeles. (2008)

Beth A. Wheeler, instructor (music education). BS, 2000, Northwest Missouri State; ME, 2012, Graceland; PhD, 2016, Kansas. (2016)

Eric Wiltshire, associate professor (instrumental music education); assistant director, bands. BA, 1991, San Jose State; MA, 1994, Washington State; PhD, 2006, Washington (Seattle). (2006)

Carl Woideck, senior instructor (jazz history, rock music history, blues history). BMus, 1981, MS, 1989, Oregon. (1996)

Juan Eduardo "Ed" Wolf, associate professor (ethnomusicology); coordinator, UO World Music Series. BA, BS, 1993, Notre Dame; MS, 1995, Northwestern; MA, 2007, PhD, 2013, Indiana, Bloomington. (2013)

Emeriti

Wayne Bennett, professor emeritus. BME, 1968, Oklahoma State; MM, 1969, PhD, 1974, North Texas. (1978)

Leslie T. Breidenthal, professor emeritus. BS, 1948, MA, 1949, Columbia; AMusDoc, 1965, Michigan. (1967)

David R. Case, senior instructor emeritus. BA, 1979, MA, 1984, Oregon. (1975)

Richard G. Clark, associate professor emeritus. BS, 1964, MA, 1971, Oregon; DMA, 1977, Washington (Seattle). (1982)

David P. Doerksen, associate professor emeritus. BME, 1956, Willamette; MM, 1969, Southern California; DMA, 1972, Oregon. (1983)

J. Robert Hladky, professor emeritus. BMus, 1950, Oklahoma State; MMus, performer’s certificate, 1952, AMusDoc, 1959, Eastman School of Music. (1961)

Winifred Kerner, senior instructor emerita. (keyboard skills). BA, 1978, MA, 1980, Wesleyan; MM, 1982, Michigan. (1999)

Dean F. Kramer, professor emeritus. BMus, 1973, Oberlin Conservatory; MMus, 1976, DMA, 1992, Texas, Austin. (1983)

Gary M. Martin, professor emeritus. BA, 1961, MA, 1963, Adams State; PhD, 1965, Oregon. (1966)

James A. Miller, professor emeritus. BA, 1952, Goshen; MMus, 1956, AMusDoc, 1963, Michigan. (1965)

J. Robert Moore, professor emeritus. BMusEd, 1961, MMus, 1962, Tulsa; DMA, 1980, Eastman School of Music. (1975)

Randall S. Moore, professor emeritus. BA, 1963, MA, 1965, Oregon; PhD, 1974, Florida State. (1974)

Harold Owen, professor emeritus. BMus, 1955, MMus, 1957, DMA, 1972, Southern California. (1966)

George W. Recker, associate professor emeritus. Former principal trumpet, Kennedy Center Opera House Orchestra, Florida State University, George Peabody College, 1964–69. (1983)

H. Royce Saltzman, professor emeritus. BA, 1950, Goshen; MMus, 1954, Northwestern; DMA, 1964, Southern California. (1964)

Victor Steinhardt, professor emeritus. BMus, 1964, Mount St. Mary's; MA, 1967, California, Los Angeles. (1968)

Stephen Stone, associate professor and assistant dean emeritus. BS, 1949, MS, 1956, DMA, 1971, Oregon. (1976)

Ann Tedards, professor emerita. AB, 1970, Sweet Briar; MM, 1972, North Carolina, Chapel Hill; DMA, 1997, Peabody Conservatory of Music, Johns Hopkins. (1987)

Richard Trombley, associate professor emeritus. BS, 1961, Juilliard School; MMus, 1962, Manhattan School; DMA, 1977, Stanford. (1963)

Mary Lou Van Rysselberghe, senior instructor emerita. BMus, 1956, MMus, 1976, Oregon. (1977)

Milagro Vargas, professor emerita. BM, 1977, Oberlin Conservatory; MM, 1981, Eastman School of Music. (1992)

Jeffrey Williams, professor emeritus. BMus, 1965, North Texas; MS, 1966, Illinois; DMA, 1974, North Texas. (1980)

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

Music Major Programs

- **Bachelor of Arts in Music (Music History and Literature Concentration)**
- **Bachelor of Arts in Music (Music Theory Concentration)**
- **Bachelor of Arts in Music (General Music Concentration)**
- **Bachelor of Arts in Music (Popular Music Studies Concentration)**
- **Bachelor of Science in Music (Music Technology Concentration)**
- **Bachelor of Science in Music (General Music Concentration)**
- **Bachelor of Science in Music (Popular Music Studies Concentration)**
- **Bachelor of Music in Music: Jazz Studies**
- **Bachelor of Music in Music Composition**
- **Bachelor of Music in Music Performance**
- **Bachelor of Music in Music Education**
- **Minor in Audio Production**
- **Minor in Music**
- **Minor in Music Technology**

A detailed checklist of requirements for each undergraduate degree is available online.

Students who want a conservatory-style education in music should work toward the bachelor of music (BMus) degree or a music major with the music history and literature concentration, music theory concentration or music technology concentration. The bachelor of arts (BA) and bachelor of science (BS) degrees with the general music concentration or popular music studies concentration are primarily for students who want a broad liberal arts education while majoring in music.

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.

Code	Title	Credits
MUJ 350	History of Jazz, 1900–1950	4
MUJ 351	History of Jazz, 1940 to Present	4
MUS 125	Understanding Music	4
MUS 141	Popular Piano and Musicianship I	4
MUS 142	Popular Piano and Musicianship II	4
MUS 151	Popular Songwriting	4
MUS 227	Elements of Electronic Music	4
MUS 250	Popular Musics in Global Context	4
MUS 264	US Popular Music 1930 to 1965	4
MUS 265	US Popular Music 1965 to 2000	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 346	Music, Money, and the Law	4
MUS 349	American Ethnic and Protest Music	3
MUS 351	The Music of Bach and Handel	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 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.

Code	Title	Credits
MUJ 391/691	Jazz Laboratory Band II	1
MUJ 392/692	Oregon Jazz Ensemble	1-2

MUJ 395/695	Small Jazz Ensemble: [Topic]	1-2
MUS 391/691	Collegium Musicum	1-3
MUS 393	Oregon Electronic Device Orchestra	2
MUS 394/694	Chamber Ensemble: [Topic]	1
MUS 395/695	Band: [Topic]	1-2
MUS 396/696	Orchestra: [Topic]	2
MUS 397/697	Chorus: [Topic]	2
MUS 398/698	Opera Workshop	2
MUS 490/590	Balinese Gamelan	2

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. 15) 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	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 in music with Theory, History & Literature, General Music or Popular Music Studies concentrations. However, the Theory and History & Literature concentrations do have specific requirements for continuation in the program. See the Music Degree Program Continued Enrollment Requirements section below for details.

Jazz Studies

Students who want to enter the jazz studies major have a jazz audition. 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 may take a musicianship diagnostic, which is designed to assess basic skills in theory, ear training and keyboard skills. 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. Exceptions may be made for students from institutions with whom the School of Music and Dance has a program articulation agreement, including Lane Community College and Mt. Hood Community College. For details, students should consult the Undergraduate Office (https://music.uoregon.edu/current-students/undergraduate-music-students/). 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 website (https://music.uoregon.edu/current-students/undergraduate-music-students/).

Admission to a Specific Degree Program

Students are placed in their primary program of choice, as indicated on their School of Music and Dance application, upon Initial admission to the school. Requirements for continued enrollment in music majors vary significantly, as outlined in the chart below. Additional information is available from the undergraduate office.

Program Overlap Limitations

Due to significant curricular overlap, concurrent pursuit of the following music programs is not allowed:

- Music minor with any other major or minor program in music
- Music technology major with music technology minor
- Music technology major with audio production minor

- Music major with general music or popular music studies concentrations with any bachelor of music (BMus) or bachelor of music in music education (BMME) degree

In addition, it is not possible to pursue a bachelor of arts or bachelor of science in music with multiple concentrations.

Music Degree Program Continued Enrollment Requirements

Degree Program	Continued Enrollment Requirements
Bachelor of Arts in Music (General Music Concentration)	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.
Bachelor of Arts in Music (Music History and Culture Concentration)	Submit research paper and unofficial transcript to the musicology faculty; complete an interview with a member of that faculty. WR 121 must be completed and the Music Core courses passed with a grade of C or better.
Bachelor of Arts in Music (Music Theory Concentration)	Complete an interview with a member of the Theory faculty. The second-year music theory core (theory, aural skills) must be taken in residence and passed with grades of B– or better.
Bachelor of Arts in Music (Popular Music Studies Concentration)	Passing grade of C- or better in one of the following: MUS 131, MUS 141, MUS 151, MUJ 180; and passing grade of C– or better in any one course in the history and culture category.
Bachelor of Science in Music (Music Technology Concentration)	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.
Bachelor of Music in Music Composition	Complete the Music Core courses with grades of C- or better. Complete the Composition I series (MUS 240, MUS 241, MUS 242) with grades of B- or better.
Bachelor of Music in Music: Jazz Studies	Successful completion of sophomore and junior proficiency examinations.
Bachelor of Music in Music Education	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.
Bachelor of Music in Music: Performance (Brass)	Successful jury to the MUP 465 level.
Bachelor of Music in Music: Performance (Guitar)	Successful jury to the MUP 465 level.
Bachelor of Music in Music: Performance (Keyboard)	Successful jury to the MUP 465 level.
Bachelor of Music in Music: Performance (Percussion)	Successful jury to the MUP 465 level.
Bachelor of Music in Music: Performance (Strings)	Successful jury to the MUP 465 level.
Bachelor of Music in Music: Performance (Voice)	Successful jury to the MUP 465 level.
Bachelor of Music in Music: Performance (Woodwinds)	Successful jury to the MUP 465 level.

Program Requirements

Accompanying Requirement for Piano Students

Music Performance majors whose primary instrument is piano have an accompanying requirement, described under the Bachelor of Music in Music Performance heading in the Undergraduate section.

Ensemble Requirements for Music Majors

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, and may also be required to re-audition before each spring term.

Instrumental Majors

Ensembles that satisfy this requirement are

- University Symphony Orchestra
- Oregon Wind Symphony
- 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 may enroll in MUS 394 Chamber Ensemble: [Topic] (Accompanying) or MUS 421 The Collaborative Pianist, MUS 422 The Collaborative Pianist, MUS 423 The Collaborative Pianist instead of large conducted ensembles
- 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. 22**)** section of this catalog), all undergraduate degrees in music require the following:

Core Courses for Traditional Music Major Degree Programs

Code	Title	Credits
Musicianship [1]		
MUS 131–133	Music Theory I-III	6
MUS 134–136	Aural Skills I-III	6
MUS 137–139	Keyboard Skills I-III	3
MUS 231–233	Music Theory IV-VI	6
MUS 234	Aural Skills IV	2
MUS 235	Aural Skills V	2
History and Culture		
MUS 267–269	Survey of Music History	12
MUS 358	Music in World Cultures	4
Total Credits		**41**

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/).

Satisfactory Progress toward the Degree

Satisfactory progress toward the degree is monitored every term by the SOMD Undergraduate Office. The following conditions must be maintained for good academic standing within the department:

1. Students must maintain a 3.0 GPA for all classes taken with the subject codes MUS, MUP, MUE and MUJ within a given term.
2. 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—that is required for their major. A student who receives a grade of D+ or worse or a mark of W (withdrawal) or I (incomplete) for a required course is placed on departmental academic warning.
3. Candidates for the BMus, BMME, BA in Music (History and Literature concentration), BA in Music (Theory concentration), or BS in Music (Music Technology concentration) must successfully complete the two-year musicianship core (with the exception of MUS 327 Analysis) within their first two years of residence.

4. Candidates for a BMus in Music Performance or a BMME in Music Education must advance to the next performance level at least once every seven terms.

Not meeting these requirements will result in initial academic warning status. If this status is not lifted by the end of the next term in which the student has had the opportunity to remedy the situation, the student will move on to a level II departmental academic warning. Failure to improve per conditions set forth in an advising plan following the warning will move the student onto probationary status and subsequent failure to improve thereafter will result in dismissal from the music major.

Reinstatement to the major may occur upon review by the SOMD Undergraduate Office and determination that the student has fulfilled the conditions listed above for satisfactory standing.

Undergraduate music majors re-enrolling after two or more consecutive terms of non-enrollment 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 re-audition 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 un-enrolled for two or more consecutive terms may also be required to re-apply 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 Music Major Degree Programs

The bachelor of arts in music (both general music and popular music studies concentrations) and the bachelor of science in music (both general music and popular music studies concentrations) can vary significantly in their options for the first year of study.

First Year		
Fall		**Credits**
MUS 131	Music Theory I	2
MUS 134	Aural Skills I	2
MUS 137	Keyboard Skills I	1
MUS 358	Music in World Cultures	4
MUS 395, 396, or 397	Band: [Topic] (Orchestra: [Topic] or Chorus: [Topic])	2
Performance Studies (studio instruction)		4
Fall Credits		15
Winter		
MUS 132	Music Theory II	2
MUS 135	Aural Skills II	2
MUS 138	Keyboard Skills II	1
MUS 395, 396, or 397	Band: [Topic] (Orchestra: [Topic] or Chorus: [Topic])	2
Performance Studies (studio instruction)		4
WR 121	College Composition I	4
Winter Credits		15
Spring		
MUS 133	Music Theory III	2
MUS 136	Aural Skills III	2
MUS 139	Keyboard Skills III	1
MUS 395, 396, or 397	Band: [Topic] (Orchestra: [Topic] or Chorus: [Topic])	2
Performance Studies (studio instruction)		4
WR 122 or 123	College Composition II (or III)	4
Spring Credits		15
	Total Credits:	**45**

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.

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) **(**p. 816**)**
- **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)

Course	Title	Credits	Milestones
First Year			
Fall			
MUS 131	Music Theory I	2	
MUS 134	Aural Skills I	2	
MUS 358	Music in World Cultures	4	
MUP 165	Music Performance Studies: [Topic]	2	
MUS 395	Band: [Topic]	2	
WR 121	College Composition I	4	
	Credits	**16**	
Winter			
MUS 132	Music Theory II	2	
MUS 135	Aural Skills II	2	
MUS 395	Band: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
WR 122	College Composition II	4	

General-education course in social science			4
	Credits		**16**
Spring			
MUS 133	Music Theory III	Enrollment checkpoint	2
MUS 136	Aural Skills III		2
MUS 395	Band: [Topic]		2
MUJ 350	History of Jazz, 1900–1950		4
MUP 165	Music Performance Studies: [Topic]		2
General-education course in science			4
	Credits		**16**
	Total Credits		**48**

Course	Title	Credits	Milestones
Second Year			
Fall			
MUJ 180	Jazz Performance Laboratory	2	
MUS 360	Hip-Hop Music: History, Culture, Aesthetics	4	
First term of first-year second-language sequence		5	
General-education course in social science		4	
	Credits	**15**	
Winter			
MUJ 181	Jazz Performance Laboratory	2	
MUS 447	Digital Audio and Sound Design	4	
Second term of first-year second-language sequence		5	
General-education course in science		4	
	Credits	**15**	
Spring			
MUJ 182	Jazz Performance Laboratory	2	Additional music
Third term of first-year second-language sequence		5	
General-education course in social science		4	
Elective course		4	
	Credits	**15**	
	Total Credits	**45**	

Course	Title	Credits	Milestones
Third Year			
Fall			
MUJ 270	Jazz Theory	2	Additional music
MUS 395	Band: [Topic]	2	
First term of second-year second-language sequence		4	
General-education course in arts and letters		4	
Upper-division elective course		4	
	Credits	**16**	
Winter			
MUS 395	Band: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
Second term of second-year second-language sequence		4	
Upper-division elective course		4	
General-education course in social science		4	
	Credits	**16**	
Spring			
MUS 395	Band: [Topic]	2	
MUS 346	Music, Money, and the Law	4	Additional music
MUP 165	Music Performance Studies: [Topic]	2	
Third term of second-year second-language sequence		4	
General-education course in science		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
General-education course in arts and letters		4	
Upper-division elective course		8	
Elective course		3	
	Credits	**15**	
Winter			
General-education course in science		4	
Upper-division elective course		8	
Elective course		3	
	Credits	**15**	
Spring			
General-education course in arts and letters		4	
Upper-division elective course		8	
	Credits	**12**	
	Total Credits	**42**	

Bachelor of Science in Music (General Music Concentration)

Course	Title	Credits	Milestones
First Year			
Fall			
MUS 358	Music in World Cultures	4	
MUS 397	Chorus: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
WR 121	College Composition I	4	
Elective course		4	
	Credits	**16**	
Winter			
MUS 397	Chorus: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
Mathematics course		4	
General-education course in social science		4	
WR 122	College Composition II	4	
	Credits	**16**	
Spring			
MUS 151	Popular Songwriting	4	
MUS 397	Chorus: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	

Mathematics course			4
General-education course in science			4
	Credits		**16**
	Total Credits		**48**

Course	Title	Credits	Milestones
Second Year			
Fall			
MUS 131	Music Theory I	2	
MUS 134	Aural Skills I	2	
Mathematics course		4	
General-education course in social science		4	
Elective course		4	
	Credits	**16**	
Winter			
MUS 132	Music Theory II	2	
MUS 135	Aural Skills II	2	
General-education course in arts and letters		4	
General-education course in science		4	
Elective course		4	
	Credits	**16**	
Spring			
MUS 133	Music Theory III	2	Enrollment checkpoint
MUS 136	Aural Skills III	2	
General-education course in social science		4	
Elective course		4	
	Credits	**12**	
	Total Credits	**44**	

Course	Title	Credits	Milestones
Third Year			
Fall			
MUS 382	American Musical Theater	4	
MUS 397	Chorus: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
General-education course in arts and letters		4	
Upper-division elective course		4	
	Credits	**16**	
Winter			
MUS 265	US Popular Music 1965 to 2000	4	
MUS 397	Chorus: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
General-education course in social science		4	
Upper-division elective course		4	
	Credits	**16**	
Spring			
MUS 269	Survey of Music History	4	
MUS 397	Chorus: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
General-education course in science		4	
Upper-division elective course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
MUS 480	Audio Recording Techniques I	Additional Music 3	
General-education course in science		4	
Upper-division elective course		4	
Elective course		4	
	Credits	**15**	
Winter			
MUS 481	Audio Recording Techniques II	Additional Music 3	
General-education course in arts and letters		4	
Upper-division elective course		4	
Elective course		4	
	Credits	**15**	
Spring			
Upper-division elective course		12	
	Credits	**12**	
	Total Credits	**42**	

Bachelor of Arts in Music (Music History and Literature Concentration)

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	
MUS 397	Chorus: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
MUS 358	Music in World Cultures	4	
	Credits	**13**	
Winter			
MUS 132	Music Theory II	2	
MUS 135	Aural Skills II	2	
MUS 138	Keyboard Skills II	1	
MUS 397	Chorus: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
WR 121	College Composition I	4	
	Credits	**13**	
Spring			
MUS 133	Music Theory III	2	
MUS 136	Aural Skills III	2	
MUS 139	Keyboard Skills III	1	
MUS 397	Chorus: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	

WR 123	College Composition III	Enrollment checkpoint	4
	Credits		**13**
	Total Credits		**39**

Course	Title	Credits	Milestones
Second Year			
Fall			
MUS 231	Music Theory IV	2	
MUS 234	Aural Skills IV	2	
MUS 267	Survey of Music History	4	
First term of first-year second-language sequence		5	
Upper-division elective course		2	
	Credits	**15**	
Winter			
MUS 232	Music Theory V	2	
MUS 235	Aural Skills V	2	
MUS 268	Survey of Music History	4	
Second term of first-year second-language sequence		5	
Upper-division elective course		2	
	Credits	**15**	
Spring			
MUS 233	Music Theory VI	2	
MUS 269	Survey of Music History	4	
Third term of first-year second-language sequence		5	
Upper-division elective course		2	
	Credits	**13**	
	Total Credits	**43**	

Course	Title	Credits	Milestones
Third Year			
Fall			
MUS 405	Reading and Conference: [Topic] (Junior Colloquium)	3	
ARH 204	History of Western Art I	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	4	
Second term of second-year second-language sequence		4	
General education course in science		4	
	Credits	**15**	
Spring			
MUS 327	Analysis: [Topic]	3	
ARH 206	History of Western Art III	4	
Third term of second-year second-language sequence		4	
Upper-division social science group course		4	
	Credits	**15**	
	Total Credits	**45**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
MUS 435	Counterpoint	4	
MUS 405	Reading and Conference: [Topic] (Senior Colloquium)	3	
Upper-division science group course		4	
Elective course		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 359	Music of the Americas	4	
MUS 499	Senior Project	3	
Upper-division social science group course		4	
Science group course		4	
	Credits	**15**	
	Total Credits	**45**	

Bachelor of Arts in Music (Music Theory Concentration)

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	
MUS 397	Chorus: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
MUS 358	Music in World Cultures	4	
	Credits	**13**	
Winter			
MUS 132	Music Theory II	2	
MUS 135	Aural Skills II	2	
MUS 138	Keyboard Skills II	1	
MUS 397	Chorus: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
WR 121	College Composition I	4	
	Credits	**13**	
Spring			
MUS 133	Music Theory III	2	
MUS 136	Aural Skills III	2	
MUS 139	Keyboard Skills III	1	
MUS 397	Chorus: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	

WR 123	College Composition III	4
	Credits	**13**
	Total Credits	**39**

Course	Title	Credits	Milestones
Second Year			
Fall			
MUS 231	Music Theory IV	2	
MUS 234	Aural Skills IV	2	
MUS 267	Survey of Music History	4	
MUP 165	Music Performance Studies: [Topic]	2	
First term of first-year second-language sequence		5	
	Credits	**15**	
Winter			
MUS 232	Music Theory V	2	
MUS 235	Aural Skills V	2	
MUS 268	Survey of Music History	4	
MUP 165	Music Performance Studies: [Topic]	2	
Second term of first-year second-language sequence		5	
	Credits	**15**	
Spring			
MUS 233	Music Theory VI	2	
MUS 269	Survey of Music History	4	
MUP 165	Music Performance Studies: [Topic]	2	
Third term of first-year second-language sequence		5	Enrollment checkpoint
	Credits	**13**	
Summer			
Social science Group-satisfying course		4	
	Credits	**4**	
	Total Credits	**47**	

Course	Title	Credits	Milestones
Third Year			
Fall			
MUS 433	Counterpoint	4	
MUS 327	Analysis: [Topic]	3	
MUS 240	Composition I	3	
First term of second-year second-language sequence		4	
Science group-satisfying course		4	
	Credits	**18**	
Winter			
MUS 327	Analysis: [Topic]	3	
MUS 434	Counterpoint	4	
MUS 241	Composition I (Elective category 1)	3	
Second term of second-year second-language sequence		4	
Arts and letters group-satisfying course		4	
	Credits	**18**	
Spring			
MUS 435	Counterpoint	4	
MUS 327	Analysis: [Topic]	3	
MUS 405 (Junior Colloquium)		3	
Third term of second-year second-language sequence		4	
Social science group-satisfying course		4	
	Credits	**18**	
	Total Credits	**54**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
MUS 416	Post-Tonal Theory I	3	
MUS 430	Tonal Analysis: Linear Prolongational Analysis	3	
MUS 405	Reading and Conference: [Topic] (Senior Colloquium)	3	
Arts and letters group-satisfying course		4	
Science group-satisfying course		4	
	Credits	**17**	
Winter			
MUS 417	Post-Tonal Theory II	3	
MUS 499	Senior Project	3	
Upper-division arts and letters group-satisfying course		4	
Social science group course that also satisfies American cultures multicultural requirement		4	
Science group-satisfying course		4	
	Credits	**18**	
Spring			
MUS 499	Senior Project	3	
MUS 359	Music of the Americas	4	
Upper-division social science group-satisfying course		4	
Arts and letters group-satisfying course		4	
Science group-satisfying course		4	
	Credits	**19**	
	Total Credits	**54**	

Bachelor of Science in Music (Music Technology Concentration)

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	
MUS 447	Digital Audio and Sound Design	4	
MUS 358	Music in World Cultures	4	
MUP 165	Music Performance Studies: [Topic]	2	
	Credits	**15**	
Winter			
MUS 132	Music Theory II	2	
MUS 135	Aural Skills II	2	
MUS 138	Keyboard Skills II	1	
MUS 448	Interactive Media Performance	3	
MUP 165	Music Performance Studies: [Topic]	2	

WR 121	College Composition I	4
	Credits	**14**
Spring		
MUS 133	Music Theory III	2
MUS 136	Aural Skills III	2
MUS 139	Keyboard Skills III	1
MUP 165	Music Performance Studies: [Topic]	2
CIS 110	Fluency with Information Technology	4
WR 122	College Composition II	4
	Credits	**15**
	Total Credits	**44**

Course	Title	Credits	Milestones
Second Year			
Fall			
MUS 231	Music Theory IV	2	
MUS 267	Survey of Music History	4	
CIS 111	Introduction to Web Programming	4	Satisfies mathematics requirement
MUS 476	Digital Audio Workstation Techniques I	3	
MUS 395	Band: [Topic]	2	
	Credits	**15**	
Winter			
MUS 232	Music Theory V	2	
MUS 268	Survey of Music History	4	
MUS 477	Digital Audio Workstation Techniques II	3	
MUS 395	Band: [Topic]	2	
Science group-satisfying course		4	
	Credits	**15**	
Spring			
MUS 233	Music Theory VI	2	
MUS 269	Survey of Music History	4	
MUS 227	Elements of Electronic Music	4	
MUS 478	Digital Audio Workstation Techniques III	3	
MUS 395	Band: [Topic]	2	
	Credits	**15**	
	Total Credits	**45**	

Course	Title	Credits	Milestones
Third Year			
Fall			
MUS 445	Electronic Composition	3	
MUS 470	History of Electroacoustic Music	3	
MUS 393	Oregon Electronic Device Orchestra	2	
PHYS 152	Physics of Sound and Music	4	
CIS 122	Introduction to Programming and Problem Solving	4	Satisfies mathematics requirement
	Credits	**16**	
Winter			
MUS 445	Electronic Composition	3	
MUS 393	Oregon Electronic Device Orchestra	2	
MUJ 351	History of Jazz, 1940 to Present	4	
MUS 327	Analysis: [Topic] (Music Elective)	3	
Arts and letters group-satisfying course		4	
	Credits	**16**	
Spring			
MUS 445	Electronic Composition	3	
MUS 393	Oregon Electronic Device Orchestra	2	
MUS 363	The Beatles and Their Times	4	
Social science group-satisfying course		4	
	Credits	**13**	
	Total Credits	**45**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
MUS 445	Electronic Composition	3	Pass Brown Book exam
MUS 480	Audio Recording Techniques I	3	
MUS 397	Chorus: [Topic]	2	
Social science group-satisfying course		4	
Science group-satisfying course		4	
	Credits	**16**	
Winter			
MUS 445	Electronic Composition	3	
MUS 481	Audio Recording Techniques II	3	
MUS 490	Balinese Gamelan	2	
Arts and letters group-satisfying course		4	
Social science group-satisfying course		4	
	Credits	**16**	
Spring			
MUS 445	Electronic Composition	3	
MUS 499	Senior Project	3	
MUS 395	Band: [Topic]	2	
Arts and letters group-satisfying course		4	
Social science group-satisfying course		4	
	Credits	**16**	
	Total Credits	**48**	

Bachelor of Arts in Music (Popular Music Studies Concentration)

Course	Title	Credits	Milestones
First Year			
Fall			
MUS 397	Chorus: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
WR 121	College Composition I	4	
Arts and letters group-satisfying course		4	
Social science group-satisfying course		4	
	Credits	**16**	

Winter			
MUS 265	US Popular Music 1965 to 2000		4
Music Performance (MUP) course at the 140 level			2
MUS 397	Chorus: [Topic]		2
WR 122	College Composition II		4
Science group-satisfying course			4
	Credits		**16**
Spring			
MUS 151	Popular Songwriting		4
MUS 227	Elements of Electronic Music		4
Music Performance (MUP) course at the 140 level			2
MUS 397	Chorus: [Topic]		2
Science group-satisfying course		Enrollment checkpoint	4
	Credits		**16**
Summer			
MUS 141	Popular Piano and Musicianship I		4
	Credits		**4**
	Total Credits		**52**

Course	Title	Credits	Milestones
Second Year			
Fall			
MUS 447	Digital Audio and Sound Design	4	
MUS 397	Chorus: [Topic] (Gospel Singers)	2	
MUP 165	Music Performance Studies: [Topic]	2	
First term of first-year second-language sequence		5	
Elective course		2	
	Credits	**15**	
Winter			
MUP 165	Music Performance Studies: [Topic]	2	
Second term of first-year second-language sequence		5	
Upper-division arts and letters group course		4	
Elective course		4	
	Credits	**15**	
Spring			
MUS 463	Popular Music Studies	4	
MUP 165	Music Performance Studies: [Topic]	2	
Third term of first-year second-language sequence		5	
Elective course		4	
	Credits	**15**	
Summer			
MUS 142	Popular Piano and Musicianship II	4	
	Credits	**4**	
	Total Credits	**49**	

Course	Title	Credits	Milestones
Third Year			
Fall			
MUS 360	Hip-Hop Music: History, Culture, Aesthetics	4	
MUS 480	Audio Recording Techniques I	3	Additional music
First term of second-year second-language sequence		4	
Elective course		4	
	Credits	**15**	
Winter			
MUS 481	Audio Recording Techniques II	3	Additional Music
Second term of second-year second-language sequence		4	
Multicultural course in identity, pluralism, and tolerance		4	
Upper-division elective course		4	
	Credits	**15**	
Spring			
CINE 230	Remix Cultures	4	
Upper-division social science group-satisfying course		4	
Third term of second-year second-language sequence		4	
Upper-division elective course		3	
	Credits	**15**	
	Total Credits	**45**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
Science group-satisfying course		4	
Upper-division social science group-satisfying course		4	
Upper-division elective course		4	
Elective course		3	
	Credits	**15**	
Winter			
Science group-satisfying course		4	
Elective course		3	
	Credits	**7**	
Spring			
Social science group-satisfying course		4	
Upper-division elective course		6	
Elective course		5	
	Credits	**15**	
	Total Credits	**37**	

Bachelor of Science in Music (Popular Music Studies Concentration)

Course	Title	Credits	Milestones
First Year			
Fall			
MUJ 180	Jazz Performance Laboratory	2	
MUP 165	Music Performance Studies: [Topic]	2	
WR 121	College Composition I	4	
Arts and letters group-satisfying course		4	
Social science group-satisfying course		4	
	Credits	**16**	
Winter			
MUJ 181	Jazz Performance Laboratory	2	

MUS 447	Digital Audio and Sound Design		4
MUP 165	Music Performance Studies: [Topic]		2
WR 122	College Composition II		4
Science group-satisfying course			4
	Credits		**16**
Spring			
MUS 151	Popular Songwriting		4
MUJ 182	Jazz Performance Laboratory		2
MUS 227	Elements of Electronic Music		4
MUP 165	Music Performance Studies: [Topic]		2
Social science group-satisfying course		Enrollment checkpoint	4
	Credits		**16**
	Total Credits		**48**

Course	Title		Credits Milestones
Second Year			
Fall			
MUS 131	Music Theory I		2
MUS 134	Aural Skills I		2
MUJ 395	Small Jazz Ensemble: [Topic]		1
MUS 476	Digital Audio Workstation Techniques I	Additional music	3
Mathematics course			4
Science group-satisfying course			4
	Credits		**16**
Winter			
MUS 132	Music Theory II		2
MUS 135	Aural Skills II	Additional music	2
MUS 394	Chamber Ensemble: [Topic]		1
MUS 477	Digital Audio Workstation Techniques II	Additional music	3
Mathematics course			4
Arts and letters group-satisfying course			4
	Credits		**16**
Spring			
MUS 394	Chamber Ensemble: [Topic]		1
MUS 478	Digital Audio Workstation Techniques III	Additional music	3
Course chosen in consultation with advisor			4
Mathematics course			4
Elective course			3
	Credits		**15**
	Total Credits		**47**

Course	Title		Credits Milestones
Third Year			
Fall			
MUS 360	Hip-Hop Music: History, Culture, Aesthetics		4
MUJ 395	Small Jazz Ensemble: [Topic]		1
AAD 312	Arts Management	Interdisciplinary studies	4
MUS 480	Audio Recording Techniques I	Additional music	3
Elective course			3
	Credits		**15**
Winter			
MUS 365	Regional Ethnomusicology: [Topic] International cultures multicultural course		4
Elective course		Additional music	4
Social science group-satisfying course			4
Upper-division elective course			4
	Credits		**16**
Spring			
MUS 463	Popular Music Studies		4
Science group-satisfying course			4
Upper-division elective course			4
Elective course			4
	Credits		**16**
	Total Credits		**47**

Course	Title	Credits Milestones
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**
Spring		
Science group-satisfying course		4
Upper-division elective course		6
Elective course		2
	Credits	**12**
	Total Credits	**43**

Bachelor of Music in Music Composition

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
MUS 395	Band: [Topic]	2
MUP 165	Music Performance Studies: [Topic]	2

MUS 358	Music in World Cultures (Arts and letters group course that satisfies International culture multicultural requirement)		4
	Credits		**13**
Winter			
MUS 132	Music Theory II		2
MUS 135	Aural Skills II		2
MUS 138	Keyboard Skills II		1
MUS 395	Band: [Topic]		2
MUP 165	Music Performance Studies: [Topic]		2
WR 121	College Composition I		4
	Credits		**13**
Spring			
MUS 133	Music Theory III		2
MUS 136	Aural Skills III		2
MUS 139	Keyboard Skills III		1
MUS 395	Band: [Topic]		2
MUP 165	Music Performance Studies: [Topic]		2
WR 122	College Composition II		4
	Credits		**13**
	Total Credits		**39**

Course	Title	Credits Milestones	
Second Year			
Fall			
MUS 231	Music Theory IV		2
MUS 234	Aural Skills IV		2
MUS 267	Survey of Music History		4
MUS 395	Band: [Topic]		2
MUP 165	Music Performance Studies: [Topic]		2
MUS 240	Composition I	Enrollment checkpoint	3
	Credits		**15**
Winter			
MUS 232	Music Theory V		2
MUS 235	Aural Skills V		2
MUS 268	Survey of Music History		4
MUS 395	Band: [Topic]		2
MUP 165	Music Performance Studies: [Topic]		2
MUS 241	Composition I		3
	Credits		**15**
Spring			
MUS 233	Music Theory VI		2
MUS 269	Survey of Music History		4
MUS 395	Band: [Topic]		2
MUP 165	Music Performance Studies: [Topic]		2
MUS 242	Composition I	Apply to major	3
MUS 446	Music Engraving (Computer Engraving Skills)		2
	Credits		**15**
	Total Credits		**45**

Course	Title	Credits Milestones	
Third Year			
Fall			
MUS 340	Composition II		3
MUS 433	Counterpoint		4
MUS 407	Seminar: [Topic] Orchestration		2
MUS 395	Band: [Topic]		2
Science group-satisfying course			4
	Credits		**15**
Winter			
MUS 341	Composition II		3
MUS 434	Counterpoint		4
MUS 384	Introduction to Conducting		2
MUS 490	Balinese Gamelan (Ensemble, Ethnomusicolgy)		2
Arts and letters group-satisfying course			4
	Credits		**15**
Spring			
MUS 342	Composition II		3
MUS 435	Counterpoint		4
MUS 327	Analysis: [Topic]		3
MUS 395	Band: [Topic]		2
Social science group-satisfying course			4
	Credits		**16**
	Total Credits		**46**

Course	Title	Credits Milestones	
Fourth Year			
Fall			
MUS 327	Analysis: [Topic]		3
MUS 440	Composition III		3
MUS 430	Tonal Analysis: Linear Prolongational Analysis		3
Social science group-satisfying course that satisfies multicultural requirement			4
Science group-satisfying course			4
Senior recital			
	Credits		**17**
Winter			
MUS 327	Analysis: [Topic]		3
MUS 441	Composition III		3
MUS 431	Tonal Analysis: Form in Tonal Music		3
Social science group-satisfying course			4
	Credits		**13**
Spring			
MUS 442	Composition III		3
MUS 447	Digital Audio and Sound Design (Electronic Music)		4

Arts and letters group-satisfying course		4
Science group-satisfying course		4
Senior recital		
	Credits	**15**
	Total Credits	**45**

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	
MUS 395	Band: [Topic]	2	
MUP 265	Music Performance Studies: [Topic]	2	
MUS 358	Music in World Cultures	4	
	Credits	**13**	
Winter			
MUS 132	Music Theory II	2	
MUS 135	Aural Skills II	2	
MUS 138	Keyboard Skills II	1	
MUS 395	Band: [Topic]	2	
MUP 265	Music Performance Studies: [Topic]	2	
WR 121	College Composition I	4	
Science group-satisfying course		4	
	Credits	**17**	
Spring			
Placeholder			
MUS 133	Music Theory III	2	
MUS 136	Aural Skills III	2	
MUS 139	Keyboard Skills III	1	
MUS 395	Band: [Topic]	2	
MUP 265	Music Performance Studies: [Topic]	2	
WR 123	College Composition III	4	
MUE 126	Orientation to Music Education	1	
	Credits	**14**	
	Total Credits	**44**	

Course	Title	Credits	Milestones
Second Year			
Fall			
MUS 231	Music Theory IV	2	
MUS 234	Aural Skills IV	2	
MUS 267	Survey of Music History	4	
MUS 395	Band: [Topic]	2	
MUP 265	Music Performance Studies: [Topic]	2	
MUE 392	Instrumental Techniques: [Topic] High brass	1	
Science group-satisfying course		4	
	Credits	**17**	
Winter			
MUS 232	Music Theory V	2	
MUS 235	Aural Skills V	2	
MUS 268	Survey of Music History	4	
MUS 395	Band: [Topic]	2	
MUP 265	Music Performance Studies: [Topic]	2	
MUE 392	Instrumental Techniques: [Topic] Low brass	1	
	Credits	**13**	
Spring			
MUS 233	Music Theory VI	2	
MUS 269	Survey of Music History	4	
MUS 395	Band: [Topic]	2	
MUP 265	Music Performance Studies: [Topic]	2	
MUE 326	Foundations of Music Education Enrollment checkpoint	3	
	Credits	**13**	
	Total Credits	**43**	

Course	Title	Credits	Milestones
Third Year			
Fall			
MUS 327	Analysis: [Topic]	3	
MUE 407	Seminar: [Topic] (Band materials)	3	
MUS 395	Band: [Topic]	2	
MUP 365	Music Performance Studies	2	
MUE 392	Instrumental Techniques: [Topic] Flute and clarinet	1	
PSY 202	Mind and Society Social science group-satisfying course	4	
	Credits	**15**	
Winter			
MUE 410	Experimental Course: [Topic] Jazz Methods	3	
MUE 406	Field Studies: [Topic] MUE 410 corequisite	1	
MUS 486	Instrumental Conducting	3	
MUE 387	Teaching Laboratory I MUS 486 corequisite	1	
MUS 395	Band: [Topic]	2	
MUP 365	Music Performance Studies	2	
MUE 392	Instrumental Techniques: [Topic] (Saxophone)	1	
MUE 392	Instrumental Techniques: [Topic] (Percussion)	1	
MUE 432	Music in School and Society	3	
	Credits	**17**	
Spring			
MUE 411	Band Methods	3	
MUE 388	Teaching Laboratory I MUE 411 corequisite	1	
MUE 406	Field Studies: [Topic] MUE 411 corequisite	1	
MUS 395	Band: [Topic]	2	
MUP 365	Music Performance Studies	2	
MUE 392	Instrumental Techniques: [Topic] (Voice)	1	
MUE 392	Instrumental Techniques: [Topic] (Oboe/Bassoon)	1	

Arts and letters group-satisfying course		4
	Credits	**15**
Summer		
MUE 429	Music in Special Education	3
MUE 455	Marching Band Methods	3
	Credits	**6**
	Total Credits	**53**

Course	Title	Credits	Milestones
Fourth Year			
Fall			
MUE 412	Elementary Music Methods	3	
MUE 486	Teaching Laboratory II	1	
MUE 406	Field Studies: [Topic]	1	
MUE 430	Music Classroom Management	3	
MUJ 395	Small Jazz Ensemble: [Topic] (Music education small group)	1	
MUE 392	Instrumental Techniques: [Topic] (String techniques)	1	
Social science group course that satisfies multicultural requirement		4	
Science group-satisfying course		4	
	Credits	**18**	
Winter			
MUE 407	Seminar: [Topic] (Licensure course)	3	
MUS 439	Scoring for Voices and Instruments	3	
MUE 438	Curricular Strategies in Music Education	3	
Arts and letters group-satisfying course		4	
Social science group-satisfying course		4	
	Credits	**17**	
Spring			
MUE 406	Field Studies: [Topic] (Student teaching)	12	
MUE 407	Seminar: [Topic] (Licensure course)	1	
	Credits	**13**	
	Total Credits	**48**	

Bachelor of Music in Music: Jazz Studies

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	
MUJ 180	Jazz Performance Laboratory	2	
MUJ 395	Small Jazz Ensemble: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
MUS 358	Music in World Cultures	4	
	Credits	**17**	
Winter			
MUS 132	Music Theory II	2	
MUS 135	Aural Skills II	2	
MUS 138	Keyboard Skills II	1	
MUJ 181	Jazz Performance Laboratory	2	
MUJ 395	Small Jazz Ensemble: [Topic]	1	
MUP 165	Music Performance Studies: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
WR 121	College Composition I	4	
	Credits	**16**	
Spring			
MUS 133	Music Theory III	2	
MUS 136	Aural Skills III	2	
MUS 139	Keyboard Skills III	1	
MUJ 182	Jazz Performance Laboratory	2	
MUJ 395	Small Jazz Ensemble: [Topic]	1	
MUP 165	Music Performance Studies: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
WR 122	College Composition II	4	
	Credits	**16**	
	Total Credits	**49**	

Course	Title	Credits	Milestones
Second Year			
Fall			
MUS 231	Music Theory IV	2	
MUS 267	Survey of Music History	4	
MUJ 270	Jazz Theory	2	
MUS 395	Band: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
MUJ 391	Jazz Laboratory Band II	1	
	Credits	**15**	
Winter			
MUS 232	Music Theory V	2	
MUS 268	Survey of Music History	4	
MUJ 271	Functional Jazz Piano I	2	
MUJ 273	Jazz Improvisation I	2	
MUJ 391	Jazz Laboratory Band II	1	
MUS 395	Band: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
	Credits	**17**	
Spring			
MUS 233	Music Theory VI	2	
MUS 269	Survey of Music History	4	
MUJ 272	Functional Jazz Piano II	2	
MUJ 274	Jazz Improvisation II	2	
MUJ 391	Jazz Laboratory Band II	1	
MUS 395	Band: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	
MUP 165	Music Performance Studies: [Topic]	2	

Sophomore performance barrier exam		
	Credits	**17**
	Total Credits	**49**

Course	Title	Credits	Milestones
Third Year			
Fall			
MUJ 474	Jazz Repertoire I	3	
MUJ 480	Jazz Arranging I	3	
MUJ 395	Small Jazz Ensemble: [Topic]	2	
MUJ 391	Jazz Laboratory Band II	1	
MUP 365	Music Performance Studies	2	
Science group-satisfying course		4	
	Credits	**15**	
Winter			
MUJ 475	Jazz Repertoire II	3	
MUJ 481	Jazz Arranging II	3	
MUJ 351	History of Jazz, 1940 to Present	4	
MUJ 395	Small Jazz Ensemble: [Topic]	2	
MUJ 391	Jazz Laboratory Band II	1	
MUP 365	Music Performance Studies	2	
	Credits	**15**	
Spring			
MUJ 476	Jazz Repertoire III	3	
MUJ 482	Jazz Arranging III	3	
MUJ 395	Small Jazz Ensemble: [Topic]	2	
MUJ 391	Jazz Laboratory Band II	1	
MUP 365	Music Performance Studies	2	
Social science group-satisfying course		4	
Junior performance barrier exam			
	Credits	**15**	
	Total Credits	**45**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
MUJ 477 or MUJ 483	Advanced Jazz Repertoire I or Advanced Jazz Arranging I	3	
MUJ 395	Small Jazz Ensemble: [Topic]	2	
MUJ 392	Oregon Jazz Ensemble	1	
MUS 394	Chamber Ensemble: [Topic]	1	
Arts and letters group-satisfying course		4	
Science group-satisfying course		4	
	Credits	**15**	
Winter			
MUJ 478 or MUJ 484	Advanced Jazz Repertoire II or Advanced Jazz Arranging II	3	
MUJ 395	Small Jazz Ensemble: [Topic]	2	
MUJ 392	Oregon Jazz Ensemble	2	
MUS 394	Chamber Ensemble: [Topic]	1	
Social science group-satisfying course		4	
Science group-satisfying course		4	
	Credits	**16**	
Spring			
MUJ 479 or MUJ 485	Advanced Jazz Repertoire III or Advanced Jazz Arranging III	3	
MUJ 395	Small Jazz Ensemble: [Topic]	2	
MUJ 392	Oregon Jazz Ensemble	2	
MUS 394	Chamber Ensemble: [Topic]	1	
Arts and letters group-satisfying course		4	
Social science group-satisfying course		4	
Senior recital			
	Credits	**16**	
	Total Credits	**47**	

Bachelor of Music in Music Performance

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	
MUS 396	Orchestra: [Topic]	2	
MUP 270	Music Performance Studies: [Topic]	4	
MUS 358	Music in World Cultures	4	
	Credits	**15**	
Winter			
MUS 132	Music Theory II	2	
MUS 135	Aural Skills II	2	
MUS 138	Keyboard Skills II	1	
MUS 396	Orchestra: [Topic]	2	
MUP 270	Music Performance Studies: [Topic]	4	
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	
MUS 396	Orchestra: [Topic]	2	
MUP 270	Music Performance Studies: [Topic]	4	
WR 122	College Composition II	4	
	Credits	**15**	
	Total Credits	**45**	

Course	Title	Credits	Milestones
Second Year			
Fall			
MUS 231	Music Theory IV	2	
MUS 234	Aural Skills IV	2	
MUS 267	Survey of Music History	4	
MUS 396	Orchestra: [Topic]	2	

MUP 270	Music Performance Studies: [Topic]		4
	Credits		**14**
Winter			
MUS 232	Music Theory V		2
MUS 235	Aural Skills V		2
MUS 268	Survey of Music History		4
MUS 396	Orchestra: [Topic]		2
MUP 270	Music Performance Studies: [Topic]		4
	Credits		**14**
Spring			
MUS 233	Music Theory VI		2
MUS 269	Survey of Music History		4
MUS 396	Orchestra: [Topic]	Enrollment checkpoint	2
MUP 270	Music Performance Studies: [Topic]		4
	Credits		**12**
	Total Credits		**40**

Course	Title	Credits	Milestones
Third Year			
Fall			
MUP 465	Music Performance Studies: [Topic]	4	
MUS 396	Orchestra: [Topic]	2	
Science group-satisfying course		4	
MUS 391	Collegium Musicum	2	
	Credits	**12**	
Winter			
MUP 465	Music Performance Studies: [Topic]	4	
MUP 365	Music Performance Studies	2	
MUS 396	Orchestra: [Topic]	2	
MUJ 351	History of Jazz, 1940 to Present	4	
Arts and letters group-satisfying course		4	
	Credits	**16**	
Spring			
MUS 327	Analysis: [Topic]	3	
MUP 465	Music Performance Studies: [Topic]	4	
MUS 396	Orchestra: [Topic]	2	
MUS 394	Chamber Ensemble: [Topic]	1	
Social science group-satisfying course		4	
Junior recital			
	Credits	**14**	
	Total Credits	**42**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
MUP 465	Music Performance Studies: [Topic]	4	
MUS 396	Orchestra: [Topic]	2	
MUS 394	Chamber Ensemble: [Topic]	1	
Social science group-satisfying course		4	
Science group-satisfying course		4	
	Credits	**15**	
Winter			
MUP 465	Music Performance Studies: [Topic]	4	
MUS 396	Orchestra: [Topic]	2	
MUS 394	Chamber Ensemble: [Topic]	1	
Arts and letters group-satisfying course		4	
Science group-satisfying course		4	
	Credits	**15**	
Spring			
MUP 465	Music Performance Studies: [Topic]	4	
MUS 396	Orchestra: [Topic]	2	
Social science group-satisfying course		4	
Elective course		5	
Senior rectial			
	Credits	**15**	
	Total Credits	**45**	

Graduate Studies

Degrees Offered:

- **Master of Arts in Musicology**
- **Master of Arts in Music Theory**
- **Master of Music in Intermedia Music Technology**
- **Master of Music in Music Composition**
- **Master of Music in Music: Conducting**
- **Master of Music in Music Education**
- **Master of Music in Music: Jazz Studies**
- **Master of Music in Music: Piano Pedagogy**
- **Master of Music in Music Performance**
- **Doctor of Musical Arts in Music Performance**
- **Doctor of Philosophy in Music Composition**
- **Doctor of Philosophy in Music Education**
- **Doctor of Philosophy in Musicology**
- **Doctor of Philosophy in Music Theory**

Certificates Offered:

- **Graduate Certificate in Music Performance**

Graduate Specializations:

- `Collaborative Piano`
- **Historical Performance Practice**
- **Jazz Pedagogy**
- **Music Theory Pedagogy**
- **Violin/Viola Pedagogy**

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. 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.

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.

A recent TOEFL exam is required of all international graduate applicants whose native language is not English. An acceptable score must be reported directly to the Office of Admissions by December 10 in order for the application to be complete. Master's degree applicants from a non-English-speaking country must provide a TOEFL score of 575 or better (paper-based test) or 88 or better (Internet-based test) or an International English Language Testing System (IELTS) score of 7.0. Doctoral degree applicants must provide a TOEFL score of 600 or better (paper-based test) or 100 or better (Internet-based test); or an IELTS score of 7.0.

Master's Degree Admission

All submissions must include the University of Oregon online Graduate Application (https://gradweb.uoregon.edu/online_app/application/guidelines1.asp). Following are additional admission requirements for specific programs:

Degree Program	Continued Enrollment Requirements
MA, Musicology	Résumé; statement of purpose; two research or analysis papers in history or ethnomusicology; recent concert or recital programs (optional); three references
MA, Music Theory	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 GE (written test designed to evaluate part-writing and analysis skills); interview with music theory faculty; three references
MMus, Music Composition	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); three references
MMus, Music: Conducting (Choral, Orchestral, or Wind Ensemble)	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); three references. For conducting audition details, visit pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf
MMus, Intermedia Music Technology	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; three references

MMus, Music: Jazz Studies (Instrumental Performance or Composition-Arranging)	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; three references. 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.
MMus, Music Education	Master's music education applicants must have a baccalaureate degree in music education. Résumé detailing teaching experience and educational background; statement of professional and personal goals; scholarly writing sample; copies of concert or recital programs you have conducted (elementary-general applicants may substitute a sample curriculum in lieu of concert-recital programs); recent video recording of K–12 music teaching and ensemble performances; campus visit and interview with members of the music education faculty is recommended; three references
MMus, Music Performance	Résumé; statement of purpose; research or music analysis paper; repertoire list; recent concert or recital programs; audition (either live or recorded); three references. For current audition requirements and procedures, visit pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf. Saxophone, Piano and Voice 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.
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 audition; three references. Note that any student admitted on the basis of a recorded performance must perform a placement audition upon arrival on campus to begin studies.

Doctoral Degree Admission

All submissions must include the University of Oregon online Graduate Application (https://gradweb.uoregon.edu/online_app/application/guidelines1.asp).

Details are available from the School of Music and Dance graduate office. Following are additional admission requirements for specific programs:

Degree Program	Continued Enrollment Requirements
PhD and DMA, Music Composition	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); three references
PhD, Music Education	Doctoral music education applicants must have at least one degree in music education. Résumé detailing evidence of at least three years of successful full-time music teaching experience in elementary or secondary public school or both; statement of professional and personal goals; scholarly writing sample; copies of concert or recital programs conducted (elementary-general applicants may substitute a sample curriculum in lieu of concert-recital programs); a recent video recording of K–12 music teaching and ensemble performances; an on-campus interview with members of the music education faculty; three references

PhD, Musicology	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); three references
PhD, Music Theory	Curriculum vitae; statement of purpose; 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; recent concert or recital programs (optional); Preliminary Written Exam for Music Theory GE (a written test designed to evaluate part-writing and analysis skills); interview with member of music theory faculty; three references
DMA, Music Performance	Résumé; statement of purpose; research or music analysis paper; repertoire list; recent concert or recital programs; audition; three references. For current audition requirements and procedures, visit pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf. 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. Saxophone, Piano and Voice 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.

Admission Requirements for Graduate Certificate in Music Performance

Applications for admission into the graduate certificate in music performance program are reviewed at the same time as applications for graduate music degree programs. For current audition requirements and procedures, visit pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf (http://catalog.uoregon.edu/music_dance/music/pages.uoregon.edu/music/admission/docs/AudRequireCurrent_Grad.pdf). Saxophone, Piano and Voice applicants must submit a preliminary audition recording by December 10.

To be considered for admission, applicants must hold a bachelor of music degree from an accredited institution and must complete a recorded or live audition. Note that any student admitted on the basis of a recorded performance must perform a placement audition upon arrival on campus to begin studies. For current audition requirements and procedures, see the School of Music and Dance website (https://music.uoregon.edu/).

As with all other graduate certificates, applicants must satisfy minimum admission requirements set by the UO Graduate School.

All submissions must include the University of Oregon Graduate Application, available online (https://gradweb.uoregon.edu/online_app/application/guidelines1.asp).

Entrance Examinations

Before their first term of enrollment, students who are admitted into a graduate music degree program must take the Graduate Entrance Examination in music theory, aural skills, and music history. The outcome of these exams determines whether graduate music students may register for graduate-level music theory and musicology courses or if subsequent courses will be required to meet the proficiency requirement. Students in the graduate certificate in music performance program are not required to meet the Graduate Entrance Examination proficiency level but must pass the Graduate Entrance Examination in order to meet prerequisites to register for graduate-level music theory and musicology classes.

The Graduate Entrance Examination is administered before each fall term during Week of Welcome. Students are required to either pass the GEE or pass required remedial course work in order to meet the proficiency requirement. Students who fail to pass the examination or pass required remedial undergraduate course work by the end of fall term in their second year will be dismissed from the program.

Students who fail the Graduate Entrance Examination in music theory and/or aural skills (i.e., earn a score of less than 70 percent) will be required to take the undergraduate theory placement exam, the undergraduate aural skills placement exam, or both. Based on the results of the placement exams, students will be required to take the appropriate undergraduate music theory and/or aural skills courses to meet the proficiency requirement. Students who are required to take undergraduate core courses in the first and second years of their program may retake the GEE at the beginning of the second year to satisfy the Level IV requirement. For more information, please see the music school's Procedures and Policies (https://blogs.uoregon.edu/gradmus/procedures-policies/).

Students scoring between 50 and 69 percent on the music history portion of the GEE are required to take and pass an additional 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 pass Survey of Music History (MUS 267), Survey of Music History (MUS 268), and Survey of Music History (MUS 269).

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/) webpage.

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.

Doctoral Program Requirements

Comprehensive Examinations

Written and oral comprehensive examinations are taken before advancement to candidacy but after meeting the following conditions:

1. Completion of all course work and additional requirements
2. 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 the comprehensive examination, 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 PhD 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, 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 research area. Members of the dissertation or lecture-document advisory committee typically conduct the final examination; their appointment is subject to approval by the Graduate School.

Music Education Courses

MUE 126. Orientation to Music Education. 1 Credit.
An orientation for first year music education majors, including an overview of music education philosophy and contemporary issues in music education. In addition, an exploration of career opportunities in music education and other fields will be covered.

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 392. Instrumental Techniques: [Topic]. 1 Credit.
Repeatable. Elementary instruction in pedagogy and performance of various instruments. Sections in violin and cello, low brass, high brass, percussion, flute and clarinet, saxophone, oboe and bassoon, and voice. Instrument rental fee.
Prereq: admission to music education.

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.
This course is designed to prepare upper-division music education majors to teach elementary music in public schools. Students will become familiar with basic common pedagogical techniques used in the general music classroom. Lab fee.
Prereq: Admission to music education; admission to the MUP 300 level; 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 432. Music in School and Society. 3 Credits.
Elementary and secondary school music programs, past and present, and their relationships to the communities they serve.

MUE 438. 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 439. Orff-Schulwerk Pedagogy. 3 Credits.
This course is an enhanced pedagogy course designed to prepare preservice students on the elementary track for general music classroom. Students will study the Orff-Schulwerk teaching process; including preliminary play, imitation, exploration, and improvisation. Students will arrange and teach music following the Orff-Schulwerk harmonic sequence.

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 387.

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 459. 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 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 464. Advanced Violin/Viola Pedagogy. 2 Credits.
This course will examine the major violin pedagogy schools with their pertinent somatic counterparts. Teaching practicums will be included.

MUE 465. Somatics for String Players. 1 Credit.
This course will examine somatic (body awareness) in string playing. Human anatomy, performance anxiety, proper breathing, and playing alignment will be addressed. Teaching practicums will be included.

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 472. 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 alternating years.
Prereq: MUE 471; coreq: MUE 409.

MUE 473. 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 alternating years.
Prereq: MUE 472; coreq MUE 409.

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 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.
This course is designed to prepare upper-division music education majors to teach elementary music in public schools. Students will become familiar with basic common pedagogical techniques used in the general music classroom. Lab fee.
Prereq: admission to music education

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 532. Music in School and Society. 3 Credits.
Elementary and secondary school music programs, past and present, and their relationships to the communities they serve.

MUE 538. 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 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 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 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 564. Advanced Violin/Viola Pedagogy. 2 Credits.
This course will examine the major violin pedagogy schools with their pertinent somatic counterparts. Teaching practicums will be included.

MUE 565. Somatics for String Players. 1 Credit.
This course will examine somatic (body awareness) in string playing. Human anatomy, performance anxiety, proper breathing, and playing alignment will be addressed. Teaching practicums will be included.

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]. 1-5 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 611. Qualitative Research in Music Education. 3 Credits.
An introduction to techniques of qualitative research in educational settings in music, with an emphasis on design and analysis, and with a critical review of current research studies in music education. The approaches to case study, ethnography, phenomenology, narrative and practitioner inquiry will be covered.

MUE 612. Quantitative Research in Music Education. 3 Credits.
A focus on quantitative methodology and research in music education, including an introduction to descriptive and inferential statistics. Terminology, methods, and concepts relating to peer-reviewed research will be explored. Students will also have the opportunity to carry out a study using quantitative methods.

MUE 615. Jazz Practicum. 1 Credit.
Students will complete observations of experienced teachers in academic, ensemble, and studio settings, and will receive qualitative feedback from cooperating teachers through short, supervised teaching demonstrations.

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.

MUE 647. Psychology of Music. 3 Credits.
Study of psychological, physiological, and neurological aspects of musical behavior and experience, including acoustics, human hearing, perception and cognition, development and expertise, affective response and preference, unusual abilities.

MUE 649. History of Western Music Education. 3 Credits.
A comprehensive overview of philosophical and historical foundations in music education from antiquity to the present day. It involves not only the study of music education from these perspectives, but general education and policy as well.
Prereq: Graduate Standing

Music Performance Courses

MUP 114. Fundamentals of Music Performance Studies I: [Topic]. 2 Credits.
Beginning-level group instruction for students with little or no previous applied music studies. Repeatable eleven times for a maximum of 24 credits.

MUP 115. Fundamentals of Music Performance Studies II: [Topic]. 2 Credits.
Intermediate-level group instruction for students with only a basic applied music studies background. Repeatable 11 times for a maximum of 24 credits.

MUP 163. Functional Piano. 2 Credits.
Group instruction in functional keyboard skills. Repeatable twice for maximum of 6 credits.
Prereq: MUS 138.

MUP 165. Music Performance Studies: [Topic]. 2 Credits.
Half-hour lessons of studio instruction in music performance. Repeatable 17 times for maximum of 36 credits.
Prereq: Successful audition for studio instructor demonstrating proficiency.

MUP 199. Special Studies: [Topic]. 1-5 Credits.
Recent topics include Breathing Technique and Tuba-Euphonium Routine. Repeatable.

MUP 265. Music Performance Studies: [Topic]. 2 Credits.
One-hour lessons of studio instruction in music performance. Required for BMME freshman and sophomore students. Repeatable eight times for a maximum of 18 credits.
Prereq: Successful audition for studio instructor to demonstrate proficiency.

MUP 270. Music Performance Studies: [Topic]. 4 Credits.
One-hour lessons of studio instruction in music performance. Required for BM-Perf. freshman and sophomore students. Repeatable eight times for a maximum of 36 credits.
Prereq: Successful audition for studio instructor to demonstrate proficiency.

MUP 365. Music Performance Studies. 2 Credits.
One-hour lessons of studio instruction in music performance. Required for BMME juniors and seniors. Repeatable eight times for a maximum of 18 credits.
Prereq: Audition for studio instructor to demonstrate proficiency.

MUP 465. Music Performance Studies: [Topic]. 4 Credits.
One-hour lessons of studio instruction in music performance focusing on degree recital and other significant performance preparation throughout the year. Required for BM-Performance juniors and seniors. Repeatable eight times for a maximum of 36 credits.
Prereq: Successful completion of end of sophomore year checkpoint level-up jury.

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

MUP 635. Music Performance Studies: [Topic]. 2 Credits.
Half-hour lessons of studio instruction in music performance. Intended for graduate-level non-performance, or secondary instrument master's students. Repeatable nine times for a maximum of 20 credits.
Prereq: Audition for studio instructor to demonstrate proficiency.

MUP 650. Music Performance Studies. 2 Credits.
Hour-long lessons of studio instruction in music performance. Open to Jazz Studies master's students. Repeatable nine times for a maximum of 20 credits.
Prereq: Audition for studio instructor to demonstrate proficiency.

MUP 665. Music Performance Studies. 4 Credits.
Hour-long lessons of studio instruction in music performance. Required for performance major master's students. Repeatable nine times for a maximum of 40 credits.
Prereq: Audition for studio instructor to demonstrate proficiency.

MUP 765. Music Performance Studies: [Topic]. 4 Credits.
Hour-long lessons of studio instruction in music performance. Required for DMA Performance students. Repeatable twelve times for a maximum of 52 credits.
Prereq: Audition for studio instructor to demonstrate proficiency.

Music: Jazz Studies 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.
Prereq: MUJ 180

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.
Prereq: MUJ 181

MUJ 199. 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 275. Jazz Composition 1. 2 Credits.
Examination and application of contemporary compositional techniques utilized in jazz and commercial music idioms through the study of blues and simple song forms.
Prereq: MUJ 180, MUJ 181, MUJ 182.

MUJ 276. Jazz Composition II. 2 Credits.
The examination and application of contemporary compositional techniques utilized in jazz and commercial music idioms through the study and composition of simple song forms.
Prereq: MUJ 180, MUJ 181, MUJ 182.

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 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. Repeatable up to six times.
Prereq: audition.

MUJ 395. Small Jazz Ensemble: [Topic]. 1-2 Credits.
Improvisation group. Study current and past small-group jazz performances. Repeatable eleven times for a maximum of 24 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 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

MUJ 440. Jazz Pedagogy Practicum. 3 Credits.
Study of jazz pedagogy through discussion, observation, reading, listening, and practice. Topics include curriculum, rhythm section fundamentals, ensemble rehearsal strategies, and improvisation methods.
Prereq: MUJ 182 or MUJ 270.

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.
Composition, arranging, and performance of works for large and chamber jazz ensembles. Preparation of works for senior degree recitals. Sequence.
Prereq: MUJ 483.

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 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

MUJ 540. Jazz Pedagogy Practicum. 3 Credits.
Study of jazz pedagogy through discussion, observation, reading, listening, and practice. Topics include curriculum, rhythm section fundamentals, ensemble rehearsal strategies, and improvisation methods.

MUJ 574. Jazz Repertoire I. 3 Credits.
Development of professional performance skills in improvisation through the study of traditional jazz repertoire. Sequence.

MUJ 575. Jazz Repertoire II. 3 Credits.
Development of professional performance skills in improvisation through the study of traditional jazz repertoire. Sequence.
Prereq: MUJ 474/MUJ 574.

MUJ 576. Jazz Repertoire III. 3 Credits.
Development of professional performance skills in improvisation through the study of traditional jazz repertoire. Sequence.
Prereq: MUJ 475/MUJ 575.

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 476/MUJ 576.

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 477/MUJ 577.

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 478/MUJ 578.

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. Repeatable up to six times.

MUJ 695. 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.

Music 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 126. Music Theory Fundamentals. 3 Credits.
Introduction to musical notation and basic musical elements, such as staves, clefs, rhythmic values, scales, and chords. Requires no musical background.

MUS 131. Music Theory I. 2 Credits.
Elementary study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence.
Prereq: MUS 134 is prereq or co-req.

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, or satisfactory placement test score.

MUS 133. Music Theory III. 2 Credits.
Elementary study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence.
Prereq: MUS 132, MUS 135, MUS 138, or satisfactory placement test score.

MUS 134. Aural Skills I. 2 Credits.
Elementary ear training through sight singing, dictation, and related activities. Sequence with MUS 135, MUS 136, MUS 234, MUS 235.
Prereq: MUS 131 is prereq or co-req.

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 or satisfactory placement test score.

MUS 136. Aural Skills III. 2 Credits.
Elementary ear training through sight singing, dictation, and related activities. Sequence.
Prereq: MUS 132, MUS 135, MUS 138 or satisfactory placement test score.

MUS 137. Keyboard Skills I. 1 Credit.
Performance of rhythmic patterns, scales, intervals, and chord progressions. Harmonization, transposition, improvisation, and figured bass on the keyboard. Sequence. Keyboard lab fee.
Coreq MUS 131, MUS 134.

MUS 138. Keyboard Skills II. 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 131, MUS 134, MUS 137 or satisfactory placement test score.

MUS 139. Keyboard Skills III. 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 132, MUS 135, MUS 138 or satisfactory placement test score.

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.

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.
Prereq: MUS 155.

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 satisfactory placement test score.

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 or satisfactory placement test score.

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 or satisfactory placement test score.

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 satisfactory placement test score.

MUS 235. Aural Skills V. 2 Credits.
Ear training through sight singing, dictation, and related activities. Sequence.
Prereq: MUS 234 or satisfactory placement test score.

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.
Performance of rhythmic patterns, scales, intervals, and chord progressions. Harmonization, transposition, improvisation, and figured bass on the keyboard. Sequence. Keyboard lab fee.
Prereq: MUS 237.

MUS 239. Keyboard Skills VI. 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 238.

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 263. US Popular Music 1800 to 1930. 4 Credits.
This class examines the origins and development of popular music in the USA from its roots in the 19th century through the 1920s.

MUS 264. US Popular Music 1930 to 1965. 4 Credits.
This class examines the development of popular music in the USA from 1930 to 1965, including swing, blues, and the rise of rock 'n' roll.

MUS 265. US Popular Music 1965 to 2000. 4 Credits.
This class examines the development of popular music in the USA from 1965-2000 by contrasting mainstream rock with various "alternative" genres.

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.

MUS 327. Analysis: [Topic]. 3 Credits.
Techniques of analysis in various types of music. Repeatable up to five times with change of topic.
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 346. Music, Money, and the Law. 4 Credits.
Explores theory and history of relationship between money and music, and corresponding laws that govern and shape that relationship. Topics include copyright, contract rights, media distribution technology, marketing, unions.

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 358. Music in World Cultures. 4 Credits.
Explores 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.
Presents and 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 (Afro-pop)—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.Repeatable up to 6 times.
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. Repeatable eleven times for a maximum of 24 credits.
Prereq: MUS 447 or MUS 448.

MUS 394. Chamber Ensemble: [Topic]. 1-2 Credits.
Participation in a chamber music ensemble. Accompanying, Brass, Chamber Ensemble, Hip-Hop Ensemble, Jazz Guitar Ensemble, Oregon Percussion Ensemble, String Chamber Ensemble, Studio Guitar Ensemble, Trombone Ensemble, Tuba and Euphonium Ensemble, Woodwind Chamber Ensemble. Repeatable 11 times for a maximum of 24 credits.
Prereq: Audition for certain of the chamber ensembles listed above, per instructor. No audition for Brass Chamber Ensemble, String Chamber Ensemble, or Woodwind Chamber Ensemble.

MUS 395. Band: [Topic]. 1-2 Credits.
Participation in a band. Repeatable. Green Garter Band, Oregon Basketball Band, Oregon Marching Band, Oregon Wind Ensemble, UO Campus Band, Oregon Wind Symphony, Yellow Garter Band. Ensemble fee for Oregon Wind Ensemble, Oregon Wind Symphony, UO Campus Band.
Prereq: audition (except UO Campus Band and Oregon Marching Band).

MUS 396. Orchestra: [Topic]. 1-2 Credits.
Participation in an orchestra. University Symphony Orchestra, Campus Orchestra. Ensemble fee. Repeatable 11 times for a maximum of 24 credits.
Prereq: audition (except Campus Orchestra).

MUS 397. Chorus: [Topic]. 2 Credits.
Participation in a choral ensemble. Chamber Choir, Concert Choir, Gospel Singers, Repertoire Singers, University Gospel Choir, University Gospel Ensemble, University Singers, Women's Choir. Ensemble fee. Repeatable.
Prereq: audition or voice screening (except Concert Choir and Gospel Choir).

MUS 398. 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 up to 6 times.
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 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Recent courses include Meditation for Performers and Andean Music Ensemble.

MUS 416. 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.
Prereq: MUS 327.

MUS 417. 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 421. 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: MUP 271 or above.

MUS 422. 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 423. 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 428. Cultures of Musical Celebrity. 3 Credits.
Examines the cultural phenomenon of celebrity among musicians, composers, and audiences from antiquity to the present. Topics include cults, crowds, branding, shrines, and charisma.
Prereq: WR 122 or WR 123.

MUS 430. Tonal Analysis: Linear Prolongational Analysis. 3 Credits.
Introduction to techniques of linear/prolongational analysis; exploration of connections between contrapuntal structures and small musical forms.
Prereq: MUS 327.

MUS 431. Tonal Analysis: Form in Tonal Music. 3 Credits.
Exploration of the analysis of form in music from the Baroque, Classical, and Romantic eras; covers Sonata Theory, form-functional theory, processual approaches to form, and the relationship between formal types and linear structures.
Prereq: MUS 327.

MUS 432. Tonal Analysis: Analysis of Popular Music. 3 Credits.
Exploration of the analysis of popular music, with repertoire from the 1960s to the present; discussion of methodologies adapted from traditional music theory, including form, harmony, meter, and rhythm, as well as more repertoire-specific topics, such as timbre, texture, and lyrics.
Prereq: MUS 327.

MUS 433. Counterpoint. 4 Credits.
Study of modal and tonal counterpoint through analysis and composition: 16th-century sacred polyphony.
Prereq: MUS 233, MUS 236.

MUS 434. Counterpoint. 4 Credits.
Study of modal and tonal counterpoint through analysis and composition: baroque imitative counterpoint.
Prereq: MUS 433.

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 436. World Music Ensemble: [Topic]. 2 Credits.
Students engage the embodied practices and sociocultural contexts of diverse music-dance practices associated with the world music categories specified in the topic.Repeatable once for a maximum of 4 credits.

MUS 437. Documentary Field Recording. 3 Credits.
Field Recording centers around the documentation and discovery of sound sources and their cultural relevance. This can take many forms, but all forms have a common thread: creating a narrative. Use of digital media and recording will contribute soundscapes to enhance the narrative we choose.

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. Repeatable twice for a maximum of 9 credits.
Prereq: MUS 342.

MUS 441. Composition III. 3 Credits.
Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital. Repeatable once for a maximum of 6 credits.
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. Repeatable once for a maximum of 6 credits.
Prereq: MUS 441.

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 maximum of 75 credits.
Prereq: MUS 447, MUS 448, MUS 476.

MUS 446. Music Engraving. 2 Credits.
This skills-oriented course focuses on notation and learning how to professionally engrave music using computers and advanced music notation software.

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. Repeatable once for a maximum of 8 credits.

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. Repeatable once for a maximum of 6 credits.

MUS 450. Sensor Music. 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.
Prereq: MUS 448.

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 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.
This seminar explores current research and foundational texts in the interdisciplinary field of popular music studies.
Prereq: Two from MUS 263, MUS 264, MUS 265.

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 three times for a maximum of 12 credits with no conditions.

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 Techniques I. 3 Credits.
Explores the sequencing, editing, and routing of MIDI and digital audio using a computer. Basic Mac skills recommended. Series with MUS 477 and MUS 478. Repeatable once for a maximum of 6 credits. Laboratory fee.

MUS 477. Digital Audio Workstation Techniques II. 3 Credits.
Explores the principles and techniques of audio mixing, sound design, and music production using a computer. Series with MUS 476 and MUS 478. Repeatable once for a maximum of 6 credits. Laboratory fee.
Prereq: MUS 476.

MUS 478. Digital Audio Workstation Techniques III. 3 Credits.
Explores advanced techniques of mixing, the principles of mastering, and digital distribution using a computer. Series with MUS 476 and MUS 477. Repeatable once for a maximum of 6 credits. Laboratory fee.
Prereq: MUS 476.

MUS 479. Data Sonification. 4 Credits.
Sonification uses non-speech sound to reveal new insights about data, insights that may be missed using visualizations and other graphic representations of data. The course explores developing audio applications for discovery and research and covers work in the fields of data sonification and auditory display.

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 483. Audio Effects Theory and Design. 4 Credits.
Audio effects are common and useful tools used in the recording, mixing, and mastering of music and other sound, as well as in sound design. This course focuses on understanding, designing, and implementing audio effects, and using them for musical projects.

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 406 Fld Prac Public 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 487. Music and Emotion. 4 Credits.
Introduction to the psychological and philosophical study of music and the emotions, with emphasis on cognitive, evolutionary, behavioral, and socio-cultural perspectives.

MUS 488. Analog Recording Techniques. 3 Credits.
Analog Recording using reel to reel tape machines provides students with a unique experience in not only sonic quality, but also artistic and technical decision-making due to the mechanical limitations presented by the analog format.

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. Repeatable.

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 528. Cultures of Musical Celebrity. 3 Credits.
Examines the cultural phenomenon of celebrity among musicians, composers, and audiences from antiquity to the present. Topics include cults, crowds, branding, shrines, and charisma.
Prereq: WR 122 or WR 123.

MUS 530. Tonal Analysis: Linear Prolongational Analysis. 3 Credits.
Introduction to techniques of linear/prolongational analysis; exploration of connections between contrapuntal structures and small musical forms.

MUS 531. Tonal Analysis: Form in Tonal Music. 3 Credits.
Exploration of the analysis of form in music from the Baroque, Classical, and Romantic eras; covers Sonata Theory, form-functional theory, processual approaches to form, and the relationship between formal types and linear structures.

MUS 532. Schenkerian Analysis. 3 Credits.
Analytical techniques, developed by Heinrich Schenker, studied through application to music of all periods and styles. Sequence. Boss, Larson.
Prereq: MUS 4/531.

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 536. World Music Ensemble: [Topic]. 2 Credits.
Students engage the embodied practices and sociocultural contexts of diverse music-dance practices associated with the world music categories specified in the topic.Repeatable once for a maximum of 4 credits.

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. Repeatable twice for a maximum of 9 credits.

MUS 541. Composition III. 3 Credits.
Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital. Repeatable once for a maximum of 6 credits.

MUS 542. Composition III. 3 Credits.
Composition and public performance of works including large or chamber ensembles. Preparation of works for senior recital. Repeatable once for a maximum of 6 credits.

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. Repeatable once for a maximum of 8 credits.

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. Repeatable once for a maximum of 6 credits.

MUS 550. Sensor Music. 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.
Prereq: MUS 448/MUS 558.

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 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 three times for a maximum of 12 credits with no conditions.

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 Techniques I. 3 Credits.
Explores the sequencing, editing, and routing of MIDI and digital audio using a computer. Basic Mac skills recommended. Series with MUS 477 and MUS 478. Repeatable once for a maximum of 6 credits. Laboratory fee.

MUS 577. Digital Audio Workstation Techniques II. 3 Credits.
Explores the principles and techniques of audio mixing, sound design, and music production using a computer. Series with MUS 476 and MUS 478. Repeatable once for a maximum of 6 credits. Laboratory fee.

MUS 578. Digital Audio Workstation Techniques III. 3 Credits.
Explores advanced techniques of mixing, the principles of mastering, and digital distribution using a computer. Series with MUS 476 and MUS 477. Repeatable once for a maximum of 6 credits. Laboratory fee.

MUS 579. Data Sonification. 4 Credits.
Sonification uses non-speech sound to reveal new insights about data, insights that may be missed using visualizations and other graphic representations of data. The course explores developing audio applications for discovery and research and covers work in the fields of data sonification and auditory display.

MUS 580. 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 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 583. Audio Effects Theory and Design. 4 Credits.
Audio effects are common and useful tools used in the recording, mixing, and mastering of music and other sound, as well as in sound design. This course focuses on understanding, designing, and implementing audio effects, and using them for musical projects.

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 maximum of 6 credits.
Prereq: MUP 140 or higher. Coreq: MUE 387, MUE 606 Fld Prac Public School.

MUS 587. Music and Emotion. 4 Credits.
Introduction to the psychological and philosophical study of music and the emotions, with emphasis on cognitive, evolutionary, behavioral, and socio-cultural perspectives.

MUS 588. Analog Recording Techniques. 3 Credits.
Analog Recording using reel to reel tape machines provides students with a unique experience in not only sonic quality, but also artistic and technical decision-making due to the mechanical limitations presented by the analog format.

MUS 590. 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. Repeatable.

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 615. Current Trends in Music Theory. 3 Credits.
Surveys recent and developing trends in the discipline of music theory; includes discussion of writing and research methods.

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 627. Survey of Choral Literature I. 3 Credits.
Survey and analysis of choral repertoire from the Renaissance to the modern era with an emphasis on genres and text settings

MUS 628. Survey of Choral Literature II. 3 Credits.
Survey of sacred and secular choral music from 1450 to the present with an emphasis on an expanded view beyond the traditional canon

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 twice for a maximum of 9 credits 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.
Studio instruction in composition. Repeatable twice for a maximum of 9 credits.
Prereq: MUS 442/MUS 542; coreq: MUS 538.

MUS 641. Advanced Composition Studies. 3 Credits.
Studio instruction in composition. Repeatable twice for a maximum of 9 credits.
Prereq: MUS 640; coreq: MUS 538.

MUS 642. Advanced Composition Studies. 3 Credits.
Studio instruction in composition. Repeatable twice for a maximum of 9 credits.
Prereq: MUS 641; coreq MUS 538.

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.
Develops an advanced understanding of computers and software and how they are used to process digital audio and create musical and mediacompositions. Repeatable with instructor's consent. Laboratory fee. Repeatable up to five times.
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 670. Graduate Seminar in Music: [Topic]. 4 Credits.
Advanced graduate seminars that revolve around a rotating selection of topics in musicology, ethnomusicology, and music theory, emphasizing prominent research and approaches in the field.Repeatable up to ten times for a maximum of 40 credits when topic changes.

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 683. Rhetoric and Music. 4 Credits.
This class is designed as an in-depth study seminar of some important aspects of rhetoric as it applies to pre-World-War-One music.

MUS 684. Musical Iconography. 4 Credits.
In-depth study seminar of the interdisciplinary field that deals with visual representations (iconography) of all themes musical, from musical instruments, to musical notation, portraits of musicians, allegories, instruments as symbols and attributes, and concerts, from the late Middle Ages to the nineteenth century.

MUS 691. 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. Repeatable up to six times.
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. Repeatable eleven times for a maximum of 24 credits.
Prereq: MUS 547, MUS 548.

MUS 694. Chamber Ensemble: [Topic]. 1-2 Credits.
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.
Green Garter Band, Oregon Basketball Band, Oregon Marching Band, Oregon Wind Ensemble, UO Campus Band, UO Symphonic Band, Yellow Garter Band. Ensemble fee for Oregon Wind Ensemble, UO Symphonic Band, UO Campus Band. Repeatable 11 times.
Prereq: audition (except UO Campus Band and Oregon Marching Band).

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.
Chamber Choir, Concert Choir, Gospel Singers, Repertoire Singers, University Gospel Choir, University Gospel Ensemble, University Singers, Women's Choir. Ensemble fee. Repeatable 11 times.
Prereq: audition or voice screening (except Concert Choir and Gospel Choir).

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.

Bachelor of Arts in Music

Students who want a conservatory-style education in music should work toward the bachelor of music (BMus) degree or a music major with the music history and literature concentration, music theory concentration or music technology concentration. The bachelor of arts (BA) and bachelor of science (BS) degrees with the general music concentration or popular music studies concentration are primarily for students who want a broad liberal arts education while majoring in music.

Bachelor of arts degrees require proficiency in a foreign language (see the **Bachelor's Degree Requirements** section of this catalog).

Bachelor of Arts in Music (General Music Concentration)

Code	Title	Credits
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 126	Music Theory Fundamentals	
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 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 [1]	
Select a minimum of 12 credits from the following:		12
MUS 267–269	Survey of Music History [1]	
MUS 125	Understanding Music	
MUS 227	Elements of Electronic Music	
MUS 250	Popular Musics in Global Context	
MUS 264	US Popular Music 1930 to 1965	
MUS 265	US Popular Music 1965 to 2000	
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 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 462	Popular Musics in the African Diaspora	
MUS 470	History of Electroacoustic Music	
MUJ 350	History of Jazz, 1900–1950	
MUJ 351	History of Jazz, 1940 to Present	
Additional musicianship or history and culture credits [2]		4
Performance Studies [3]		6
Ensembles (six different terms)		6-12
Additional credits in music [4]		12
Total Credits		**60-66**

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 of MUP 114, 115 or 165 on one or more instruments. See also, General Limitations in the Registration and Academic Policies (p. 22) 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.

Bachelor of Arts in Music (Music History and Literature Concentration)

Code	Title	Credits
Musicianship		
MUS 131	Music Theory I	2
MUS 132	Music Theory II	2
MUS 133	Music Theory III	2
MUS 134	Aural Skills I	2
At least 8 additional credits of the following:		8
MUS 135	Aural Skills II	

MUS 136	Aural Skills III	
MUS 137	Keyboard Skills I	
MUS 138	Keyboard Skills II	
MUS 139	Keyboard Skills 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	Music Theory IV	
MUS 232	Music Theory V	
MUS 233	Music Theory VI	
MUS 234	Aural Skills IV	
MUS 235	Aural Skills V	
MUS 447	Digital Audio and Sound Design	
MUJ 180	Jazz Performance Laboratory	
MUJ 181	Jazz Performance Laboratory	
MUJ 182	Jazz Performance Laboratory	
MUJ 270	Jazz Theory	
MUJ 271	Functional Jazz Piano I	
MUJ 272	Functional Jazz Piano II	
MUJ 273	Jazz Improvisation I	
MUJ 274	Jazz Improvisation II	
History and Culture		
MUS 451	Introduction to Ethnomusicology	4
Must take one of the following sequences:		12
MUS 263 & MUS 264 & MUS 265	US Popular Music 1800 to 1930 and US Popular Music 1930 to 1965 and US Popular Music 1965 to 2000	
MUS 267 & MUS 268 & MUS 269	Survey of Music History and Survey of Music History and Survey of Music History	
Students must take at least one course from the other history sequence		4
Choose at least 8 more credits from the following: [1]		8
MUS 227	Elements of Electronic Music	
MUS 250	Popular Musics in Global Context	
MUS 270	History of the Blues	
MUS 281	Music of the Woodstock Generation	
MUS 346	Music, Money, and the Law	
MUS 349	American Ethnic and Protest Music	
MUS 351	The Music of Bach and Handel	
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 380	Film: Drama, Photography, Music	
MUS 382	American Musical Theater	
MUS 452	Musical Instruments of the World	
MUS 460	Music and Gender	
MUS 462	Popular Musics in the African Diaspora	
MUS 463	Popular Music Studies	
MUS 470	History of Electroacoustic Music	
MUS 475	History of Opera	
Total Credits		**44**

[1] Must include any upper division credits necessary to reach 24 total upper division credits in Music.

Code	Title	Credits
Core courses for music major degree programs (listed above)		44
Performance Studies [1]		6
Ensemble (at least 6 terms) [2]		6-12
ARH 204–206	History of Western Art I-III	12
MUS 499	Senior Project [3]	3
Three upper-division music literature courses or seminars		9-12
Total Credits		**80-89**

[1] At least three terms of MUP 114, 115, or 165 on one or more instruments. See also, General Limitations in the Registration and Academic Policies (p. 22) section of this catalog.

[2] Students are not required to take performance studies concurrently with large ensemble participation. Ensemble is assigned by placement audition. Any School of Music and Dance performance ensembles. We strongly encourage that majors consider taking at least one term of a non-canonical and/or dance ensembles. See department for list of ensemble options.

[3] Completed under faculty guidance. For details and procedures, consult advisor.

Bachelor of Arts in Music (Music Theory Concentration)

Code	Title	Credits
Core courses for traditional music major degree programs (listed above)		41
Performance Studies [1]		6
Ensemble (three consecutive terms) [2]		6
MUS 327	Analysis: [Topic] (three terms)	9
MUS 433–435	Counterpoint	12
Select three of the following:		9
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:		6-8
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	
Select one of the following:		3-4
MUS 359	Music of the Americas	
MUS 451	Introduction to Ethnomusicology	
MUS 452	Musical Instruments of the World	
MUS 462	Popular Musics in the African Diaspora	
MUS 467	Solo Vocal Music	

MUS 468	Solo Vocal Music	
MUS 470	History of Electroacoustic Music	
MUS 471	Musical Performance Networks	
MUS 475	History of Opera	
MUS 405	Reading and Conference: [Topic] (Junior Colloquium, Senior Colloquium)(two terms)	6
MUS 499	Senior Project (two terms) [3]	6
Total Credits		**104-107**

College Composition III (WR 123) is strongly recommended.

1 At least three terms of MUP 114, 115 or 165 on one or more instruments. See also, General Limitations in the Registration and Academic Policies (p. 22) section of this catalog.

2 Students are not required to take performance studies concurrently with large ensemble participation. Ensemble is assigned by placement audition. For approved ensembles, check the UO catalog

3 Completed under faculty guidance. For details and procedures, consult advisor.

Other Requirements

Demonstrated piano proficiency with three terms of Performance Studies: Piano (MUP 165), with grades of C– or better.

Bachelor of Arts in Music (Popular Music Studies Concentration)

Code	Title	Credits
Musicianship		
MUS 151	Popular Songwriting	4
Select one from the following:		2-4
MUS 131 & MUS 134	Music Theory I and Aural Skills 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:		8-10
MUS 132	Music Theory II [1]	
MUS 133	Music Theory III [1]	
MUS 134–136	Aural Skills I-III	
MUS 137–139	Keyboard Skills I-III	
MUS 142	Popular Piano and Musicianship II [1]	
MUS 447	Digital Audio and Sound Design	
MUJ 181	Jazz Performance Laboratory [1]	
MUJ 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 263	US Popular Music 1800 to 1930	4
MUS 358	Music in World Cultures	4
Select a minimum of 8 credits from the following:		8
MUS 227	Elements of Electronic Music	
MUS 264	US Popular Music 1930 to 1965	
MUS 265	US Popular Music 1965 to 2000	
MUS 270	History of the Blues	
MUS 281	Music of the Woodstock Generation	
MUS 346	Music, Money, and the Law	
MUS 349	American Ethnic and Protest Music	
MUS 359	Music of the Americas	
MUS 360	Hip-Hop Music: History, Culture, Aesthetics	
MUS 363	The Beatles and Their Times	
MUS 380	Film: Drama, Photography, Music	
MUS 382	American Musical Theater	
MUJ 350	History of Jazz, 1900–1950	
MUJ 351	History of Jazz, 1940 to Present	
MUS 462	Popular Musics in the African Diaspora	
MUS 463	Popular Music Studies	
Additional musicianship or history and culture credits [3]		4
Performance Studies [4]		6
Ensembles (four different terms), at least one term chosen from the following:		4-8
MUS 394	Chamber Ensemble: [Topic] (Hip-Hop Ensemble, Latin Jazz 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 391	Jazz Laboratory Band II	
MUJ 392	Oregon Jazz Ensemble	
MUJ 395	Small Jazz Ensemble: [Topic]	
DAN 436	Dema African Performance Ensemble: [Topic]	
Additional credits in music [5]		12
Interdisciplinary studies (at least 8 credits from the following): [6]		8
ACTG 211	Introduction to Accounting I	
AAD 301	Understanding Arts and Creative Sectors	
BA 215	Accounting: Language of Business Decisions	
BA 317	Marketing: Creating Value for Customers	
ENG 241	Introduction to African American Literature	
ENG 260M	Media Aesthetics	
ES 310	Race and Popular Culture: [Topic]	
ES 345M	Music, Politics, and Race [3]	
CINE 230	Remix Cultures	
CINE 268	United States Television History	
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]	
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	
PHYS 152	Physics of Sound and Music	

	PSY 348	Music and the Brain
Total Credits		**64-72**

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, 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.

4 At least three terms of MUP 114, 115 or 165 on one or more instruments. See also, General Limitations in the Registration and Academic Policies (p. 22) section of this catalog.

5 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.

6 See advisor for list of additional preapproved courses.

Bachelor of Music

Students who want a conservatory-style education in music should work toward the bachelor of music (BMus) degree or a music major with the music history and literature concentration, music theory concentration or music technology concentration. The bachelor of arts (BA) and bachelor of science (BS) degrees with the general music concentration or popular music studies concentration are primarily for students who want a broad liberal arts education while majoring in music.

Bachelor of Music in Music: Jazz Studies

Code	Title	Credits
Music Core Requirements		
MUS 131	Music Theory I	2
MUS 132	Music Theory II	2
MUS 133	Music Theory III	2
MUS 231	Music Theory IV	2
MUS 134	Aural Skills I	2
MUS 135	Aural Skills II	2
MUS 136	Aural Skills III	2
MUS 137	Keyboard Skills I	1
MUS 138	Keyboard Skills II	1
MUS 139	Keyboard Skills III	1
Two courses from the following list: [1]		8
MUS 267	Survey of Music History	
MUS 268	Survey of Music History	
MUS 269	Survey of Music History	
MUS 263	US Popular Music 1800 to 1930	
MUS 264	US Popular Music 1930 to 1965	
MUS 265	US Popular Music 1965 to 2000	
One course from the following:		4
MUS 358	Music in World Cultures	
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 462	Popular Musics in the African Diaspora	
Total Credits		**29**

1 At least 4 credits must be from MUS 267-269.

Code	Title	Credits
Core courses for traditional music major degree programs (listed above)		37
Performance Studies (Studio Instruction, Jazz, 9 terms) [1]		18
Performance Studies (Studio Instruction, Classical, 5 terms) [1, 2]		10
MUJ 395	Small Jazz Ensemble: [Topic] (twelve terms)	12-24
Large Jazz Ensemble (Six Terms)		6-12
MUJ 390		
MUJ 391	Jazz Laboratory Band II	
MUJ 392	Oregon Jazz Ensemble	
Classical ensemble—select three terms from the following:		3-6
MUS 394	Chamber Ensemble: [Topic] [3]	
MUS 395	Band: [Topic]	
MUS 396	Orchestra: [Topic]	
MUS 397	Chorus: [Topic]	
MUJ 180–182	Jazz Performance Laboratory	6
MUJ 270	Jazz Theory	2
MUJ 271–272	Functional Jazz Piano I-II	4
MUJ 273–274	Jazz Improvisation I-II	4
MUJ 350	History of Jazz, 1900–1950	4
or MUJ 351	History of Jazz, 1940 to Present	
MUJ 480	Jazz Arranging I	3
MUJ 477	Advanced Jazz Repertoire I	3
MUJ 478	Advanced Jazz Repertoire II	3
MUJ 483	Advanced Jazz Arranging I	3
MUJ 484	Advanced Jazz Arranging II	3
MUJ 481	Jazz Arranging II	3
MUJ 275	Jazz Composition 1	2
MUJ 276	Jazz Composition II	2
MUJ 440	Jazz Pedagogy Practicum	3
Upper-Division Electives		
Select Upper Division courses totalling at least 18 credits from:		18
Courses in the music of other cultures		
Courses in music technology		
Courses in audio recording		
Other music courses [5]		
Senior Recital		
Total Credits		**136-142**

1 Including nine terms of jazz performance studies (at MUP 165 or MUP 365) and five terms of classical performance studies at MUP 165 or MUP 365. Classical and jazz performance studios may be taken concurrently.

[2] For students whose primary instrument is guitar: Three additional terms of MUP 165 or MUP 365 Jazz Performance Studies may be taken in place of Classical Performance Studies. Three terms of Guitar Ensemble or three additional terms of large jazz ensemble may be taken in place of Classical Ensembles.

[3] Chamber Ensemble: [Topic] (MUS 394) with Chamber Ensemble topic only

[4] Optional for students whose primary instrument is percussion.

[5] 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

Code	Title	Credits
Core courses for traditional music major degree programs (listed above)		41
Performance Studies [1]		12
Ensemble (at least nine terms)		18
MUS 327	Analysis: [Topic] (three terms)	9
MUS 240–242	Composition I	9
MUS 340–342	Composition II	9
MUS 440–442	Composition III	9
MUS 384	Introduction to Conducting	2
MUS 430–431	Schenkerian Analysis	6
MUS 433–435	Counterpoint	12
MUS 407	Seminar: [Topic] (Orchestration)	2
MUS 446	Music Engraving	2
Select one of the following:		3-4
MUS 447	Digital Audio and Sound Design	
MUS 448	Interactive Media Performance	
Select one of the following:		2-4
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 [2]		
Total Credits		**134-137**

[1] Music Composition students must take 6 consecutive terms of MUP 165 on piano only, with exceptions allowed by proficiency examination administered by Composition faculty (which may be taken at the end of any of the first five terms of MUP 165 on piano).

[2] 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.

[3] For continued enrollment in the Music Composition major, students must successfully complete the music Core Courses (listed above) with grades of C- or better. They must also successfully complete the Composition I series (MUS 240, 241, 242) with grades of B- or better. Lastly, students may retake only one course in the nine-quarter Composition course sequence (Composition I, II & III series) in which they earn a C+ or lower.

Bachelor of Music in Music Performance

Code	Title	Credits
Core courses for traditional music major degree programs (listed above)		41
Performance Studies [1]		48
Ensemble (at least 12 terms) [2]		24
MUS 327	Analysis: [Topic] (one term)	3
MUS 384	Introduction to Conducting	2
Upper-division MUS electives		5
Junior and senior recitals [3, 4]		
Total Credits		**123**

[1] Six terms at the MUP 270 level and six terms at the MUP 465 level, with concurrent enrollment in assigned ensemble.

[2] For Music Performance majors whose primary instrument is piano, 6 of the 12 required terms of Ensemble must be MUS 394 Accompanying.

[3] Credit may not be earned toward recitals with Reading and Conference: [Topic] (MUS 405).

[4] Pre-recital hearings must be approved at least four weeks before the proposed recital date. For details, consult studio instructor.

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

Code	Title	Credits
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

Code	Title	Credits
Six of the twelve terms of ensemble must be in MUS 394 Chamber Ensemble: Accompanying.		6
MUE 471–473	Piano Pedagogy I-III	7
MUE 409	Practicum: [Topic]	1-4

Harpsichord 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

Our comprehensive undergraduate program will provide you practical experience in the performance skills of teaching, including numerous clinical opportunities in our innovative Teaching Laboratory and in area public schools. Successful completion of the BMME program includes certification of teacher licensure, enabling students to teach in Oregon, throughout the United States, and globally.

Bachelor of Music in Music Education

Code	Title	Credits
Core courses for traditional music major degree programs (listed above)		41
MUS 327	Analysis: [Topic] (one term)	3
Music Education Core		
MUE 126	Orientation to Music Education	1
PSY 202	Mind and Society	4
MUE 326	Foundations of Music Education	3
MUE 406	Field Studies: [Topic] (Practicum Public Schools)	15
MUE 407	Seminar: [Topic] (Student Teaching)	1
MUE 412	Elementary Music Methods	3
MUE 429	Music in Special Education	3
MUE 430	Music Classroom Management	3
MUS 439	Scoring for Voices and Instruments	3
MUE 486	Teaching Laboratory II	1
MUE 432	Music in School and Society	3
MUE 438	Curricular Strategies in Music Education	3
Ensemble, ten terms [1]		19
Performance Studies [2]		18
Band Specialty		
MUE 387	Teaching Laboratory I	1
MUE 388	Teaching Laboratory I	1
MUE 392	Instrumental Techniques: [Topic] (Saxophone Tech)	1
MUE 392	Instrumental Techniques: [Topic] (Flute, Clarinet)	1
MUE 392	Instrumental Techniques: [Topic] (High Brass)	1
MUE 392	Instrumental Techniques: [Topic] (Low Brass)	1
MUE 392	Instrumental Techniques: [Topic] (Oboe, Bassoon)	1
MUE 392	Instrumental Techniques: [Topic] (Percussion)	1
MUE 392	Instrumental Techniques: [Topic] (Strings)	1
MUE 392	Instrumental Techniques: [Topic] (Voice)	1
MUE 407	Seminar: [Topic] (Band Materials)	3
MUE 411	Band Methods	3
MUE 455	Marching Band Methods	3
MUS 486	Instrumental Conducting	3
Choral Specialty		
MUS 155–156	Introduction to Lyric Diction	4
MUE 392	Instrumental Techniques: [Topic] (High Brass OR Low Brass Tech)	1
MUE 392	Instrumental Techniques: [Topic] (Flute/ Clarinet Tech)	1
MUE 392	Instrumental Techniques: [Topic] (Percussion Tech)	1
MUE 392	Instrumental Techniques: [Topic] (High String Tech OR Low String Tech)	1
MUE 386–388	Teaching Laboratory I	3
MUE 413	Secondary Choral Methods	3
MUE 442	Teaching Singing in the Classroom	3
MUS 484	Choral Conducting and Literature	3
MUP 163	Functional Piano	6
Elementary Specialty		
MUE 386–388	Teaching Laboratory I	3
MUE 392	Instrumental Techniques: [Topic] (Flute, Clarinet)	1
MUE 392	Instrumental Techniques: [Topic] (Percussion Tech)	1
MUE 392	Instrumental Techniques: [Topic] (High Brass Tech OR Low Brass Tech)	1
MUE 413	Secondary Choral Methods	3
MUE 420	Contemporary Methods	3

MUE 428	Music for Early Childhood	3
MUE 439	Orff-Schulwerk Pedagogy	3
MUE 442	Teaching Singing in the Classroom	3
MUS 484	Choral Conducting and Literature	3
or MUS 486	Instrumental Conducting	
MUP 163	Functional Piano	6
Strings Specialty		
MUE 392	Instrumental Techniques: [Topic] (High Brass Tech OR Low Brass Tech)	1
MUE 392	Instrumental Techniques: [Topic] (Flute/ Clarinet Tech)	1
MUE 392	Instrumental Techniques: [Topic] (High String Tech)	1
MUE 392	Instrumental Techniques: [Topic] (Low String Tech)	1
MUE 387	Teaching Laboratory I	1
MUE 388	Teaching Laboratory I	1
MUE 392	Instrumental Techniques: [Topic] (Percussion)	1
MUE 392	Instrumental Techniques: [Topic] (Voice)	1
MUE 407	Seminar: [Topic] (String Materials)	3
MUE 456	String Methods	3
MUS 486	Instrumental Conducting	3
Total Credits		**141-148**

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 Six terms at the MUP 265 level and three terms at the MUP 365 level, with concurrent enrollment in assigned ensemble.

Minimum grade requirement of B- will now apply to all coursework towards the MUE degree (not just MUE subject codes). The MUED area and the SOMD Undergraduate Curriculum Committee agreed that the grade of B- should be expanded outward from only MUE courses, to ALL courses a MUED major takes.

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 student teaching
- Continued enrollment in 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 three terms of Functional Piano (MUP 163). 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 three terms 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. String speciality students are also required to complete one term of studio instruction on a secondary string instrument at MUP 265.

The current music education checklist is available from the music undergraduate office.

Bachelor of Science in Music

Students who want a conservatory-style education in music should work toward the bachelor of music (BMus) degree or a music major with the music history and literature concentration, music theory concentration or music technology concentration. The bachelor of arts (BA) and bachelor of science (BS) degrees with the general music concentration or popular music studies concentration are primarily for students who want a broad liberal arts education while majoring in music.

Bachelor of science degrees require competence in mathematics or computer science (see the **Bachelor's Degree Requirements** section of this catalog).

Bachelor of Science in Music (General Music Concentration)

Code	Title	Credits
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 126	Music Theory Fundamentals	
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 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 [1]	
Select a minimum of 12 credits from the following:		12
MUS 267–269	Survey of Music History [1]	

MUS 125	Understanding Music	
MUS 227	Elements of Electronic Music	
MUS 250	Popular Musics in Global Context	
MUS 264	US Popular Music 1930 to 1965	
MUS 265	US Popular Music 1965 to 2000	
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 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 462	Popular Musics in the African Diaspora	
MUS 463	Popular Music Studies	
MUS 470	History of Electroacoustic Music	
MUJ 350	History of Jazz, 1900–1950	
MUJ 351	History of Jazz, 1940 to Present	
Additional musicianship or history and culture credits [2]		4
Performance Studies [3]		6
Ensemble (six different terms)		6-12
Additional credits in music [4]		12
Total Credits		**60-66**

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 of MUP 114, 115 or 165 on one or more instruments. See also, General Limitations in the Registration and Academic Policies (p. 22) 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.

Bachelor of Science in Music (Music Technology Concentration)

Code	Title	Credits
Core courses for traditional music major degree programs (listed above)		37
Performance Studies [1]		6
Classical ensemble (at least three different terms)		6
MUS 393	Oregon Electronic Device Orchestra (three terms)	6
CIS 110	Fluency with Information Technology	4
CIS 111	Introduction to Web Programming	4
CIS 122	Introduction to Programming and Problem Solving	4
MUS 445	Electronic Composition (five terms)	15
MUS 479	Data Sonification	4
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	Music Engraving	
MUS 474–475	History of Opera	
Additional performance studies		
Additional ensembles		
Courses in the music of other cultures		
MUS 499	Senior Project [2]	3
Total Credits		**130**

1 At least three terms of MUP 114, 115 or 165 on one or more instruments. See also, General Limitations in the Registration and Academic Policies (p. 22) 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)

Code	Title	Credits
Musicianship		
MUS 151	Popular Songwriting	4
Select one from the following:		2-4
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:		8-10
MUS 132	Music Theory II [1]	
MUS 133	Music Theory III [1]	
MUS 134–136	Aural Skills I-III	
MUS 137–139	Keyboard Skills I-III	
MUS 142	Popular Piano and Musicianship II [1]	
MUS 447	Digital Audio and Sound Design	
MUJ 181	Jazz Performance Laboratory [1]	

MUJ 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 463	Popular Music Studies	
Select a minimum of 12 credits from the following:		12
MUS 227	Elements of Electronic Music	
MUS 250	Popular Musics in Global Context	
MUS 264	US Popular Music 1930 to 1965	
MUS 265	US Popular Music 1965 to 2000	
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 359	Music of the Americas	
MUS 360	Hip-Hop Music: History, Culture, Aesthetics	
MUS 363	The Beatles and Their Times	
MUS 382	American Musical Theater	
MUS 462	Popular Musics in the African Diaspora	
MUJ 350	History of Jazz, 1900–1950	
MUJ 351	History of Jazz, 1940 to Present	
Additional musicianship or history and culture credits [3]		4
Performance Studies [4]		6
Ensembles (four different terms), at least one term chosen from the following:		4-8
MUS 394	Chamber Ensemble: [Topic] (Hip-Hop Ensemble, Latin Jazz 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]		12
Interdisciplinary studies (at least 8 credits from the following):		8
ACTG 211	Introduction to Accounting I	
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 260M	Media Aesthetics	
ES 310	Race and Popular Culture: [Topic]	
ES 345M	Music, Politics, and Race [3]	
CINE 230	Remix Cultures	
CINE 268	United States Television History	
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	
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.

4 At least three terms of MUP 114, 115 or 165 on one or more instruments. See also, General Limitations in the Registration and Academic Policies (p. 22) section of this catalog.

5 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.

Minors in Music

The School of Music and Dance offers minors in music, music technology, and audio production. 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.

Music Minor Programs

The School of Music and Dance offers minors in music, music technology, and audio production. 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 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).

Code	Title	Credits
Required Courses		**13**
MUS 151	Popular Songwriting	

MUS 476	Digital Audio Workstation Tech I	
MUS 480–481	Audio Recording Techniques I,II	
Elective Courses		**11**
MUS 360	Hip-Hop Music: History, Culture, Aesthetics	
MUS 363	The Beatles and Their Times	
MUS 380	Film: Drama, Photography, Music	
MUS 447	Digital Audio and Sound Design	
MUS 470	History of Electroacoustic Music	
MUS 477	Digital Audio Workstation Tech II	
PHYS 152	Physics of Sound and Music	

Music Minor Programs

The School of Music and Dance offers minors in music, music technology, and audio production. 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 specific courses or categories are required. The minor in Music may not be taken concurrently with any other music degree program. Credits for the minor may be earned by taking any of the following pre-approved 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

Code	Title	Credits
Electronic or Computer Music Applications		
MUS 227	Elements of Electronic Music	4
MUS 446	Music Engraving	2
MUS 447	Digital Audio and Sound Design	4
MUS 448	Interactive Media Performance	3
MUS 450	Sensor Music	3
MUS 470	History of Electroacoustic Music	3
MUS 471	Musical Performance Networks	3
MUS 476–478	Digital Audio Workstation Tech I-III	9
MUS 480–482	Audio Recording Techniques I-III	9
MUS 483	Audio Effects Theory and Design	4
Jazz and Popular Music		
MUJ 350	History of Jazz, 1900–1950	4
MUJ 351	History of Jazz, 1940 to Present	4
MUS 250	Popular Musics in Global Context	4
MUS 264	US Popular Music 1930 to 1965	4
MUS 265	US Popular Music 1965 to 2000	4
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 349	American Ethnic and Protest Music	3
MUS 360	Hip-Hop Music: History, Culture, Aesthetics	4
MUS 363	The Beatles and Their Times	4
MUS 380	Film: Drama, Photography, Music	4
MUS 382	American Musical Theater	4
Performance and Ensemble [1]		
MUJ 390	Jazz Laboratory Band III	1
MUJ 391	Jazz Laboratory Band II	1
MUJ 392	Oregon Jazz Ensemble	1-2
MUJ 395	Small Jazz Ensemble: [Topic]	1-2
MUS 391	Collegium Musicum	1-3
MUS 393	Oregon Electronic Device Orchestra	2
MUS 394	Chamber Ensemble: [Topic]	1
MUS 395	Band: [Topic]	1-2
MUS 396	Orchestra: [Topic]	2
MUS 397	Chorus: [Topic]	2
MUS 398	Opera Workshop	2
MUS 490	Balinese Gamelan	2
MUP courses		
Science of Music		
PHYS 152	Physics of Sound and Music	4
PSY 348	Music and the Brain	4
Theory		
MUS 125	Understanding Music	4
MUS 131–133	Music Theory I-III [2]	6
MUS 134–136	Aural Skills I-III [2]	6
MUS 137–139	Keyboard Skills I-III [2]	3
MUS 141	Popular Piano and Musicianship I	4
MUS 142	Popular Piano and Musicianship II	4
MUS 151	Popular Songwriting	4
Western Art Music		
HUM 300	Themes in the Humanities	4
MUS 267–269	Survey of Music History	12
MUS 351	The Music of Bach and Handel	4
World Music		
MUS 358	Music in World Cultures	4
MUS 359	Music of the Americas	4
MUS 365	Regional Ethnomusicology: [Topic]	4
MUS 367	Survey of African Music	4
MUS 451	Introduction to Ethnomusicology	4
MUS 452	Musical Instruments of the World	4
MUS 462	Popular Musics in the African Diaspora	4

1 A maximum of 12 credits may be applied to the minor, chosen from any combination of courses listed for Performance and Ensemble.

2 It is recommended that Theory, Aural Skills and Keyboard Skills courses be taken concurrently.

Other music courses may be approved by petition to the undergraduate committee.

Music Minor Programs

The School of Music and Dance offers minors in music, music technology, and audio production. 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 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).

Code	Title	Credits
Required Courses		**14**
MUS 227	Elements of Electronic Music	4
MUS 447	Digital Audio and Sound Design	4
MUS 448	Interactive Media Performance	3
MUS 476	Digital Audio Workstation Tech I	3
Elective Courses		
Select a minimum of 10 elective credits from the following courses:		
MUS 265	Rock History, 1965 to Present	4
MUS 360	Hip-Hop Music: History, Culture, Aesthetics	4
MUS 380	Film: Drama, Photography, Music	4
MUS 450	SensorMusik	3
MUS 470	History of Electroacoustic Music	3
MUS 471	Musical Performance Networks	3
MUS 477	Digital Audio Workstation Tech II	3
MUS 480	Audio Recording Techniques I	3
MUS 481	Audio Recording Techniques II	3

Other music courses may be approved by petition to the undergraduate committee.

Master of Arts

The University of Oregon offers a Master of Arts degree in Musicology and Music Theory.

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/) webpage.

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

Code	Title	Credits
Performance Studies, at least three terms		6
Appropriate ensemble, at least three terms		3-6
MUS 503	Thesis	9
MUS 614	Introduction to Musicology	4
Select four of the following:		12
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	
Three Seminars in Music History:		9-12
MUS 507 & MUS 670	Seminar: [Topic] and Graduate Seminar in Music: [Topic]	
One graduate course in ethnomusicology		3-4
One course in music history or enthomusicology, theory, or approved area other than music		3-4
Total Credits		**49-57**

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

Code	Title	Credits
MUS 503	Thesis	9
MUS 530–531	Schenkerian Analysis	6
MUS 516	Post-Tonal Theory I	3
Choose one of the following:		
MUS 533	Counterpoint	
MUS 534	Counterpoint	
MUS 634	Advanced Post-Tonal Theory	3
MUS 670	Graduate Seminar in Music: [Topic]	4
MUE 639	Pedagogy and Practicum: [Topic]	3
MUS 615	Current Trends in Music Theory	3
Select two of the following:		6
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	
Additional theory elective		3
Additional nontheory courses		8
Total Credits		**48**

Language Requirement

Reading proficiency in a second language (usually German), demonstrated by two years of successful undergraduate study or by German for Reading Knowledge. 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 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/) webpage.

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 Music in Intermedia Music Technology

Code	Title	Credits
Two 500-level seminars or courses in music outside the music technology area, approved by an advisor		6-8
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
Completion of 15 credits of the following:		15
MUS 645	Advanced Electronic Composition	
Completion of 4 credits of the following:		4
MUS 693	Oregon Electronic Device Orchestra	
Two nonmusic courses, approved in advance by the advisor		6-8
MUS 579	Data Sonification	4
Total Credits		**56-60**

Additional Requirements

- electroacoustic listening exam—a listening examination covering contemporary and classic works of electroacoustic music literature
- technical exam—a four-hour written examination on theoretical aspects of music technology
- final oral examination—reviewing the terminal project and degree course work

Master of Music in Music Composition

Code	Title	Credits
Appropriate ensemble, at least three terms		3-6
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 548	Interactive Media Performance	
MUS 645	Advanced Electronic Composition	
Select one of the following:		4
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
Two sequences of the following:		18
MUS 640–642	Advanced Composition Studies	
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	3
MUS 503	Thesis [1]	9
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

Students have two ways of meeting the piano proficiency:

1. Six consecutive terms of MUP 165 in piano;

2. Pass the proficiency exam administered by the composition faculty, which may be taken at the end of any of the first five terms of piano lessons (MUP 165).

- 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: Conducting––Choral Emphasis

Code	Title	Credits
MUS 611	Research Methods in Music	3
Performance Studies: Voice, at least three terms		6
MUS 607	Seminar: [Topic] (Choral Conducting)	2
MUS 607	Seminar: [Topic] (Choral Conducting)	2
MUS 607	Seminar: [Topic] (Choral Conducting)	2
MUS 607	Seminar: [Topic] (Choral Literature I)	3
MUS 607	Seminar: [Topic] (Choral Literature II)	3
MUE 609	Practicum: [Topic] (three terms)	6
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 two of the following:		6
MUS 607	Seminar: [Topic] (Master Class in Conducting associated with the Oregon Bach Festival)	
MUS 605	Reading and Conference: [Topic] (OBF Chamber Choir)	
MUS 680–682	Historical Performance Practices I-III	
MUE 542	Teaching Singing in the Classroom	
MUE 639	Pedagogy and Practicum: [Topic] (Choral Conducting or Voice)	
MUS 643–644	Notation of Medieval and Renaissance Music	
MUS 555	Lyric Diction	
MUS 556	Lyric Diction	
Electives in the area of emphasis, chosen in consultation with advisor to bring final total to 54 graduate credits		15
Total Credits		**60**

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

Residence Requirement

Three consecutive terms must be in residence, excluding summer sessions.

Master of Music in Music: Conducting––Orchestral Emphasis

Code	Title	Credits
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:		
MUS 682	Historical Performance Practices III	
Ensemble (three terms) [1]		6
Electives at the 500 level or above in the area of emphasis [2]		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 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)

Code	Title	Credits
MUE 532	Music in School and Society	3
MUE 612	Quantitative Research in Music Education	3
MUE 538	Curricular Strategies in Music Education	3
MUE 649 History of American Music Education		
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	
Music Performance Studies		6-12
MUP 635	Music Performance Studies: [Topic]	
500-level or above music theory, musicology, or ethnomusicology course		3-4
500-level or above music education courses in area of emphasis [1]		12
500 or 600-level or above courses [1]		6
Ensemble, three terms [1]		3-6
Electives [1]		6
Select one of the following:		
MUE 503	Thesis (and oral examination) [2]	
Major project and oral examination [3,4]		
Total Credits		**48-58**

1 Chosen in consultation with advisor.
2 Oral examination covers all music education course work.
3 Course work is 6 credits of Research: [Topic] (MUE 601).

Additional Requirements

As needed, courses in expository writing.

Master of Music in Music: Jazz Studies––Composition-Arranging Emphasis

Code	Title	Credits
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
MUJ 660	Survey of Jazz Composition	3
MUJ 540	Jazz Pedagogy Practicum ((MUJ 440/540 currently in review))	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 [1,2]		12-16
Electives at the 500-level or above to bring final total to 54 graduate credits [3]		11
Total Credits		**54-64**

1 Individualized study and experimental courses do not fulfill this requirement.
2 Seminar and courses must by approved by advisor.
3 Chosen in consultation with an advisor.

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

Both the recital-CD project and lecture-demonstration must have prior approval from the jazz studies committee.

Master of Music in Music: Jazz Studies––Instrumental Performance Emphasis

Code	Title	Credits
MUJ 577–579	Advanced Jazz Repertoire I-III	9
MUS 611	Research Methods in Music	3
MUJ 661	Jazz Program Planning and Development	3
MUJ 540	Jazz Pedagogy Practicum	3
Jazz performance studies		12
To be taken at either MUP 650 or 665		
MUP 665	Music Performance Studies	
MUP 650	Music Performance Studies	
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 [1,2]		12-16
Electives at the 500-level or above to bring final total to 54 graduate credits [3]		3
Total Credits		**54-61**

1 Individualized study and experimental courses do not fulfill this requirement.
2 Seminar and courses must by approved by an advisor.
3 Chosen in consultation with an advisor.

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: Conducting––Wind Ensemble Emphasis

Code	Title	Credits
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	3
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

Code	Title	Credits
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 609	Practicum: [Topic] (three terms)	3
MUE 639	Pedagogy and Practicum: [Topic]	3
MUS 611	Research Methods in Music	3
MUS 650–652	Piano Literature	9
Appropriate ensemble, at least three terms		3-6
Applied Piano Study		12-24
6 terms of MUP 650 or MUP 665 for a total of 12-24 credits		
500-level or above seminars or courses in music history, theory, or literature		6
Music electives at the 500-level or above [1]		3
MUE 601	Research: [Topic] (Final Project) [2]	3
Total Credits		**52-67**

1. Chosen in consultation with an advisor.
2. 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 Requirement

A final oral examination reviewing the project and degree course work.

Master of Music in Music Performance

Options are available in bass, bassoon, cello, clarinet, collaborative piano, euphonium, flute, harp, harpsichord, horn, multiple woodwind or brass, oboe, organ, percussion, saxophone, solo piano, trombone, trumpet, tuba, viola, violin, and voice.

Code	Title	Credits
MUS 611	Research Methods in Music	3
MUP 665	Music Performance Studies [1,2]	24
Appropriate ensemble, at least six terms [3]		9-12
MUS 691	Collegium Musicum [4]	1
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	
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 [5]		3-4
Total Credits		**49-55**

1. During the term of the public recital, enroll in Music Performance Studies (MUP 665)
2. Exception is multiple woodwind or brass instruments option.
3. Exception is voice and multiple woodwind or brass instruments option.
4. Not required for saxophone students.
5. Exceptions are collaborative piano and voice options.

Additional Requirements

Final oral examination with emphasis on history, literature, and pedagogy of the primary performance medium.

Additional Violin and Viola Required Courses:

Code	Title	Credits
MUE 563	Pedagogy Methods: Violin and Viola	2
MUE 564	Advanced Violin/Viola Pedagogy	2
MUE 565	Somatics for String Players	1

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 Wind Symphony
- Voice ensemble options: University Singers, Chamber Choir, Repertoire Singers, Opera Ensemble
- Students studying harpsichord, organ, or harp may enroll in one of the following courses instead of large conducted ensembles:

Code	Title	Credits
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:

Code	Title	Credits
MUS 521–523	The Collaborative Pianist	6
MUS 694	Chamber Ensemble: [Topic] (Accompanying)	3

Students studying collaborative piano must enroll in the following course:

Code	Title	Credits
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 Violin and Viola Required Courses:

Code	Title	Credits
MUE 563	Pedagogy Methods: Violin and Viola	2
MUE 564	Advanced Violin/Viola Pedagogy	2
MUE 565	Somatics for String Players	1

Additional Requirements for Selected Options

Harpsichord

Code	Title	Credits
MUS 605	Reading and Conference: [Topic] (Harpsichord Literature)	3
MUS 650	Piano Literature	3

Multiple Woodwind or Brass Instruments

Code	Title	Credits
MUS 605	Reading and Conference: [Topic] (Wind Instrument Music)	3
Performance Studies, at least 3 credits in each secondary instrument		6
MUE 639	Pedagogy and Practicum: [Topic] (Woodwinds or Brass)	3

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

Code	Title	Credits
MUS 605	Reading and Conference: [Topic] (Organ Literature)	1-4
MUE 639	Pedagogy and Practicum: [Topic] (Organ)	3

Percussion

Code	Title	Credits
Oregon Percussion Ensemble:		6-12
MUS 694	Chamber Ensemble: [Topic] (Oregon Percussion Ensemble)	

Piano

Code	Title	Credits
MUS 650–652	Piano Literature	9

Collaborative Piano

Code	Title	Credits
MUS 155–156	Introduction to Lyric Diction	4
MUS 567–568	Solo Vocal Music	6
MUS 605	Reading and Conference: [Topic]	2
MUP 635	Music Performance Studies: [Topic]	2

Additional Requirements

Two public recitals: consult an advisor for procedures.

Stringed Instruments

Code	Title	Credits
Chamber Ensemble:		3
MUS 694	Chamber Ensemble: [Topic]	

Violin and Viola

Code	Title	Credits
MUE 563	Pedagogy Methods: Violin and Viola	2
MUE 564	Advanced Violin/Viola Pedagogy	2
MUE 565	Somatics for String Players	1

Voice

Code	Title	Credits
MUS 555–556	Lyric Diction	6
MUS 567–568	Solo Vocal Music	6
MUS 574–575	History of Opera	8
MUE 639	Pedagogy and Practicum: [Topic] (Voice)	3

One year of college study in each of the following languages: Italian, French, German.

Doctor of Musical Arts in Music Performance

The School of Music and Dance has the largest full-time, in-residence music faculty on the West Coast north of Los Angeles. The school is grounded in the strength of the traditional canon and fosters the creation and performance of new work.

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/) webpage.

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 residency, graduate employee), 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.

Code	Title	Credits
MUS 611	Research Methods in Music	3
MUS 629	Repertoire and Analysis	3
MUE 641	College Music Teaching	3
Select two of the following:		6
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		**15**

Doctor of Musical Arts in Music Performance

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.

Code	Title	Credits
Two or more seminars or courses in musicology-ethnomusicology or theory at the graduate level		6-8
MUE 639	Pedagogy and Practicum: [Topic]	3
MUP 765	Music Performance Studies: [Topic] (Performance Studies)	24
MUS 607	Seminar: [Topic] (DMA Thesis Organization)	1-5
MUS 650–652	Piano Literature [3]	9
One of the following:		6-18
MUS 601	Research: [Topic] (Lecture, Document)	
MUS 603	Dissertation	
Total Credits		**49-67**

1. DMA students may complete either option.
2. Summer sesión enrollment requires advisor's consent.
3. 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

Code	Title	Credits
MUS 555–556	Lyric Diction	6
MUS 567–568	Solo Vocal Music	6
MUS 575	History of Opera	4
MUS 691	Collegium Musicum (one term)	3
MUP 635	Music Performance Studies: [Topic] (Performance Studies: Harpsichord)	2
MUS 694	Chamber Ensemble: [Topic] (Chamber Ensemble) (3 terms) [2]	3
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

Code	Title	Credits
MUE 528	Music for Early Childhood	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
MUE 647	Psychology of Music	3

Violin/Viola Option

Code	Title	Credits
MUE 563	Pedagogy Methods: Violin and Viola	2
MUE 564	Advanced Violin/Viola Pedagogy	2
MUE 565	Somatics for String Players	1

Data-Driven Instruments Option

Code	Title	Credits
MUS 550	Sensor Music	3
MUS 570	History of Electroacoustic Music	3
MUS 571	Musical Performance Networks	3

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 PhD program in music education are exempt from this requirement.

Ensemble. Students 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 in music performance (collaborative piano option) must enroll in three terms of chamber ensemble accompaniment courses—Chamber Ensemble: [Topic] (MUS 694). Students 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 in voice may substitute Opera Workshop (MUS 698) for chorus.

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 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.

Doctor of Philosophy

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/) webpage.

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 residency, graduate employee), 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.

Code	Title	Credits
Research Methods [1]		3
MUS 629	Repertoire and Analysis [2]	3
MUE 641	College Music Teaching	3
Select two of the following:		6
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 [3]	
Total Credits		**15**

1 MUS 611 for composition, MUS 614 for musicology, MUS 615 for music theory, and MUE 611 and MUE 612 for music education.

2 Music theory students are not required to take MUS 629.

3 Students in composition must take Music in the 20th Century (MUS 665).

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 PhD program in music education are exempt from this requirement.

Ensemble. Students in piano performance must enroll in three terms of piano accompaniment courses [,,]. Students in music performance (collaborative piano option) must enroll in three terms of chamber ensemble accompaniment courses—. Students 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 in voice may substitutefor chorus.

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 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.

Doctor of Philosophy in Music Composition

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.

Code	Title	Credits
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 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]	1
MUE 639	Pedagogy and Practicum: [Topic] (Composition)	3
Two sequences of the following:		18
MUS 640–642	Advanced Composition Studies	
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.). (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

Code	Title	Credits
MUE 612	Quantitative Research in Music Education	3
Graduate Course in Qualitative Research		3-4
MUE 641	College Music Teaching	3
MUE 647	Psychology of Music	3
MUE 649	History of Western Music Education	3
MUE 607	Seminar: [Topic] (Seminar in Music Education)	3
MUE 601	Research: [Topic] (Dissertation Proposal Reseach) [1]	3-6
MUE 603	Dissertation [2]	18
Additional Course Requirements		6-9
Total Credits		**45-52**

[1] Can be taken concurrently with or after comprehensive exam.

[2] Summer session enrollment requires advisor's consent.

Note: Candidates are exempt from nonmusic course requirements (p.) and core language course requirements (p.).

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

Code	Title	Credits
MUS 516	Post-Tonal Theory I	3
MUS 517	Post-Tonal Theory II	3
or MUS 633	Advanced Schenkerian Analysis	
MUS 530	Tonal Analysis: Linear Prolongational Analysis	3
MUS 531	Tonal Analysis: Form in Tonal Music	3
MUS 533	Counterpoint	4
MUS 534	Counterpoint	4
MUS 535	Counterpoint	3-4
or MUS 630	History of Theory I	
MUS 631	History of Theory II	3
MUS 670	Graduate Seminar in Music: [Topic] (Music Theory Seminar)	4
MUS 670	Graduate Seminar in Music: [Topic] (Music Theory Seminar)	4
MUS 670	Graduate Seminar in Music: [Topic] (Music Theory Seminar)	4
MUS 632	History of Theory III	3
MUS 634	Advanced Post-Tonal Theory	3
MUE 639	Pedagogy and Practicum: [Topic]	3
Dissertation		18
MUS 603	Dissertation	
Total Credits		**65-66**

[1] Available during summer session only with advisor's consent.

Additional Requirement

One public lecture (subject to faculty approval) on the University of Oregon campus.

Doctor of Philosophy in Musicology

Code	Title	Credits
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] (Musicology)	3
MUS 643	Notation of Medieval and Renaissance Music	3
Select one of the following:		3
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

Graduate Certificate in Music Performance

The performance certificate in music offers postbaccalaureate students the opportunity to focus deeply on performance studies outside the academic rigors of traditional graduate music degrees.

Graduate Certificate in Music Performance Requirements

The graduate certificate in music performance offers postbaccalaureate students the opportunity to focus deeply on performance studies outside the academic rigors of traditional graduate music degrees. Geared toward performing instrumentalists and singers who plan on full-time careers as soloists, chamber musicians, and/or large ensemble members, the one-year certificate program requires three terms of study in applied lessons, three terms of ensembles, one juried public recital, one regional outreach event, and minimal electives as approved by the student's advisor.

The graduate certificate is a one-year stand-alone program.

Applied lessons: **12 credits** (4 credits each term for three terms, MUP 670–695). Applied lessons consist of one-on-one study with faculty specialists. The music school faculty includes 30 performance members. Students typically receive one hour of private instruction and one to two hours of studio class per week. Studio class includes peers in the same medium and provides the opportunity for weekly performances.

One large ensemble per term: 6 credits. Large ensembles at the music school that are eligible to candidates for the performance certificate include Symphony Orchestra, Oregon Wind Ensemble, Opera Workshop, University Singers, and Chamber Choir. These faculty-directed ensembles typically meet five to 10 hours per week and afford participants critical experience preparing and presenting repertoire invaluable to their future career paths.

One small ensemble per term: 3 credits. Small ensembles at the music school that are eligible to candidates for the performance certificate include Chamber Ensemble (typically two to six players, such as a string quartet) and Collegium Musicum, the study of music repertoire of the Medieval, Renaissance, and Baroque periods through rehearsals and extensive sight-reading of vocal and instrumental repertoire.

Electives, approved by the advisor: 6 credits. Music electives may be taken at the 500 level or above; if the student wishes to take 500- or 600-level theory or musicology courses, they must either pass the graduate music entrance exams or UO School of Music and Dance undergraduate courses as required.

Additional Requirements

- One juried public recital on the UO campus
- One community outreach event in the Northwest region

Code	Title	Credits
Three terms of applied lessons (MUP 665)		12
Three terms of large ensemble chosen from:		6
MUS 695	Band: [Topic] (Oregon Wind Ensemble)	
MUS 696	Orchestra: [Topic]	
MUS 697	Chorus: [Topic] (University Singers or Chamber Choir)	
MUS 698	Opera Workshop	
MUS 521–523	The Collaborative Pianist	
Three terms of small ensemble chosen from:		3
MUS 694	Chamber Ensemble: [Topic]	
MUS 691	Collegium Musicum	
Electives, approved by advisor		6
Electives must be taken at the 500 level or above; students who wish to take 500- or 600-level theory or musicology courses must either pass the graduate music entrance exams or SOMD undergraduate courses as required.		
Total Credits		**27**

Graduate Specializations

Sabrina Madison-Cannon, Dean
541-346-3761
541-346-0723 fax
121 MarAbel B. Frohnmayer Music Building
1225 University of Oregon
Eugene, Oregon 97403-1225

Code	Title	Credits
MUS 521	The Collaborative Pianist	2
MUS 522	The Collaborative Pianist	2
MUS 523	The Collaborative Pianist	2
MUP 650	Music Performance Studies	2
MUP 650	Music Performance Studies	2
MUP 650	Music Performance Studies	2
MUS 567	Solo Vocal Music	3
MUS 568	Solo Vocal Music	3
Total Credits		**18**

Two Chamber Music Recitals

Year One: A 45-60 minute chamber music/art-song recital.

Year Two: A 45-60 minute chamber music/art-song recital.

This specialization is available to all MM Piano Performance, MM Piano Pedagogy, & DMA Piano Performance Majors. Exceptions may be made with permission of the UO SOMD Director of Collaborative Piano

Code	Title	Credits
Choose 1 of the following (total 3 credits):		
MUS 660	Music in the Middle Ages	3
MUS 661	Music in the Renaissance	3
MUS 662	Music in the Baroque Era	3
MUS 663	Music in the Classical Period	3
Choose 2 of the following (total 6 credits):		
MUS 680–682	Historical Performance Practices I-III	9
The following required courses:		
MUS 683: Rhetoric & Music (currently a MUS607 recurring seminar; course change has been submitted to UOCC for approval)		4
MUS 684: Musical Iconography (currently a MUS607 recurring seminar; course change has been submitted to UOCC for approval)		4
MUS 691	Collegium Musicum	1
Total Credits		**18**

Code	Title	Credits
MUJ 540	Jazz Pedagogy Practicum	3
MUJ 661	Jazz Program Planning and Development	3
MUP 635	Music Performance Studies: [Topic] (Three terms required/2 credits each term)	2
MUP 635	Music Performance Studies: [Topic]	2
MUP 635	Music Performance Studies: [Topic]	2
Ensemble Requirements, to be chosen from list		**3**
MUJ 690	Jazz Laboratory Band III	
MUJ 691	Jazz Laboratory Band II	
MUJ 692	Oregon Jazz Ensemble	
MUJ 695	Small Jazz Ensemble: [Topic]	
MUS 694	Chamber Ensemble: [Topic] (Jazz Guitar)	
MUS 694	Chamber Ensemble: [Topic] (Latin Jazz)	

MUE 615	Jazz Practicum (This is the proposed Practicum regularization, which will replace MUE 609)	1
Total Credits		**16**

In addition, students must pass a skills exam testing jazz/commercial music theory and keyboard skills.

Code	Title	Credits
MUE 639	Pedagogy and Practicum: [Topic] (Music Theory Pedagogy)	3
MUS 530	Tonal Analysis: Linear Prolongational Analysis (Course title is changing to: Tonal Analysis: Linear/Prolongational Analysis)	3
MUS 516	Post-Tonal Theory I	3
MUS 615	Current Trends in Music Theory	3
MUS 607	Seminar: [Topic] (MUS 607 is in the process of being regularized. The new number of the course is MUS 670.)	4
Students must also pass a skills exam testing aural musicianship and keyboard skills		

The Graduate Specialization in Violin/Viola Pedagogy will provide violin and viola students in the MM Performance and DMA Performance degrees the opportunity to pursue a cognate in the pedagogy field.

Graduate Specialization in Violin/Viola Pedagogy

Code	Title	Credits
MUE 564	Advanced Violin/Viola Pedagogy	2
MUE 565	Somatics for String Players	1
MUE 563	Pedagogy Methods: Violin and Viola	2
MUE 639	Pedagogy and Practicum: [Topic]	3
MUE 507	Seminar: [Topic]	3
MUS 694	Chamber Ensemble: [Topic]	2
Minimum Required Credits:		16
Select 1 course from the following:		3
MUE 529	Music in Special Education	
MUE 559	Suzuki Pedagogy I (Suzuki Ped I)	
MUE 528	Music for Early Childhood	

Graduate School

Andy Karduna, Interim Vice Provost for Graduate Studies
541-346-5129
Susan Campbell Hall, first floor
1219 University of Oregon
Eugene, Oregon 97403-1219

Graduate Council

The Graduate Council advises and makes recommendations to the dean of the Graduate School on matters pertaining to graduate study at the University of Oregon, including changes or additions to policies and regulations governing graduate study. The council consists of a representative elected committee of 12 faculty members, two students, and the vice provost for graduate studies. 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 in the Graduate Majors and Specializations **(**http://catalog.uoregon.edu/graduatemajors/**)** section of this catalog.

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.

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 via their website (https://admissions.uoregon.edu/other-applicants/postbaccalaureate/) or by telephone, 541-346-3201.

Students who want to earn a graduate degree or graduate certificate are admitted to the Graduate School in accordance with the procedures described in this section.

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, students 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 major department in which they propose to study. International applicants must also submit proof of English language proficiency. Information about requirements may be found online (https://gradschool.uoregon.edu/).

Graduate Classification

Students seeking certificates or advanced degrees are classified as follows:

- Graduate postbaccalaureate
- 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.

A student who has been admitted to a graduate program and wants to change their major must apply for admission to the new major.

Applicants must pay a nonrefundable $70 application fee for domestic applicants or a $90 application fee for international applicants. The Graduate School offers fee waivers and discounts for applicants who meet specific criteria. More information is available here (https://gradschool.uoregon.edu/).

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 University upon application. More information is available here (https://gradschool.uoregon.edu/admissions/how-to-apply/transcripts/).

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) and letters of reference. The applicant should ascertain from the school or department what additional materials, if any, are expected and submit them in the manner described by the department. In some cases, these materials will be collected electronically as part of the online application.

International Applicants

A satisfactory proficiency in the English language is required for admission to the University of Oregon. International applicants must show proof of language proficiency through one of the options outlined here (https://gradschool.uoregon.edu/admissions/how-to-apply/english-proficiency/).

Admission for Graduate Postbaccalaureate Study

Applicants who wish to take graduate coursework but do not intend to pursue a specific graduate degree must apply online.

Instructions are available on the Graduate School website (https://gradschool.uoregon.edu/admissions/how-to-apply/postbaccalaureate/).

Language Requirement for International Graduate Employees

Graduate students who are non-native 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), the speaking component of either the Internet-based TOEFL, or the academic version of the International English Language Testing System (IELTS) test. Graduate employees who do not meet the minimum score for these tests must take the UO Speaking Proficiency English Assessment Kit (SPEAK) Test upon their arrival on campus. More information about the GE language requirement is available on the Graduate School website.

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 (http://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 International Student and Scholar Services via their website (https://international.uoregon.edu/) or by 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

Students are responsible for staying informed about, and complying with, departmental regulations as well as Graduate School regulations.

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 International Student and Scholar Services in the Division of Global Engagement 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. 870)). 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.

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 Portland State University or Oregon State University. 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). 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. Additional information about eligibility and restrictions are available on the Graduate School website. 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 currently has a WRGP program in historic preservation. For information, visit the website (https://archenvironment.uoregon.edu/hp/).

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 represent work 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. Accumulation of more than 7 credits of Incomplete is also considered unsatisfactory. Additional satisfactory progress requirements and procedures may be found on the Graduate School website.

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 transferred in to 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 Research (601) or Terminal Project (609) does not require a petition. Research and terminal project credits require the instructor to submit a Supplementary Grade Report to the Office of the Registrar.

Accumulation of more than 7 credits of Incomplete is considered unsatisfactory. More information about satisfactory academic progress requirements is available on the Graduate School website.

This policy applies to the level of the course and not to the level of the student. An undergraduate student 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 Reinstatement.

On-Leave Status

A graduate student interrupting a study program for one or more terms, excluding summer session, must apply for on-leave status to ensure a place upon return. Only graduate students in good standing are eligible for on-leave status, except by petition and with the support of the student's academic department or program.

The Graduate School must receive the application by the last day of finals week of the term the leave begins. Leave status is granted for a specified period excluding summer session. Students with approved leave status should not use university facilities or faculty or staff services during the on-leave term and therefore need not pay tuition or fees.

On-leave status does not extend the seven-year deadline except when the leave is for the student's serious health or medical condition or for parenting needs during the 12 months immediately following a child's birth or placement in the home.

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. 876) under Doctoral Degrees.

Additional details about on-leave status and how to apply are available on the Graduate School website.

Reinstatement

A graduate student who fails to maintain continuous enrollment or obtain on-leave status is required to file a Petition for Reinstatement form, 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 complete the doctoral residency requirement again. 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 Petition for Reinstatement may result in a change of residency status from resident to nonresident if the student has not maintained residency in Oregon. 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 website.

Graduate Tuition, Fees, and Financial Aid

Tuition and Fees

Graduate tuition varies by program. Please refer to the Office of the Registrar's website for the current tuition and fees schedule: https://registrar.uoregon.edu/tuition-fees/graduate (https://registrar.uoregon.edu/tuition-fees/graduate/).

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 employee (GE) opportunities and research fellowships, training grant stipends, scholarships, work-study, loans, and part-time jobs. GEs are available to qualified graduate students who are enrolled in a graduate degree program. Inquire at the department for specific application deadlines. All GEs—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 collective bargaining agreement. 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 employee (GE) opportunities. Salaries vary by department, and also depend on the student's past degrees and status within their academic program. More information about salary is available on the Graduate School website. The minimum appointment is 0.20 FTE (Full Time Equivalent) and the maximum appointment is .49 FTE. Graduate employees (GEs) must be enrolled in an graduate degree program and must register for and complete a minimum of 9 graduate credits toward the degree each term. Audited courses do not count toward this requirement. 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 GE positions must demonstrate appropriate English language proficiency. See "Language Requirement for International Graduate Employees" 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 website (http://research.uoregon.edu/) for the Office of the Vice President for Research and Innovation.

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. Additional resources for postdoctoral fellows can be found on the Graduate School website.

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. 32**)** 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 International Student and Scholar Services in the Division of Global Engagement.

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 a program of study 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 graded courses taken at the UO and 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 at the University of Oregon.

Students working toward a master's degree with thesis must register for a minimum 9 credits of 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 Program (ISP). 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. 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). Students pursuing two graduate degrees at the same time must file a concurrent degree form, available on the Graduate School website.

Accelerated Master's Programs (AMPs)

The Graduate School offers exceptional undergraduate students in selected majors the opportunity to earn both a bachelor's degree and master's degree in as few as 5 years. Accelerated Master's Programs (AMPs) are for high-achieving undergraduates in participating majors who plan to continue in a master's program. To determine if this is an option in your major, see the list of currently approved AMPs on the Graduate School website.

Each AMP sets its own admission criteria and internal admissions processes. Interested students should inquire with the program offering the AMP regarding admission.

AMP Policies:

- Students must be classified as Juniors or Seniors in order to apply to an AMP.
- AMP students must be classified as Seniors in order to begin taking graduate-level courses.
- AMP students may take up to 16 credits of graduate coursework while classified as senior undergraduates, which will appear on the undergraduate transcript, but may also be used to meet requirements for the master's degree. Students will be charged at the undergraduate rate and retain eligibility for undergraduate scholarships during this transition year.
- Students will be considered undergraduates until the bachelor's degree is conferred, at which point they will be officially admitted as master's students, be charged at the graduate tuition rate, and be eligible for graduate assistantships.
- While classified as undergraduates, even if taking graduate classes, students will be subject to all undergraduate policies, including Academic Standing rules for undergraduate students.
- Students who have been accepted to an accelerated master's program must complete all of their bachelor's degree requirements and graduate within 12 months of the first day of the quarter in which they begin taking graduate courses as part of the accelerated program. Students who fail to do so will undergo a progress review and may be dismissed from the AMP.
- A student who is admitted to an AMP and subsequently decides not to continue into the master's program may still count up to 16 graduate credits earned as an undergraduate toward the bachelor's degree, but they may not use those graduate credits toward a UO graduate degree should they decide to return to the UO at a later date.
- 400-level courses will not be allowed to count toward minimum master's degree requirements, even by petition and even if the associated 500-level course would have been accepted toward master's degree requirements. In the case of a student who has already taken a 400-level course and the corresponding 500-level course is required for the master's degree, the student may be required to take the 500-level course. Once accepted to an accelerated master's program, the designated AMP coordinator for the program should work closely with students to ensure registration in the appropriate graduate-level courses.

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 except when the leave is for the student's serious health or medical condition or for parenting needs during the 12 months immediately following a child's birth or placement in the home.

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 a graduate 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. 869), Continuous Enrollment (p. 870), Graduate Residency (p. 871), and On-Leave Status (p. 870) under General Requirements and Policies.

Transferred Credit

Graduate Credit from Other Institutions

Graduate credit earned while enrolled as a graduate student at another accredited college or university may be counted toward the master's degree under the following conditions:

1. Total transferred credits may not exceed 15 credits
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 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 Wednesday of week 1 of the term in which they want to enroll in the graduate course. The form is available on the Graduate School website. Two options are available for disposition of course credits.

Note: These options do not apply to students participating in an Accelerated Master's Program (AMP). AMP students should refer to Accelerated Master's Program policies for information about taking graduate classes while classified as an undergraduate.

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 further 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.

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 a student earning a graduate certificate may later be counted toward the master's degree (see Other Graduate Classifications (p. 870) 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 website) must be approved for credits completed under these classifications to be applied to degree requirements.

Transfer of Credit for Doctoral Students

There is no formal university transfer credit process for doctoral students. Each program sets its own policy regarding acceptance of transfer credits, and is responsible for tracking how transfer credits fit into departmental degree requirements. Transfer credits can only be used to meet departmental degree requirements; they cannot be used to waive or substitute for minimum Graduate School doctoral degree requirements.

Distinction between MA and MS Degrees

Students pursuing a master of arts (MA) degree must demonstrate competence in a second language. Details of the MA language

requirement are available on the Graduate School website. There is no language requirement for the master of science (MS) and professional master's 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 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 objectives. The number of committee members is determined by the department. The advisor is expected to be a member of the regular faculty, tenured or tenure-track.

Research Compliance

See Research Compliance (p. 874) 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.

Language Requirement	MA only
Minimum GPA	3.00
Minimum thesis credits	9 credits
Time limit for program completion	Seven years
Total credit minimum	45 credits
Registration minimum per term	3 credits
Minimum graded credits taken in residence	24 credits
Minimum 600 level credits in residence	9 credits
Minimum credits in major	30 credits
Minimum credits taken at UO	30 credits

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

Interdisciplinary Studies Program

The Interdisciplinary Studies Program (ISP) 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 two or three approved master's degree programs. Detailed requirements are available on the Graduate School website.

Guidelines in the ISP 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 the different areas of the program
2. The terminal project or thesis consists of 9 credits in either Terminal Project (IST 609) or Thesis (IST 503)
3. At least 30 of the 45 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 two or 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 advisors must be designated as chair. Prior to being offered admission, approval is also required from the department head or director of graduate studies from each department included in the applicant's program of study. Subsequent changes in the program must be approved by both the advisor in the area involved and the ISP director. More information about the ISP 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, college, 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.

The doctoral residency requirement is as follows:

- At least 27 credits of graduate course work toward the doctoral degree must be completed at the University of Oregon while classified as a doctoral student. Course work completed as a UO master's student may count toward the doctoral residency requirement under these circumstances: (1) the master's program is in the same major as the doctoral program; (2) no more than one calendar year has lapsed between the last term of enrollment as a master's student and the start of the doctoral program

- Of these 27 credits, at least 14 credits must be in regular course work—i.e., not in individualized study credits such as Research (601), Reading and Conference (605), and Special Problems (606)
- The 18 required credits in Dissertation (603) do not count toward the residency requirement

Language Requirement

Individual departments or programs 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 department or program offering the degree.

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 or program.

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 PhD student must pass comprehensive examinations (oral, written, or both) or other similar requirements set by the department 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. Students should consult their department's/program's website or graduate handbook for information about requirements for advancing to candidacy.

Within two weeks of the student meeting these requirements, the home department and the student must submit a report via GradWeb 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 website. Doctoral dissertations must be submitted electronically to ProQuest. Copyright registration is optional. Theses and dissertations completed at the University of Oregon will be available in Scholars' Bank, the UO's open-access repository for the intellectual work of its faculty, students, and staff at the University of Oregon.

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 (https://research.uoregon.edu/about/administrative-units/research-compliance-services/). Researchers who want to use animal subjects may obtain protocol forms and procedures from the Animal Welfare Services website (https://aws.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 dissertation committee consists of a minimum of four members, each with a particular role:

- Chair (https://gradschool.uoregon.edu/academics/policies/doctoral/dissertation-committee-policy/#chair)
- 2 Core Members (https://gradschool.uoregon.edu/academics/policies/doctoral/dissertation-committee-policy/#core-members)
- Institutional Representative (https://gradschool.uoregon.edu/academics/policies/doctoral/dissertation-committee-policy/#institutional-rep)
- Note: Committees in Biology, Chemistry and Biochemistry, and Physics also have an Advisor separate from the Chair

The chair and core members are typically from the department awarding the degree and the Institutional Representative 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 must be proposed to the Graduate School no later than six months before the dissertation defense.

A detailed description of the policy on dissertation committees is available on the Graduate School 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 (with some exceptions—see the Graduate School website for details). Remote

attendance policies are under review; refer to the Graduate School website for the most up-to-date policies.

Completion of Dissertation

Within two weeks following the defense of the dissertation but before the dissertation is submitted to the Graduate School, 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 oversight of any remaining minor revisions to the chair. If this is not the case, they should not sign the Certificate of Completion. 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 or college dean), and the committee. 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 residency requirement, the completion of advancement to candidacy requirements, 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 except when the leave is for the student's serious health or medical condition or for parenting needs during the 12 months immediately following a child's birth or placement in the home.

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 recompleting the doctoral residency requirement, advancement to candidacy requirements, or both. Petitions are evaluated case by case and are not automatically granted. Students on seven-year extensions must submit quarterly renewals outlining their progress before they are allowed to register for the next quarter.

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. 870) under General Requirements and Policies.

On-Leave Status

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. The general requirements for residence, dissertation, advancement to candidacy, time limit, and continuous enrollment are the same as for the PhD degree. See the College of Education (p. 674) section of this catalog for details.

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, lecture document, or digital portfolio. 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.

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 27 credits must be completed at the University of Oregon, and of which 18 credits are in Dissertation (603).
4. **Second languages or other specialized knowledge.** Regulations are set by the department, school, or college.
5. **A comprehensive examination or other similar requirements** covering the major discipline advances the student to candidacy for the degree. Advancement to candidacy is completed 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 as well as an Institutional 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.** The approved application for final oral defense must be filed with the Graduate School no later than three weeks before the date of defense.
9. **Dissertation submission and publication.** Dissertations are submitted electronically through ProQuest. Detailed instructions are available on the Graduate School website.
10. **Conferral of degree.** The degree is conferred at end of term in which all degree requirements are satisfied.

11. **Diploma issued.** The diploma is issued by Office of the Registrar approximately 6-10 weeks after the end of the term of degree conferral.

Interdisciplinary Studies Courses

IST 503. Thesis. 1-16 Credits.
Repeatable.

IST 601. Research: [Topic]. 1-16 Credits.
Repeatable.

IST 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

IST 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

IST 606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

IST 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

IST 608. Workshop: [Topic] or Colloquium: [Topic] or Special Topics: [Topic]. 1-16 Credits.
Repeatable.

IST 609. Terminal Project. 1-16 Credits.
Repeatable.

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

Joint Campus Courses

JC 610. Joint Campus Experimental Course: [Topic]. 1-15 Credits.

Knight Campus

Robert Guldberg, Vice President and Robert and Leona DeArmond Executive Director Faculty Affiliate
541-346-2120
The Guldberg Lab

The Phil and Penny Knight Campus for Accelerating Scientific Impact is a $1 billion initiative to fast-track scientific discoveries into innovations that improve the quality of life for people in Oregon, the nation, and the world. The campus creates the intellectual infrastructure to establish Oregon as a center for both research and development, making Oregon a place where companies can start-up, grow, and stay.

Mission: Science advancing society

Vision: Dramatically shorten the timeline between discovery and societal impact through world-class research, training and entrepreneurship in a nimble scientific enterprise.

Goals:

- Redefine the modern research university by fostering world-changing research unfettered by traditional academic boundaries
- Serve as the educational engine driving the new economy of Oregon
- Transform student education through discovery-driven learning
- Engage the public in the excitement and creativity of scientific research
- Foster diverse perspectives and participation in scientific research
- Improve the health and wellbeing of the citizens of Oregon, the nation, and the world

Bioengineering

The Phil and Penny Knight Campus for Accelerating Scientific Impact is a $1 billion initiative to fast-track scientific discoveries into innovations that improve the quality of life for people in Oregon, the nation, and the world. The campus creates the intellectual infrastructure to establish Oregon as a center for both research and development, making Oregon a place where companies can start-up, grow, and stay.

Minor in Bioengineering

Code	Title	Credits
Core Courses		
BIOE 251 & BIOE 252 & BIOE 253	Fundamentals of Bioengineering I and Fundamentals of Bioengineering II and Fundamentals of Bioengineering III	4

BIOE minor interdisciplinary electives

Up to eight credits from this list may be applied towards the upper-division bioengineering minor requirement. Courses used to complete a student's major core requirements may not be applied towards the bioengineering minor elective requirement.

Bioengineering resides at the interface of engineering and the natural sciences, and a thorough knowledge of both is essential for innovation and problem solving in the discipline. The courses below provide an opportunity for students to strengthen their knowledge within their primary discipline in several areas particularly relevant to bioengineering, including: genetics, microbiology, physiology, chemistry, neuroscience, physics and electronics.

Code	Title	Credits
Biology		
BI 320	Molecular Genetics	4
BI 322	Cell Biology	4
BI 326	Immunology and Infectious Disease	4
BI 328	Developmental Biology	4
BI 330	Microbiology	3
BI 331	Microbiology Laboratory	3
BI 353	Sensory Physiology	4
BI 358	Investigations in Medical Physiology	4
BI 360	Neurobiology	4
BI 423	Human Molecular Genetics	4
BI 424	Advanced Molecular Genetics	4
BI 426	Genetics of Cancer	4
BI 427	Molecular Genetics of Human Disease	4
BI 428	Developmental Genetics	4
BI 461	Systems Neuroscience	4
BI 466	Developmental Neurobiology	4
BI 485	Techniques in Computational Neuroscience	4
Chemistry and Biochemistry		
CH 360	Physiological Biochemistry	4
CH 461	Biochemistry	4
CH 462	Biochemistry	4
CH 463	Biochemistry	4
CH 464	RNA Biochemistry	4
CH 465	Physical Biochemistry	4
CH 466	Structural Biochemistry	4
CH 467	Biochemistry Laboratory	4
Physics		
PHYS 351	Foundations of Physics II	4
PHYS 352	Foundations of Physics II	4
PHYS 353	Foundations of Physics II	4
PHYS 362	Biological Physics	4
PHYS 411	Mechanics, Electricity, and Magnetism	4
PHYS 412	Mechanics, Electricity, and Magnetism	4
PHYS 413	Mechanics, Electricity, and Magnetism	4
PHYS 421M	Partial Differential Equations: Fourier Analysis I	4
PHYS 431	Analog Electronics	4
PHYS 432	Digital Electronics	4
PHYS 481	Design of Experiments	4
Human Physiology		
HPHY 321	Human Anatomy I	5
HPHY 322	Human Physiology I	5
HPHY 323	Human Anatomy II	5
HPHY 324	Human Physiology II	5
HPHY 325	Human Anatomy and Physiology III	5
HPHY 362	Tissue Injury and Repair	4
HPHY 381	Biomechanics	4

HPHY 432	Neural Development	4
HPHY 436	Clinical Neuroscience	4

At least 12 upper-division credits must be completed in residence.

The joint OSU-UO PhD program combines an immersive curriculum, impactful research, and targeted professional development to advance science, society, and your career. Joint program students have full access to resources at both UO and OSU, including research facilities and collaborations, coursework, training workshops, and student groups.

Students may choose an advisor or co-advisors from the bioengineering faculty at either UO or OSU.

Doctor of Philosophy in Bioengineering

Code	Title	Credits
Core Course Requirements		
BIOE 611 (UO) or BIOE 511 (OSU)		3
BIOE 612 (UO) or BIOE 512 (OSU)		4
BIOE 613 (UO) or BIOE 513 (OSU)		3
BIOE 614 (UO)		3
BIOE 507 (OSU)		1
BIOE 617 (UO)		1
BIOE 618 (UO) or CBEE 507 (OSU)		1
Elective Course Requirements		15

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
ccsp.uoregon.edu (http://ccsp.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 the Study of Women in Society

Michelle McKinley, Director
541-346-5015
csws.uoregon.edu (http://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.

Committee on the Advancement of Women Chemists

Geri Richmond, Director
coach.uoregon.edu/ (https://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.

Institute for Fundamental Science

Graham Kribs, Director
ifs.uoregon.edu (http://catalog.uoregon.edu/research/ifs.uoregon.edu)

The Institute for Fundamental Science (IFS) is the home at the University of Oregon for research whose primary aim is to understand, explore, and extend the fundamental laws of nature, with an emphasis on the consequences for observable phenomena. The IFS brings together the UO's investigations in experimental and theoretical high energy particle physics, astrophysics and astronomy, and is complemented by a variety of inquiries into other foundational topics.

Institute for a Sustainable Environment

Heidi Huber-Stearns, Director
541-346-0675
sustainable.uoregon.edu (http://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 Ecology and Evolution

Matt Streisfeld, Director
541-346-4532
ie2.uoregon.edu (http://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

Alice Barkan, Director
541-346-5145
molbio.uoregon.edu (http://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

David McCormick, Director
541-346-4556
ion.uoregon.edu/content/institute-neuroscience (https://ion.uoregon.edu/content/institute-neuroscience/)

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.

Materials Science Institute

Darren Johnson, Director
541-346-6442
materialscience.uoregon.edu (http://materialscience.uoregon.edu)

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.

Oregon Advanced Computing Institute for Science and Society

Allen D. Malony, Director
541-346-0534
www.nic.uoregon.edu (http://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.

Oregon Center for Optical, Molecular, and Quantum Science

Steven van Enk, Director
541-346-4528
oco.uoregon.edu (http://oco.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 (http://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
https://oimb.uoregon.edu/

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 (http://cfc.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

Timothy Mason, Manager
541-346-8980
aqacs.uoregon.edu (http://aqacs.uoregon.edu)

Aquatic Animal Care Services provides support for researchers using aquatic and semi-aquatic animal models, primarily fish, to study vertebrate genomics and vertebrate development. The most widely used fish model at the University of Oregon is the zebrafish (*Danio rerio*). Zebrafish research was founded at the University of Oregon in the early 1980's by George Streisinger and has since spread to include thousands of researchers drawn from institutions from around the world.

Center for Advanced Materials Characterization in Oregon

Kurt Langworthy, Director
541-346-3660
camcor.uoregon.edu (http://camcor.uoregon.edu/)

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.

Genomics and Cell Characterization Core Facility

Doug Turnbull, Director
541-346-5170
gc3f.uoregon.edu (https://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

Susan Belcher, Interim Manager
541-346-2546
uogreenhousefacility.uoregon.edu (http://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 (http://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.

Research Advanced Computing Services

Nick Maggio, Director
541-346-6990
hpcf.uoregon.edu (https://hpcf.uoregon.edu/)

Research Advanced Computing Services (formerly the High-Performance Computing Research Core Facility) supports research computing at the University of Oregon by providing large-scale computing resources, performance storage, high-speed data transfer capabilities, and support for data sharing. In addition, it provides consulting services in the computational sciences, training on the use of resources, and supports grant proposals through formal partnerships or by providing letters of support.

Robert and Beverly Lewis Center for Neuroimaging

Fred Sabb, Director
541-346-0337
lcni.uoregon.edu (http://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 (http://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
teacs.uoregon.edu (https://teacs.uoregon.edu/)

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.

Undergraduate Education and Student Success

Undergraduate Education and Student Success, a division of the Office of the Provost, offers programs that enrich the academic life of all undergraduate students. Under the leadership of the vice provost for undergraduate education and student success, 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.

Courses

UGST 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.

UGST 109. First Year Experience: [Topic]. 1 Credit.
Repeatable.

UGST 111. Academic Residential Community—Arts and Letters: [Topic]. 1-4 Credits.
Introduces students to the academic and social aspects of university life and to the discipline of Arts and Letters with a small group environment with Arts and Letters faculty. Repeatable twice for a maximum of 4 credits.

UGST 112. Academic Residential Community—Social Science: [Topic]. 1-4 Credits.
Introduces students to the academic and social aspects of university life and to the discipline of Social Sciences with a small group environment with Social Sciences faculty. Repeatable twice for a maximum of 4 credits.

UGST 113. Academic Residential Community—Science: [Topic]. 1-4 Credits.
Introduces students to the academic and social aspects of university life and to the discipline of Science with a small group environment with Sciences faculty. Repeatable twice for a maximum of 4 credits.

UGST 198. Colloquium: [Topic]. 1-12 Credits.
Repeatable.

UGST 199. Special Studies: [Topic]. 1-4 Credits.
Repeatable.

UGST 200M. Temporary Multilisted Course. 4 Credits.

UGST 298. Temporary Group-Satisfying Course. 4 Credits.
Repeatable when topic changes.

UGST 399. Special Studies: [Topic]. 1-4 Credits.
Repeatable.

UGST 400M. Temporary Multilisted Course. 1-5 Credits.
Repeatable.

UGST 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

UGST 405. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.

UGST 407. Seminar: [Topic]. 1-4 Credits.
Repeatable.

UGST 408. Workshop: [Topic]. 1-4 Credits.
Repeatable.

UGST 409. Practicum: [Topic]. 1-9 Credits.
Repeatable.

UGST 410. Experimental Course. 1-4 Credits.
Repeatable.

UGST 609. Practicum: [Topic]. 1-4 Credits.
Repeatable for a maximum of 6 credits.

Academic Advising

Lori Manson, Director
541-346-3211
541-346-6048 fax
101 Oregon Hall

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 supports students seeking guidance to achieve academic success, working closely with students in academic distress who may need particular assistance in navigating campus resources.

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.

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.

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.

Students are urged to contact the graduate programs of their choice for information about application procedures.

Law, Preparatory Advising

Willie and Donald Tykeson Hall
prelaw.uoregon.edu (https://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 problem solving, critical reading, writing and editing, oral communication and listening, and research. Many law schools advise against a large concentration of courses in vocational training.

The following courses are an example, but not a comprehensive list of what would be appropriate. While these courses are not required for law school admission (but may be required within the undergraduate UO core education curriculum), these courses can serve to make you a more competitive law school applicant.

- College Composition I (WR 121 (http://uocatalog.uoregon.edu/search/?P=WR%20121)), College Composition II (WR 122 (http://uocatalog.uoregon.edu/search/?P=WR%20122)), College Composition III (WR 123 (http://uocatalog.uoregon.edu/search/?P=WR%20123)), Advanced Composition (WR 423 (http://uocatalog.uoregon.edu/search/?P=WR%20423))
- Introduction to Economic Analysis: Microeconomics (EC 201 (http://uocatalog.uoregon.edu/search/?P=EC%20201)), Introduction to Economic Analysis: Macroeconomics (EC 202 (http://uocatalog.uoregon.edu/search/?P=EC%20202))
- Inventing America (HIST 201 (http://uocatalog.uoregon.edu/search/?P=HIST%20201)), Building the United States (HIST 202 (http://uocatalog.uoregon.edu/search/?P=HIST%20202)), American Century (HIST 203 (http://uocatalog.uoregon.edu/search/?P=HIST%20203))
- Introduction to Accounting I (ACTG 211 (http://uocatalog.uoregon.edu/search/?P=ACTG%20211)), Introduction to Accounting II (ACTG 213 (http://uocatalog.uoregon.edu/search/?P=ACTG%20213)), or Accounting: Language of Business Decisions (BA 215 (http://uocatalog.uoregon.edu/search/?P=BA%20215))
- Critical Reasoning (PHIL 103 (http://uocatalog.uoregon.edu/search/?P=PHIL%20103)), Social and Political Philosophy (PHIL 307 (http://uocatalog.uoregon.edu/search/?P=PHIL%20307)), Social and Political Philosophy (PHIL 308 (http://uocatalog.uoregon.edu/search/?P=PHIL%20308)), Logic, Inquiry, and Argumentation (PHIL 325 (http://uocatalog.uoregon.edu/search/?P=PHIL%20325)), Introduction to Philosophy of Law (PHIL 344 (http://uocatalog.uoregon.edu/search/?P=PHIL%20344))
- 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 (J201), Communication Law (J385)
- Courses in psychology and sociology are recommended

Accredited American Bar Association (ABA) law schools in the United States require their applicants to submit scores from the Law School Admission Test (LSAT). The examination is given multiple times a year. 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 student undergraduate GPA from all undergraduate institutions attended. 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 statement(s) of purpose.

Additional information about pre-law advising and law school admission is available from the Law School Admission Council's website (https://www.lsac.org/) and the UO Pre-Law Advising Blog (https://

prelaw.uoregon.edu/). Students who want more information or assistance should speak with a Pre-Law Advisor in Tykeson Hall.

Accessible Education Center

Hilary Gerdes, Senior Director
541-346-1155
541-346-6013 fax
155 Oregon Hall
uoaec@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.

Center for Undergraduate Research and Engagement

Kevin Hatfield, **Assistant Vice Provost for Undergraduate Research and Distinguished Scholarships**
Lanch McCormick, **Director of Student Engagement**
uocure@uoregon.edu

The **Center for Undergraduate Research and Engagement** (CURE) serves as the campus hub for providing comprehensive advising and support for undergraduate exploration of research and experiential learning opportunities both internal and external to the UO.

CURE supports students in all eight undergraduate colleges at UO, taking an expansive definition of research encompassing scholarship and creative work in the sciences, social sciences, arts, humanities, and professional schools. CURE also provides financial support for research experiences, including the **First-Year Research Experience (FYRE) Fellowships** and **Summer Undergraduate Research Fellowships (SURF)**, as well as funding for conference travel to present research and a research emergency fund. CURE also coordinates the annual **Undergraduate Research Symposium** and supports students with research presentations and communications.

Office of Distinguished Scholarships

Kevin Hatfield, **Assistant Vice Provost for Undergraduate Research and Distinguished Scholarships**
Lanch McCormick, **Director of Student Engagement**
dsinfo@uoregon.edu

The **Office of Distinguished Scholarships** (ODS) advises and guides students who are interested in applying to highly competitive national and international awards to support graduate study in the U.S. or abroad, research, public service, and other scholarly pursuits. ODS also coordinates the internal review and endorsement processes for scholarships requiring institutional endorsement.

First-Year Programs

Amy Hughes Giard, Director
541-346-1241
107 Oregon Hall

The University of Oregon's nationally recognized First-Year Programs offer freshmen the opportunity to

- Develop mentor relationships between student and faculty members
- Make connections between academic classes and potential majors or career paths
- Cultivate intellectual curiosity
- Develop a sense of community among students with similar interests and create a sense of belonging
- Connect to vital university resources

First-Year Interest Groups (FIGs)

In a FIG, 20 first-year students jointly take two core education courses and a faculty-led First-Year Experience 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 events. Each group has a First-Year Experience 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 12 credits for the term, and have a term GPA of 3.75 or better. Credits deducted do not count toward the minimum number of credits. Grade changes recorded through the second week of the subsequent term resulting in a change to the term GPA may affect 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 GPA levels for each academic year, determined by rounding the previous five-year running average to the first decimal point. 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

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: $95.

Phi Beta Kappa Society

Kevin Hatfield, President
541-346-1977
pbk.uoregon.edu (http://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: $85.

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

(membership by invitation and application)

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

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 3.00 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. Fee: $90.

Professional Organizations

Alpha Kappa Delta

C. J. Pascoe, Advisor
541-346-1384
cpascoe@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 3.30, 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

Chuck Kalnbach, Advisor
541-346-6164
akpsi@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 3.00 is required for membership. Alpha Kappa Psi stands for the highest ideals of conduct and achievement in university and professional life. Initiation fee: $100.

Asklepiads

Megan Weiler, Advisor
541-346-8035
mweiler@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 on OrgSync (https://orgsync.com/48859/chapter/).

Beta Alpha Psi

Shannon Dolan, Advisor
541-346-9197
sdolan@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. Additional requirements include 10 volunteer hours and 10 professional hours. Initiation fee: $100.

Beta Gamma Sigma

Jonathan Moulton, Advisor
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jmoulton@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 10 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: $75.

Delta Phi Alpha

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 2.70 and a GPA of 3.30 in their upper-division German courses. Initiation fee: $25.

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. Initiation fee: $110. Active dues: $100 per year.

Kappa Tau Alpha

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

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

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

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: $35.

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: $45.

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)
- Frohnmayer Award (fifth-year senior)
- John Moore Scholarship (lesbian, gay, bisexual, and trangender 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
- 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.

Pathway Oregon

Pathway Oregon

Grant Schoonover, Director
541-346-3226
68 Prince Lucien Campbell Hall

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.

McNair Scholars Program

TRIO Student Support Services

TRIO Student Support Services

Tara Parrillo, Director
541-346-3211
101 Oregon Hall

TRIO Student Support Services is a college retention program funded by a federal TRIO Grant. TRIO SSS provides first-generation, low-income students, and students with accommodations through the Accessible Education Center with comprehensive support. Support includes, academic and personal counseling, help understanding student aid and securing financial aid and scholarships, skill-building and financial literacy workshops, career advising, and assistance preparing for and applying to graduate school.

Tutoring and Academic Engagement Center

Grant Schoonover, Director
541-346-3226
413 Knight Library
engage.uoregon.edu (https://engage.uoregon.edu/)

The Tutoring and Academic Engagement Center offers resources and guidance to help students improve their learning and the quality of their course work.

Tutoring

Free tutoring for mathematics and writing is available throughout the week on the fourth floor of Knight Library. Writing tutors offer feedback that aids students in taking the next step in their studies. For math help, tutors clarify concepts in algebra, trigonometry, and calculus. Remote support for math, writing, sciences and language is also available.

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.

Visit https://engage.uoregon.edu/tutoring/ for additional tutoring information.

Class Encore

Small study groups for challenging classes allow students to gather once a week outside of class to practice course concepts and strategies. Peer leaders attend the classes and design collaborative activities for each group meeting. Offerings typically include groups for accounting, biology, chemistry, computer science, and mathematics.

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, memory improvement, speed reading, and more.

Individual Meetings

Learning specialists are available to meet students on an individual basis to discuss specific concerns related to study skills, writing, and math/science as well as provide additional resources that help students reach their educational goals.

Workshops

Throughout the year, the center's Get Savvy program features free workshops on academic success topics such as maximizing time or preparing for midterm examinations that are available throughout the year.

Test Preparation

The center offers preparation for the Graduate Record Examination (GRE) and Medical College Admission Test (MCAT). These fee-based test preparation workshops are designed to help students gain knowledge, skills, practice, and confidence.

Undergraduate Support Program

This 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 UO admission.

Undergraduate Research Symposium

Kevin Hatfield, **Assistant Vice Provost for Undergraduate Research and Distinguished Scholarships**
Lanch McCormick, **Director of Student Engagement**

ugresearch@uoregon.edu

The annual UO Undergraduate Research Symposium celebrates the remarkable contributions undergraduates make to research, scholarship other creative work in a wide range of disciplines. Participation in the Undergraduate Research Symposium empowers undergraduates to share their ideas, discoveries, and artistic work with the campus and community. The event traditionally takes place in May in the EMU in the style of an academic conference and includes all types of academic research presentations--poster and oral presentations, art exhibits, film screenings, and theater, music and dance performances. The symposium is co-chaired by Kevin Hatfield and Nadia Singh, and aspires to engage undergraduates in the research mission of the University of Oregon by supporting the creation and dissemination of knowledge, while inspiring younger undergraduates to seek out research opportunities and removing barriers to interdisciplinary education and discourse. Since its debut in 2011 the Symposium has hosted over 2,500 students from all eight colleges and over 80 majors.

Supplementary Academic Programming

The college experience may not be limited to what is learned solely on the university campus. Continuing and Professional Education 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. Opportunities to study abroad are available through the Division of Global Engagement 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.

Continuing and Professional Education

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

Continuing and Professional Education at the University of Oregon, working in partnership with campus schools and colleges, selected vendors, and national credentialing associations, provides educational opportunities to people seeking instruction and enrichment beyond the traditional campus experience.

Lifelong Learning

Osher Lifelong Learning Institute

osher.uoregon.edu (http://osher.uoregon.edu)

The Osher Institute is part of a national network of more than 120 programs serving seasoned adults in the continued pursuit of knowledge. This noncredit program is designed for adults 50 and older, providing year-round access to a variety of lectures, short courses, peer-led study and discussion groups, educational tours and field trips, and shared interest groups. Annual or six-month registration options are available. The institute has two long standing physical locations in central Oregon and Eugene-Springfield but allows for virtual membership around the state.

Nearly 800 members engage in learning experiences led by institute staff members, independent scholars, community experts, and current or retired university faculty members in an informal classroom setting. Membership is open to all interested adults; a previous affiliation with the University of Oregon is not a requirement of membership.

UO Insight Seminars

uoinsight.uoregon.edu (http://uoinsight.uoregon.edu/)

UO Insight Seminars are short-term, in-depth 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.

Professional Development

Boot Camps

bootcamp.uoregon.edu/

UO Boot Camps are intense, immersive short duration programs offered in four subject areas: Coding, Data Analytics, Cybersecurity, and UX/UI. Boot camps are designed with in-demand market needs and allow students to apply knowledge to solve real-world problems. Courses taught by subject matter practitioners.

Other Services

continue.uoregon.edu/services (https://continue.uoregon.edu/services/)

Administration of 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.

Baker Downtown Center Community Engagement

continue.uoregon.edu/services/meeting.php (https://continue.uoregon.edu/services/meeting.php)

Baker Downtown Center classroom facilities located in downtown Eugene are managed by Continuing and Professional Education, a unit within Student Services and Enrollment Management. Space can be utilized for community engagement events that align with the university and departmental missions and have an education and/or community engagement purpose.

Military Science

LTC Christopher C. Warren
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541-346-2813 fax
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1297 University of Oregon
Eugene, Oregon 97403-1297
mcmahond@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 qualified and 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. Repeatable five times for a maximum of 6 credits.

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. Repeatable once for a maximum of 6 credits.

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. Repeatable five times for a maximum of 6 credits.

MIL 405. Reading and Conference: [Topic]. 1-3 Credits.
Repeatable once.

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.

Study Abroad

Global Education Oregon

geoinfo@uoregon.edu
541-346-3207
300 W Oregon Hall
geo.uoregon.edu (https://geo.uoregon.edu/)

Global Education Oregon (GEO) offers more than 300 study abroad programs in about 70 countries where UO students may take classes, 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. For complete information about all program opportunities, visit geo.uoregon.edu (https://geo.uoregon.edu/).

Internships
UO students may earn academic credit while they gain professional development experience abroad. Internships are open to sophomores, 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.

Scholarships and Finances
Because students are registered at the UO while participating in study abroad programs and international internships, 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, including new scholarships for first-generation college students and students with disabilities.

Distinguished scholarships are also available for students participating in study abroad programs. The Gilman Scholarship supports Pell Grant eligible undergraduate students who are pursuing study abroad experiences, and the Boren Scholarship funds students interested in studying a critical language abroad. In addition to these awards, qualified graduating seniors and graduate students can pursue other distinguished scholarships such as the U.S. Student Fulbright program to support international research, university study, or teaching. For a comprehensive overview of funding options abroad, visit geo.uoregon.edu/scholarships (https://geo.uoregon.edu/scholarships/).

Course Equivalencies
When you participate in a GEO or sponsored study-abroad program, you will receive University of Oregon credit. For complete details, refer to the course equivalency process (https://geo.uoregon.edu/course-equivalency/) and the Office of the Registrar course equivalency database (https://registrar.uoregon.edu/study-abroad-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
cio@uoregon.edu
http://is.uoregon.edu

Information Services provides a variety of campus-wide technology services:

- Duck ID accounts (https://service.uoregon.edu/TDClient/2030/Portal/KB/?CategoryID=6187) and two-step login (https://service.uoregon.edu/TDClient/2030/Portal/KB/?CategoryID=8615)
- Canvas (https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet/?ID=86662), the UO's learning management system
- Email and calendaring (https://service.uoregon.edu/TDClient/2030/Portal/KB/?CategoryID=6111)
- Communications services such as Zoom (https://service.uoregon.edu/TDClient/2030/Portal/KB/?CategoryID=17480) and Microsoft Teams (https://service.uoregon.edu/TDClient/2030/Portal/KB/?CategoryID=12737)
- Collaboration and storage services such as Microsoft Office 365 (https://service.uoregon.edu/TDClient/2030/Portal/KB/?CategoryID=6956), OneDrive (https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet/?ID=33095), and Dropbox (https://service.uoregon.edu/TDClient/2030/Portal/KB/?CategoryID=17687)
- Wi-Fi, Ethernet, and VPN (https://service.uoregon.edu/TDClient/2030/Portal/KB/?CategoryID=6173)
- Computer labs (https://service.uoregon.edu/TDClient/2030/Portal/KB/?CategoryID=6188)
- DuckWeb (https://service.uoregon.edu/TDClient/2030/Portal/Requests/ServiceDet/?ID=19366), the UO's information system for academic and employment records
- Technology Service Desk (https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet/?ID=31704), a help desk for everyone affiliated with the University of Oregon
- UO Service Portal (https://service.uoregon.edu/), a website for students, faculty, and staff to request tech support and find self-help resources

Technology Service Desk

541-346-4357
42 Erb Memorial Union
https://livehelp.uoregon.edu

The Information Services Technology Service Desk (https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet/?ID=31704) ("Tech Desk") helps university-affiliated students, faculty, and staff with their technology needs. Tech Desk services include the following:

- Software troubleshooting
- Duck ID account and password support for all current and retired UO-affiliated persons
- Virus and spyware removal
- Backups and data transfers
- First-level Ethernet and wireless network support
- Guidance about personal computing best practices

The Tech Desk provides remote support 6:00 a.m.–midnight Pacific Time, seven days a week, during the fall, winter, and spring terms, except UO breaks and holidays. Up-to-date information about hours and how to get in-person support is available online (https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet/?ID=31704).

UO Service Portal

https://service.uoregon.edu

The UO Service Portal includes the following:

- Help for Students (https://service.uoregon.edu/TDClient/2030/Portal/Home/?ID=bf51cccd-fd92-4083-b8a3-b47d8a0edb6c) page
- Service catalog (https://service.uoregon.edu/TDClient/2030/Portal/Requests/ServiceCatalog/) containing UO technology service listings, where you can submit help tickets
- Knowledge base (https://service.uoregon.edu/TDClient/2030/Portal/KB/) containing how-to guides, troubleshooting information, and answers to common questions

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. LERC faculty collaborate with academic departments on research, teaching, and public service projects.

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.

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 pre-approval from the LERC faculty.

LERC also offers a GE research position each year to a graduate student working on issues related to labor, employment policy, or worker justice.

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.

Faculty

Mark Brenner, career instructor. BA,1991 Wake Forest University, MA, 1994, The American University, MA, 1997, PhD, 2000 University of California Riverside (2018)

Robert Bussel, professor. BA, 1973, Cornell; MEd, 1983, Rutgers; PhD, 1993, Cornell. (2002)

Sherman Henry, instructor. BA, 2007, National Labor College; MS, 2011, Florida International. (2016) on leave from April 2021-April 2022

Jennifer Hess, associate research professor. BS, 1983, Western Washington; MPH, 1996, Washington (Seattle); PhD, 2004, Oregon. (2002)

Gordon Lafer, professor. BA, 1983, Swarthmore; MA, 1989, MPh, 1992, PhD, 1995, Yale University. (1997)

Emeriti

Barbara Byrd, senior instructor emerita. BA 1971, Rice; MS, 1978, Massachusetts, Amherst; PhD, 1988, Texas, Austin. (1994)

Lynn M. Feekin, senior instructor emerita. BA, 1972, Northern Iowa. (1994)

Margaret J. Hallock, professor emerita. BA, 1969, Southern California; MA, 1971, PhD, 1974, Claremont. (1988)

Steven F. Hecker, associate professor emeritus. BA, 1972, Yale; MS, 1981, Washington (Seattle). (1998)

Helen Moss, senior instructor emerita. BA 1982, San Francisco State; MA, 2001, Portland State. (2000)

Marcus Widenor, associate professor emeritus. BA, 1974, Antioch; MA, 1976, Massachusetts at Amherst. (1983)

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

Libraries

Alicia Salaz, Vice Provost and University Librarian
541-346-3056
541-346-3485 fax
Library Administration, Knight Library
1299 University of Oregon
Eugene, Oregon 97403-1299
libref@uoregon.edu

About the Libraries

The University of Oregon Libraries supports the teaching, learning, and research programs of the university and is open to the general public. The range of support provided to the faculty and students is broad, including

- reference and research assistance
- information literacy and research data management instruction
- access to print, media, and digital collections, including extensive special collections and archives
- interlibrary loan services
- access to computers and electronic resources
- instructional technology support and training
- media-rich classroom facilities
- wireless access

The UO Libraries, an Association of Research Libraries member, houses one of the largest research collections in the Pacific Northwest, with more than 3.3 million titles in its general collection, and serves as many as 50,000 users per week during the fall and winter terms. 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 1,398,000 digital objects and one million digital newspaper pages currently available online.

The UO Libraries is committed to providing a culturally inclusive environment where diversity of thought and expression is valued and respected. With a more global outlook and a focus on equity in service, we strive to create a powerful learning community, a welcoming space where all Library patrons can access the information necessary to achieve their personal and professional goals.

Facilities and Resources

The University of Oregon Libraries comprises seven libraries: Knight Library (the main branch), four on-campus branch libraries, and two off-campus branch libraries. On-campus libraries include the John E. Jaqua Law Library, located in the Knight Law Center; the Allen Price Science

Commons and Research Library, located in the Lorry I. Lokey Science Complex; the Mathematics Library in Fenton Hall; and the Design 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 hours of operation, consult the website (http://library.uoregon.edu).

The libraries provides access to an array of services and technology resources, including technology workshops, scanning equipment, digital cameras, color printers, and desktop computers equipped with production, presentation, and graphics software. The libraries also offers technology-rich and creative spaces such as the Visualization Lab and DeArmond MakerSpace in the Price Science Commons, and the Digital Research, Education, and Media (DREAM) Lab and the Innovate, Design, Aspire (IDEA) Space in Knight Library.

The UO Libraries' website is an excellent starting point from which to explore myriad information resources and services. With robust search capabilities, the website provides access to information on library services and programs and to 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 updated constantly with information about library materials, new books and book orders, and electronic journals. Users can search numerous online periodical indexes, databases, 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 unique digital collections is provided through the website as well.

Services

The UO Libraries' instructional programs include technology workshops, in-class presentations by librarians and archivists, and credit courses on research methods, information access, data management, and digital scholarship. These programs reach more than 22,000 students and faculty members each year.

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 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, and assists researchers with the organization, management, and curation of data.

The staff of the UO Libraries is committed to the principle of equal opportunity in education, research, and service, and strives to ensure that collections, services, and facilities are accessible to all users. For more information, consult the website (http://library.uoregon.edu/library-accessibility/). For assistance or accommodation, please contact a staff member in person at any service desk or by phone, email, or a live chat session. Special accommodation requests may be directed to the Library Administration office staff at 541-346-3056.

Borrowing

Students who are currently enrolled or registered and University of Oregon faculty and staff members may borrow materials from the UO Libraries. They also may 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 often are able to work in areas related to their academic, professional, and personal interests. For more information, contact the library's Human Resources office at 541-346-1898.

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, and carved wooden panels by Arthur Clough. 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, enhance library facilities, purchase new technology, employ student assistants, and preserve Oregon’s rich history. For more information, call the Library Administration office at 541-346-3056.

Faculty

Margaret Alexander, assistant librarian; core systems librarian. BA, 1989, Kenyon College; MLIS, 1995, San Jose State. (2020)

Megan Austin, assistant librarian; law instruction librarian. BA, 1990, Maryland, Baltimore County; JD, 1993, Arizona. (2016)

Alexandra M. Bisio, assistant librarian; lead processing archivist. BA, 2009, Santa Clara; MLIS, MA, 2012, Simmons College. (2017)

Kristin K. Buxton, assistant librarian; science librarian. BS, 1996, Illinois, Urbana-Champaign; MLIS, 2007, Washington (Seattle). (2017)

Damon Campbell, associate librarian; acquisitions librarian. BA, 2004, DePaul; MLIS, 2007, Illinois, Urbana-Champaign. (2013)

Tina S. Ching, associate librarian; law reference librarian. BA, 2001, Willamette; JD, 2004, Oregon; MLIS, 2005, Washington (Seattle). (2017)

Nancy Cunningham, senior librarian; interim associate vice provost and university librarian, research, instruction, and access services. BA, 1983,

San Francisco State; MLIS, 1986, California, Berkeley; MBA, 1997, St. Mary's. (2019)

David de Lorenzo, senior librarian; Giustina Director of Special Collections and University Archives. BA, 1976, Wabash College; MLIS, 1979, Simmons College. (2016)

Katherine S. Donaldson, associate librarian; social sciences–education librarian. BA, 2012, Macalester College; MLIS, 2014, Washington (Seattle). (2016)

David C. Fowler, associate professor; senior librarian; collection management librarian. BA, 1984, Alaska, Anchorage; MLS, 1995, State University of New York, Albany. (2006).

Mary Frances Gaede, associate librarian; director, digital scholarship services. BA, 2011, MS, 2013, Texas, Austin. (2017)

Nathan Georgitis, senior librarian; digital collections librarian. BA, 1996, Brown; MLS, 2000, Simmons College. (2003)

Lauren Goss, assistant librarian; special collections public services librarian. BA, 2011, Oregon; MLIS, 2017, San Jose State. (2020)

Mary C. Grenci, associate librarian; interim director, electronic resources and acquisitions. BMus, 1985, Youngstown State; MMus, 1987, New England Conservatory of Music; MLS, 1995, Southern Connecticut. (1996)

Heghine Hakobyan, associate librarian; Slavic librarian. BA, 1983, Kurgan College of Culture and Enlightenment; MA, 1988, Tyuman State; MLIS, 2003, City University of New York, Queens College. (2007)

Gabriele Hayden, assistant librarian; research data management and reproducibility librarian. BA, 2000, Reed College; PhD, 2016, Yale. (2019)

Ray Henry, senior librarian; director, applications development and integration. BA, 2006, Portland State; MLIS, 2008, Washington (Seattle). (2020)

James “Ryan” Hildebrand, associate librarian; authorities and special collections catalog librarian. BA, 1999, California, Riverside; MLIS, 2002, California, Los Angeles. (2015)

David H. Ketchum, associate librarian; director, access services. BA, 2004, Montana; MLIS, 2008, Southern Mississippi. (2012)

Kathleen M. Lenn, professor; director, research and instructional services. BA, 1983, Eastern Illinois; MLS, 1985, Illinois. (1985)

Linda J. Long, senior librarian; manuscripts librarian. BA, 1978, Seattle; MA, 1979, Case Western; MLS, 1987, Brigham Young. (1997)

Bronwen Maxson, assistant librarian; coordinator, undergraduate engagement and instructional services. BA, 2006, Colorado, Boulder; MLIS, 2013, Denver. (2019)

Kevin McDowell, associate librarian; Japanese studies librarian. BA, 1992, Oregon; MA, 2002, British Columbia; MLIS, 2003, Arizona. (2012)

Kelley C. McGrath, senior librarian; metadata management librarian. BA, 1992, Ohio State; MLS, 1999, Indiana, Bloomington. (2010)

Danielle Mericle, senior librarian; curator of visual materials. BFA, 1998, Georgia; MFA, 2003, Syracuse. (2018)

Victoria S. Mitchell, associate librarian; government information librarian. BS, 1979, California; MSLIS, 1989, Simmons College. (2001)

Austin J. Munsell, assistant librarian; collections manager, special collections and university archives. BA, 2005, Oregon; MLIS, 2014, Washington (Seattle). (2018)

Angus B. Nesbit, senior librarian; law reference librarian. BA, 1984, Maine; MLIS, 1985, Pittsburgh; JD, 1992, Oregon. (1997)

Patrick Patterson, assistant librarian; web services librarian. BA, 1995, Western Michigan; MLIS, 2006, Indiana Bloomington. (2020)

Elizabeth M. Peterson, senior librarian; humanities librarian. BA, 1990, California, Santa Cruz; MLIS, 2002, San Jose State. (2006)

Kelly Christianson Reynolds, associate librarian; law reference librarian. BS, 1997, Washington and Lee; JD, 2000, Brigham Young; MLIS, 2004, North Texas. (2011)

Miriam E. Rigby, senior librarian; social science librarian. BA, 2002, Reed College; MA, 2004, Chicago; MLIS, 2008, Washington (Seattle). (2008)

Lori Proudfit Robare, professor; interim director, cataloging, metadata, and preservation services. BA, 1982, Lewis and Clark; MA, 1986, Monterey Institute of International Studies; MLIS, 1992, California, Berkeley. (1994)

Sarah Seymore, assistant librarian; digital collections metadata librarian. BA, 20011, Seton Hall; MLIS, 2013, Rutgers. (2016)

Ann B. Shaffer, associate librarian; music librarian. BA, 1998, Smith College; MA, MLS, 2004, PhD, ABD, 2008, Indiana, Bloomington. (2011)

Julia C. Simic, associate professor; assistant director, digital scholarship services, digital production, and preservation. BA, 1993, MLS, 1996, Indiana. (2006)

Genifer Snipes, associate librarian; social sciences–business and economics librarian. BA, 2010, Centre College; MLIS, 2012, Illinois, Urbana-Champaign; MS, 2017, West Virginia. (2017)

Jeffrey Staiger, associate librarian; humanities librarian—Romance languages. BA, 1985, Williams College; PhD, 1997, California, MLIS, 2005, Rutgers. (2006)

Erin Passehl Stoddart, associate librarian; interim associate vice provost and university librarian, collection services. BA, 2003, Wisconsin, Madison; MSI, 2007, Michigan, Ann Arbor. (2018)

Rick Stoddart, associate librarian pro tem; library assessment coordinator. BA, 1995, Montana, Missoula; MLIS, 2003, MA, 2005, Alabama, Tuscaloosa; EdD, 2015, Boise State. (2020)

Kathleen P. Stroud, associate librarian; David and Nancy Petrone Map-GIS Librarian. BS, 1988, Pennsylvania State; MLS, 2005, Maryland, College Park. (2011)

Kathryn M. Thornhill, assistant librarian; digital scholarship librarian. BFA, 2009, BA, 2010, Massachusetts, Dartmouth; MLIS, 2013, Simmons College. (2018)

Ilona Tsutsui, associate librarian; team leader, law collections. BS, 1997, Oregon; MLS, 2006, Emporia State. (2008)

Rayne Vieger, assistant librarian; e-learning and open educational resources coordinator. BA, 2009, MLIS, 2011, North Texas. (2019)

Andrew Wang, assistant librarian; art and architecture librarian. BA, 2013, Temple; MA, MLIS, 2017, Indiana. (2020)

Dean P. Walton, associate professor; senior librarian; Lorry I. Lokey Science and Technology Outreach Librarian. BS, 1983, American; PhD, 1990, Georgetown; MLS, 2005, Southern Connecticut State. (2005)

Ann Zeidman-Karpinski, associate professor; senior librarian; Kenneth M. and Kenda H. Singer Science Librarian. BA, 1992, Oberlin; MA, 1996, Rutgers; MLIS, 2002, California, Los Angeles. (2002)

Emeriti

Sara N. Brownmiller, professor emerita. BA, 1974, Incarnate Word; MLS, 1978, Arizona. (1987)

Deborah A. Carver, professor emerita. BA. 1973, Massachusetts; MLS, 1976, North Carolina, Chapel Hll; MPA, 1984, Virginia Charlottesville. (1990)

Lawrence N. Crumb, associate professor emeritus. BA, 1958, Pomona; MA, 1967, Wisconsin, Madison; M.Div., 1961, S.T.M., 1973, Nashotah House. (1978)

J. Richard Heinzkill, professor emeritus. BA, 1955, Saint John's (Collegeville); AMLS, 1964, Michigan, Ann Arbor. (1967)

Dennis R. Hyatt, professor emeritus. BA, 1955, Saint John's (Collegeville); AMLS, 1964, Michigan, Ann Arbor. (1967)

William C. Leonard, professor emeritus. AA, 1958, San Jose City; BS, 1965, MS, 1970, Oregon. (1968)

Howard A. Lindstrom, associate professor emeritus. BS, 1958, Southern Oregon State; MA, 1966, California State, San Jose; EdD, 1987, Oregon. (1987)

Huibert Paul, assistant professor emeritus. BA, 1963, Sophia, Tokyo; MLS, 1965, California, Berkeley. (1965)

K. Keith Richard, professor emeritus. BS, 1958, Oregon College of Education; MS, 1964, MLS, 1971, Oregon. (1972)

George W. Shipman, university librarian and Philip H. Knight Chair 1997–2000 emeritus. BA, 1963, Albion; MA, 1965, Western Michigan; AMLS, 1967, Michigan, Ann Arbor. (1980)

Marcia J. Sigler, assistant professor emerita. BA, 1944, Ohio Wesleyan; BS, 1956, MLS, 1958, California, Berkeley. (1969)

Nancy Slight-Gibney, professor emerita. BA, 1978, MA, 1986, Oregon; MLIS, 1990, Michigan, Ann Arbor. (1993)

Christine L. Sundt, professor emerita. BA, 1969, Illinois, Chicago; MA, 1972, Wisconsin, Madison. (1985)

Bruce Harwood Tabb, associate professor emeritus; special collections librarian. BMus, 1987, Cincinnati; MMus, 1989, Yale; MLS, 1991, Southern Connecticut. (1992)

Edward H. Teague, professor emeritus; director, branch libraries. BFA, 1972, North Carolina, Chapel Hill; MA, 1976, Georgia; MLS, 1978, North Carolina, Chapel Hill. (2011)

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 up to six times.

LIB 407. Seminar: [Topic]. 1-5 Credits.
Topics are Library Resources, Bibliography. Repeatable up to six times.

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

LIB 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable up to six times.

LIB 507. Seminar: [Topic]. 1-5 Credits.
Topics are Library Resources, Bibliography. Repeatable up to six times.

LIB 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable up to six times.

LIB 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable up to six times.

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 (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

Code	Title	Credits
WR 121	College Composition I	4
WR 122	College Composition II	4
MATH 111	College Algebra	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

The Center for Multicultural Academic Excellence sponsors the Reach for Success middle school visitation program, a multicultural Awards and Graduation Ceremony, and multicultural speakers and presenters. The office also provides technical, advisory, and financial support of student organizations, and it enhances the new student experience by participating in IntroDUCKtion, Week of Welcome activities, Duck Days, and a fall orientation retreat for new students of color.

Services are free. All students, in particular those historically underrepresented, are encouraged to use the center.

Museums

Jordan Schnitzer Museum of Art

John Weber, Executive Director
541-346-0972
541-346-0976 fax
1430 Johnson Lane
1223 University of Oregon
Eugene, Oregon 97403-1223
jsma.uoregon.edu (http://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.

Opened 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, Executive Director
541-346-3024
541-346-5334 fax
1680 E. 15th Ave.
1224 University of Oregon
Eugene, Oregon 97403-1224
mnch.uoregon.edu (https://mnch.uoregon.edu/)

The Museum of Natural and Cultural History is a place for making connections—to each other, to our past, and to our future. It's a place for digging into science, celebrating culture, and joining together to create a just and sustainable world.

A center of interdisciplinary research and education, the museum is a resource for teaching, learning, and connecting at the University of Oregon. Throughout the year, students conduct research, tour collections, and complete internships and participatory learning experiences at the museum. The MNCH is also home to a vibrant student club that enhances student life through a variety of events and social gatherings throughout the year. Each year, courses in anthropology, biology, geology, 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. Graduate students and visiting scholars use the collections for research leading to theses, dissertations, and other publications or reports.

As the state's official repository for publicly owned anthropological and paleontological collections, the museum works closely with Oregon tribes and safeguards hundreds of thousands of significant artifacts —including 10,000-year-old sagebrush bark sandals from Fort Rock Cave. The museum is also home to the Condon Collection of Fossils, Oregon's premier paleontological research collection. Museum exhibits focus on Pacific Northwest geology, archaeology, Native American cultures, traditional cultures worldwide, and social and environmental justice. Offering tours and educational activities for children, families, and community groups, the museum serves school districts and a wide variety of community groups across the state. The museum annually welcomes more than 30,000 visitors and serves another 20,000 Oregonians through its statewide outreach programs. A winner of the 2018 National Medal for Museum and Library Service (https://www.imls.gov/issues/national-

initiatives/national-medal-museum-and-library-service/2018-medals/), the museum is fully accredited by the American Alliance of Museums (http://www.aam-us.org/home/), distinguishing it as one of the very best museums in the nation.

Admission is free for UO students, faculty, staff, and museum members; $6 for adults, $4 for seniors and youth, and $12 for families; visitors presenting Oregon Trail or other electronic benefit transfer (EBT) cards are admitted at a reduced rate. Admission is free for all on the first Friday of every month. Please visit mnch.uoregon.edu or call 541-346-3024 for current hours.

Condon Collection of Fossils

541-346-3461
214 Volcanology Building
1272 University of Oregon
Eugene, Oregon 97403-1272

The Condon Collection, part of the Museum of Natural and Cultural History, is the State of Oregon's official repository for paleontological materials. It includes geological specimens collected by Thomas Condon, pioneer geologist and science professor at the University of Oregon. Condon was one of the first professors to join the UO faculty when it was established in 1876. When he died in 1907, his extensive teaching collection of fossils and rocks became the permanent possession of the university. Since 1907 the collection has grown to include more than 65,000 catalogued specimens—including the type specimen of Oregon's famous giant spike-toothed salmon. While vertebrate fossils make up the bulk of the collection, it also includes invertebrates, large holdings of fossil plants (largely leaf impressions), and several thousand skulls and skeletons of recent mammals, birds, reptiles, amphibians, and fish.

University of Oregon in Portland

503-412-3696
70 NW Couch St. and 109 NW Naito Ave.
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 Portland—based in the historic White Stag Block—offers students and professionals advanced learning opportunities, professional graduate degree programs, and access to city and industry leaders. Students have access to support services, career counseling, branches of the UO Libraries and the Duck Store, and state-of-the-art maker-spaces.

Events, exhibits, lectures, and networking opportunities for students and community members take place in both the White Stag Block and the 109 NW Naito building.

College of Design

The College of Design at the University of Oregon 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 students and faculty members.

The School of Architecture and Environment offers master's degrees in architecture and historic preservation. Students can earn a bachelor of fine arts (BFA) or a master of science in sports product design from the School of Art and Design.

Research centers include the Energy Studies in Buildings Laboratory—with a climate chamber, mirrored-box artificial skies, heliodons, and wind tunnels—and Urbanism Next, which focuses on the secondary impact of new technology on city development.

Charles H. Lundquist College of Business

The Oregon Executive Master of Business Administration Program allows accomplished executives to hone their skills and reinvigorate their careers through interactions with peers, faculty members, and members of the UO's business network. The sports product management degree program offers both full-time and online options to earn a master's degree that prepares graduate students to learn the business of creating athletic and outdoor apparel, footwear, and equipment.

School of Journalism and Communication

The multimedia journalism and strategic communications graduate programs in Portland provide flexible schedules for working professionals. Students have access to the Oregon Reality Lab, a place to use emerging technology such as virtual reality, augmented reality, and 360-degree video. The Agora Journalism Center is the gathering place for innovation in communication and civic engagement.

School of Law

UO law school students can spend their third year studying in Portland. The School of Law's Portland Program includes specialized courses, externships, and a bridge to practice. Students build relationships with Portland-area employers and practitioners through mentorships, innovative programming, and networking events.

Physical Education

Chantelle Russell, Associate Director

The physical education program offers physical activity courses for university students, UO faculty and staff members, and members of the Eugene-Springfield community. Physical education courses emphasize the development of physical skills, improvement in fitness levels, and the acquisition of knowledge that contributes to a healthy lifestyle.

Approximately 130 courses are offered each term in a variety of activity areas—aquatics and scuba, fitness, individual activities, leadership, martial arts, mind-body, outdoor pursuits, racquet sports, running, team sports, and weight training. This ever-changing array of courses is taught by an exceptional staff of faculty members and contract employees.

Most classes meet twice a week for 1 credit. As many as 12 credits in physical education may be applied as electives to a bachelor's degree. Each term's offerings are listed in the Schedule of Classes online. Students may register for courses through DuckWeb, which is explained in the **Registration and Academic Policies** section of this catalog.

Students and members of the staff, faculty, and community may enroll in physical education courses as noncredit participants, if space is available. Noncredit participants pay the PE course fee and register in person at the service desk in the Student Recreation Center or online (https://recweb.uoregon.edu/) once registration is open for the term.

Opportunities are available for students who have disabilities or who need special accommodations in order to participate in physical education courses. More information and support is available by calling 541-346-4113, 8:00 a.m.–5:00 p.m., Monday–Friday, or visit the PE and Rec website. (https://rec.uoregon.edu/)

Fees for Physical Education Courses

Course	Fee
Activity (1 credit)	$90
Activity (2 credits)	$180
Outdoor pursuits	$105–$200
Practicum (1–3 credits)	$40

Some courses require additional fees to pay for equipment, transportation, contract expenses, and certification. Fees and fee-refund schedules are printed in each term's schedule of classes.

Faculty

Anne Borland, senior instructor (outdoor pursuits). BA 1987, Oregon. (2008)

Daniel Crowe, senior instructor (outdoor pursuits). BA, 1997, Concordia College. (2004)

David Rubino, senior instructor (individual activities, martial arts, running, team sports, weight training); assistant director. BS, 1987, State University of New York, Cortland; MA, 1988, Northern Colorado. (2001)

Joan Dobbie, senior instructor (mind body). BA, 1967, State University of New York, Potsdam. (1998)

Justine Halliwill, senior instructor (martial arts, mind body). BS, 2005, Oregon. (2005)

Linda Metzger, senior instructor (fitness). BA, 2008, Platteville; WI. (2011)

Michele Bulgatz, senior instructor (mind body). BA, 1985, California, Santa Barbara. MS, 1994, Oregon. (2001)

Michie Kawada, senior instructor (aquatics, fitness). BA, 1998, Oregon. (2002)

Nat Lundin, senior instructor (mind body). BS, 2007, Oregon. (2009)

Ryan Kelly, senior instructor (martial arts). (1999)

Emeritae

Karla S. Rice, senior instructor emerita. BS, 1962, Central Michigan; MA, 1965, Michigan State. (1967)

Becky L. Sisley, professor emerita; athletic liaison. BA, 1961, Washington (Seattle); MSPE, 1964, EdD, 1973, North Carolina, Greensboro. (1965)

Lois J. Youngen, associate professor emerita. BS, 1955, Kent State; MA, 1957, Michigan State; PhD, 1971, Ohio State. (1960)

Michael Strong, senior instructor II emerita (outdoor pursuits). MS,1986 University of Oregon. BS 1976, University of Alberta. (1986)

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

Physical Education: Aquatics—Scuba Courses

PEAS 199. Special Studies: [Topic]. 1 Credit.
Repeatable.

PEAS 368. Scuba: Basic. 2 Credits.
Repeatable. Open water certification. Techniques and equipment used in underwater diving. Water safety, diving physics, medical aspects of diving, and decompression. Leads to basic scuba certification. Equipment provided. Repeatable once for maximum of 4 credits.
Prereq: Beginning swim experience

PEAS 369. Scuba: Advanced. 1 Credit.
Repeatable. Advanced open water diver certification. Navigation, deep diving, night diving and other topics. Develop underwater skills and learn speciality diving activities. Equipment provided. Repeatable once for a maximum of 2 credits.
Prereq: PEAS 368 or equivalent.

PEAS 370. Scuba: Rescue Diver. 1 Credit.
Repeatable. Rescue Diver certification. Concepts of self rescue, psychological and physical stress, tows, assists, in-water resuscitation and rescue techniques. Equipment provided. Repeatable once for maximum of 2 credits.
Prereq: PEAS 369 or equivalent.

PEAS 375. Scuba: Deep Diver. 1 Credit.
Learn to dive to greater depths and develop special skills for deep dive planning, organization, procedures, techniques and hazards. R once for a maximum of 2 credits.

PEAS 378. Scuba: Nitrox. 1 Credit.
Instruction in diving with enriched air to extend 'no decompression' limits, increasing time spent underwater. Repeatable once for a maximum of 2 credits.

PEAS 381. Scuba: Dive Master I. 1-2 Credits.
Repeatable. Dive master certification. Preparation toward becoming a diving instructor. In-depth knowledge of general diving theory and watermanship skills. Assist a PADI instructor with the supervision of underwater diving students, dive planning and organization. Equipment provided. Repeatable once for a maximum of 4 credits.
Prereq: PEAS 370; 18 years old, 20 logged dives.

PEAS 382. Scuba: Dive Master II. 1-2 Credits.
Repeatable. Advanced watermanship skills, leading to certification as a Dive Master. Responsible for demonstrating techniques and skills, class management, and assist students with common problems. Construct an underwater map. Repeatable once for a maximum of 4 credits.
Prereq: PEAS 381 or equivalent.

PEAS 399. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

Physical Education: Aquatics Courses

PEAQ 111. Learn to Swim. 1 Credit.
Learn to swim and gain confidence/comfort in shallow and deep water. A beginning course for the non-swimmer to learn how to float, submerge comfortably, and move through the water. Repeatable once for a maximum of 2 credits.

PEAQ 121. Water Fitness I. 1 Credit.
Repeatable. Principles of effective water-based conditioning. Cardio respiratory fitness and strength building workout. An effective workout to music using both shallow and deep water. Repeatable once for a maximum of 2 credits.

PEAQ 122. Water Fitness II. 1 Credit.
Repeatable. Principles of effective water-based conditioning. Cardio respiratory fitness and strength building workout. An effective workout to music using both shallow and deep water. Repeatable once for a maximum of 2 credits.

PEAQ 140. Paddleboard Yoga. 1 Credit.
All the benefits of yoga delivered on top of the water. The standup paddleboard (SUP) provides a balance challenge to strengthen and tone your core while gaining strength, awareness and range of motion from head to toes. A playful and unique experience for all levels. Repeatable once for a maximum of 2 credits.

PEAQ 199. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

PEAQ 201. Swimming I. 1 Credit.
Repeatable. A beginning swim course for those who need to learn breathing and fundamental stroke work in freestyle and backstroke. Must be able to swim one length of the pool and be comfortable in deep water. Repeatable once for a maximum of 2 credits.

PEAQ 202. Swimming II. 1 Credit.
Repeatable. An intermediate-level swim course for those who want to master freestyle and breathing; improve technique in backstroke, breaststroke, and butterfly; and improve stroke efficiency and endurance. Repeatable once for a maximum of 2 credits.

PEAQ 203. Swimming III. 1 Credit.
Repeatable. An advanced-level swim course emphasizing endurance, sprint, and stroke work. Must be proficient in all four strokes: butterfly, backstroke, breaststroke, and freestyle. Repeatable once for a maximum of 2 credits.

PEAQ 351. Lifeguard Certification. 1 Credit.
Repeatable. StarGuard Lifeguard, First Aid and CPR for the Professional Rescuer certification course. Repeatable once for a maximum of 2 credits.
Prereq: Pass swimming test.

PEAQ 399. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

Physical Education: Certification Courses

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

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

PEC 408. Workshop: [Topic]. 1-5 Credits.
Repeatable.

Physical Education: Fitness Courses

PEF 131. Body Sculpting I. 1 Credit.
Repeatable. Emphasizes muscular endurance training for the upper body, lower body, and abdominals. Dumbbells, soft weights, tubing, steps, small medicine balls, and body resistance challenge every major muscle group in the body. Repeatable once for maximum of 2 credits.

PEF 132. Body Sculpting II. 1 Credit.
Repeatable. Intermediate level emphasis on muscular endurance training for the upper body, lower body, and abdominals. Dumbbells, soft weights, tubing, steps, small medicine balls, and body resistance challenge every major muscle group in the body. Repeatable once for maximum of 2 credits.
Prereq: PEF 131 or equivalent.

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

PEF 205. Pilates Yoga Fusion. 1 Credit.
Repeatable. This course combines Pilates and Yoga techniques to improve balance and flexibility while building a strong muscular core. Repeatable once for credit.

PEF 207. Fitness Yoga. 1 Credit.
Incorporates fitness moves with traditional yoga postures in a flowing format. Use of breath and principles of alignment to condition strength, core, balance, and flexibility, along with focus, concentration, and relaxation. Repeatable once for a maximum of 2 credits.

PEF 208. Fitness Barre. 1 Credit.
A fusion of Pilates, yoga and elements of aerobics to deliver a total body workout. Focus on posture, body awareness, strength, flexibility, and balance through low-impact, isometric and dynamic movements using a barre for a prop. All fitness levels, no dance experience necessary. Repeatable once for a maximum of 2 credits.

PEF 220. Introduction to CrossFit. 1 Credit.
Designed for beginners, focusing on form and technique and introducing concepts of CrossFit through simple workouts. Students will develop comfort and strength in barbell lifts, and use body weight and other equipment for loading during the workouts that are done with an element of speed. Repeatable once for a maximum of 2 credits.

PEF 221. Strength and Conditioning I. 1 Credit.
Introduction to highly functional cross-training movements, constantly varied and performed with intensity. Strength, endurance, power, and agility are built in a supportive, team-oriented environment. Sequence with PEF 222. PE activity courses are repeatable once for credit.

PEF 222. Strength and Conditioning II. 1 Credit.
Intermediate and advanced dynamic exercises and training progressions. Technique, strength, endurance, power and agility are enhanced. Sequence with PEF 221. PE activity courses are repeatable once for credit.
Pre-requisite: PEF 221 or equivalent experience.

PEF 241. Group Cycling I. 1 Credit.
Repeatable. A high intensity workout on a specialized stationary cycle (Startrac V-bike). Designed for beginning to intermediate fitness levels, students exercise to music using a variety of riding techniques. Equipment care, muscular activation and endurance, and cardorespiratory fitness, are covered. Repeatable once for a maximum of 2 credits.

PEF 243. Cycle Sculpt. 1 Credit.
A combination of indoor cycling and functional strength training for students who are pressed for time and want to improve strength, endurance and cardio conditioning. Appropriate for all fitness levels, learning to apply various riding techniques and full body exercises. Repeatable once for a maximum of 2 credits.

PEF 251. Fitness Kickboxing. 1 Credit.
Repeatable. Practice jabs, punches, footwork, and kick patterns adapted from martial arts for the aerobics participant. Features a warm-up, more than 30 minutes of skills training and combinations, a cool-down, and stretching. Repeatable once for a maximum of 2 credits.

PEF 261. Cardio Fusion. 1 Credit.
A fusion of aerobic dance, martial arts, and yoga movements, this course focuses on improving strength, cardiovascular fitness, and neuromuscular coordination. Repeatable. All PE activity classes are repeatable once for credit.

PEF 291. Speed and Agility. 1 Credit.
Topics include techniques for acquiring speed, agility, and conditioning; learning movement skills and applying energy systems. Minimal lectures complement practical application of drills. Repeatable once for maximum of 2 credits per activity.

PEF 301. Core and Stretch. 1 Credit.
Gain physical strength, flexibility, and muscular endurance while learning about physiology and anatomy. Develop personalized training program. Repeatable once for maximum of 2 credits.

PEF 311. Boot Camp. 1 Credit.
Sport conditioning drills, running, resistance training, and dynamic core work to improve cardiovascular fitness, muscular endurance, agility, and flexibility. For students with a good base of physical fitness. Repeatable once for credit.

PEF 321. Zumba. 1 Credit.
Repeatable. Fitness and dance moves to Latin rhythm and music: salsa, meringue, cumbia, and others. Simple enough for beginners yet can challenge the fitness of advanced exercisers. Repeatable once for credit.

PEF 326. Fitness Dance. 1 Credit.
Cardiovascular workout, dance moves and routines to Top Forty hits, music videos, and hip-hop. Typical class features warm-up, 30 minutes of dance, and cool-down. Repeatable once for credit.

PEF 335. Healthy Cooking. 1 Credit.
Learn cooking basics and nutrition education through a combination of lecture and activity in the kitchen; including food preparation and tasting, grocery store tour, deciphering food labels, shopping on a budget, and basic cooking techniques for grains, vegetables, and proteins. Repeatable once for a maximum of 2 credits.

PEF 340. Personal Trainer. 3 Credits.
Lecture and lab experiences for administering fitness assessments in individual and group settings. Prepares the student for the American Council on Exercise Personal Trainer Certification Exam.

PEF 342. . 3 Credits.

PEF 344. Eat, Move, and Be Well. 2 Credits.
For students in need of lifestyle behavior change and guidance who are motivated to use a holistic wellness approach (nutrition, exercise, stress management) to initiate healthy habits. Class includes twice a week 50-minute movement sessions.

PEF 345. Nutrition and Performance. 3 Credits.
Explores the influence of nutrition on athletic performance and health. Includes body composition assessment, nutritional analysis, and personal dietary and training behaviors. Risks and benefits of nutritional supplements.

PEF 347. Nutrition Daily. 1 Credit.
Learn the foundations of nutrition and how it applies to you, the individual, based on goals, physical make-up, lifestyle and activity. Learn the importance and identification of macronutrients, efficient meal planning and preparation, grocery shopping and navigating nutrition labels.

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

PEF 408. Workshop: [Topic]. 1-5 Credits.
Repeatable.

Physical Education: Individual Activities Courses

PEI 199. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

PEI 201. Juggling I. 1 Credit.
Repeatable. Introduces and develops juggling skills with balls, rings, clubs and other props. Emphasis on creative exploration, relaxation and fun. Repeatable once for a maximum of 2 credits.

PEI 202. Juggling II. 1 Credit.
Repeatable. Advanced development of juggling skills with balls, rings, clubs and other props. Visual independence and imagination, relaxation and breath awareness. Repeatable once for a maximum of 2 credits.
Prereq: PEI 201 or equivalent.

PEI 241. Golf I. 1 Credit.
Introduction to the game. The majority of class time is at the driving range learning swing techniques for distance, pitching, chipping and putting, rules, etiquette, and golf vocabulary. Students must provide their own transportation. Repeatable once for a maximum of 2 credits,

PEI 242. Golf II. 1 Credit.
For the experienced golfer who wants to refine their skills. Includes review of swing techniques for all situations, rules, etiquette, and golf vocabulary. Students must provide their own transportation. Repeatable once for a maximum of 2 credits.
Prereq: PEI 241 or equivalent.

PEI 243. Golf III. 1 Credit.
Emphasis on course play for the advanced golfer to hone basic skills. Includes time on the driving range and putting green. Students must provide their own transportation. Repeatable once for a maximum of 2 credits.
Prereq: PEI 242 or equivalent.

PEI 244. Golf Swing Exercise. 1 Credit.
Improve your golf swing in the off-season via swing specific exercises. Sequence with Golf I, Golf II, Golf III. All PE activity classes are repeatable once for credit.
Prereq: PEI 243 or equivalent.

PEI 399. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

Physical Education: Intercollegiate Athletics Courses

PEIA 199. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

PEIA 301. Lacrosse. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 305. Acrobatics and Tumbling. 1 Credit.
Repeatable. Varsity athletes may earn a PE credit for their team workouts during their competitive season. All PE activity courses are repeatable once for credit.
Prereq: Must be a varsity team member.

PEIA 311. Women's Golf. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 312. Men's Golf. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 317. Women's Tennis. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 318. Men's Tennis. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 323. Women's Cross-Country. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 324. Men's Cross-Country. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 329. Women's Track. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 330. Men's Track. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 341. Softball. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 342. Baseball. 1 Credit.
Repeatable. Varsity athletes may earn a PE credit for their team workouts during their competitive season. All PE activity courses are repeatable once for credit.
Prereq: Must be a varsity team member.

PEIA 346. Sand Volleyball. 1 Credit.
Repeatable once for maximum of 2 credits.
Prereq: varsity athletes only.

PEIA 347. Volleyball. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 350. Soccer. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 353. Women's Basketball. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 354. Men's Basketball. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 360. Football. 1 Credit.
Repeatable once for a maximum of 2 credits.

PEIA 371. Sport Conditioning I. 1 Credit.
Repeatable. A strength and conditioning training opportunity for varsity and club sport student-athletes. Sequence with PEIA 372, 373. All PE activity courses are repeatable once for credit.

PEIA 372. Sport Conditioning II. 1 Credit.
Repeatable. A strength and conditioning training experience for varsity and club sports student-athletes. Sequence with PEIA 371, 373. All PE activity classes are repeatable once for credit.

PEIA 373. Sport Conditioning III. 1 Credit.
A strength and conditioning training experience for varsity and club sport student-athletes. Sequence with PEIA 371, 372. All PE activity courses are repeatable once for credit.

PEIA 399. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

Physical Education: Leadership Courses

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

PEL 310. Coaching. 2 Credits.
Addresses all aspects of coaching from kindergarten through college. Topics include philosophy, objectives and outcomes, communication styles, writing workouts, discipline, and age-appropriate skills, drills and strategies. Sequence with PEL 409 is possible with successful completion of the course.

PEL 311. Coaching II. 2 Credits.
Practical application of knowledge and skills from PEL 310 Coaching I, by implementing strategies and techniques in teaching or coaching situation. Students will write a practice plan and teach a technical and tactical skill to the class. Sequence with PEL 310.
Prereq: PEL 310 or equivalent experience.

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

PEL 408. Workshop: [Topic]. 1-5 Credits.
Repeatable. Professional topics in physical education.

PEL 409. Practicum: [Topic]. 1-4 Credits.
Repeatable. Practical experiences in equipment and facilities management service, outdoor pursuits, recreation and intramurals, and physical education. Repeatable six times for a maximum of 6 credits.

Physical Education: Martial Arts Courses

PEMA 115. Self-Defense. 1 Credit.
Repeatable. Fundamental concepts of self defense. Mental and physical strategies, awareness and reaction training. Class theme is prevention, covering the "Three As": Awareness, Assessment, Action. Repeatable once for a maximum of 2 credits.

PEMA 116. Women's Self Defense. 1-2 Credits.
Supportive, empowering class focusing on verbal and physical skills for avoiding and resisting assault. Includes boundary-setting, de-escalation, assertiveness, healthy relationship skills, and effective fighting techniques. Repeatable once for a maximum of 4 credits.

PEMA 199. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

PEMA 255. Kickboxing. 1 Credit.
Repeatable. This dynamic martial art includes punching and kicking skills, techniques and the rules of competitive kickboxing. Develops balance, flexibility and strength. All PE courses are repeatable once for credit.

PEMA 311. Jeet Kune Do I. 1 Credit.
Repeatable. Basic concepts of Jeet Kune Do and the Filipino Martial Arts. Basic movements, including strikes, kicks, grapping, and defensive weaponry. Develop individualized training methods. Repeatable once for a maximum of 2 credits.

PEMA 312. Jeet Kune Do II. 1 Credit.
Repeatable. Intermediate concepts of Jeet Kune Do and the Filipino Martial Arts. Demonstrate movements, immobilization techniques, and practical self defense skills. Repeatable once for a maximum of 2 credits.
Prereq: PEMA 311 or equivalent.

PEMA 321. Jiu-Jitsu I. 1 Credit.
Repeatable. Introduction to concepts of Brazilian Jiu-Jitsu. Combative activity incorporating throwing, falling, grappline, holds, and safe positioning. Development of practical self-defense knowledge and skills. Repeatable once for a maximum of 2 credits.

PEMA 322. Jiu-Jitsu II. 1 Credit.
Repeatable. Basic and intermediate motions of Brazilian Jiu-Jitsu. History, rules and scoring system for sport, escape movements, submission holds. Repeatable once for a maximum of 2 credits.
Prereq: PEMA 321 or equivalent.

PEMA 331. Mixed Martial Arts I. 1 Credit.
Introductory techniques from boxing, wrestling, jiu-jitsu and muay thai. Rules and scoring system of competitive mixed martial arts. Sequence with PEMA 332. PE activity courses are repeatable once for credit.

PEMA 332. Mixed Martial Arts II. 1 Credit.
Intermediate techniques; building on skills learned in PEMA 331. Develops strategy, game-plan skills, training methods; increases physical strength and skills. Sequence with PEMA 331. PE activity courses are repeatable once for credit.

PEMA 399. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

Physical Education: Mind-Body Courses

PEMB 101. Meditation I. 1 Credit.
Repeatable. Fundamentals of body alignment, breathing, mental focus, and relaxation. Philosophy of yoga as it applies to the different styles and methods of meditation, the nature of thought, awareness, and management of thought processes. Repeatable once for a maximum of 2 credits.

PEMB 103. Mindful Meditation. 1 Credit.
Learn and apply mindfulness practices, including mindful movement, breath work, and body scans, that enhance overall well-being by calming the mind, concentrating fully, releasing stress, and being more attentive in the present moment. Improves focus, mood and relieves stress. Repeatable once for a maximum of 2 credits.

PEMB 108. Kundalini Meditation. 1 Credit.
Repeatable. Fundamentals of using the body, breath, and mind to focus attention. Concepts of mantra (sound), mudra (form), and timing to achieve meditative states. Purification of the mind, self awareness, and energy. Repeatable once for a maximum of 2 credits.

PEMB 110. Beginning Yoga. 1 Credit.
All levels introduction to yoga practices. Learn to perform and recognize benefits of commonly used yoga postures. Great for beginners or people who do not have a strong sense of what type of yoga is best for them. Class will explore a variety of styles. Repeatable once for a maximum of 2 credits.

PEMB 131. Tai Chi I. 1 Credit.
Repeatable. Fundamentals of Tai Chi, a traditional centuries old Chinese art. Yang-style short form emphasizes relaxation, balancing and breathing skills. Individual dance-like movements linked together in a continuous and smooth-flowing sequence to release stress and improve flexibility. Repeatable once for a maximum of 2 credits.

PEMB 132. Tai Chi II. 1 Credit.
Repeatable. Intermediate concepts of both Yang and Chen styles of Tai Chi. Use of body strength, flexibility, and mental control skills. Coordination of eyes, movement, breathing, and internal energy. Repeatable once for a maximum of 2 credits.
Prereq: PEMB 131 or equivalent.

PEMB 199. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

PEMB 201. Gentle Yoga. 1 Credit.
Repeatable. Beginning hatha yoga postures to reduce stress, discomfort or pain. Techniques for relaxation and mental focus, breathing patterns, and personal energy. Modify positions to accommodate injury or physical limitations. Increase strength, body alignment, comfort, balance, and flexibility. Repeatable once for a maximum of 2 credits.

PEMB 210. Intermediate Yoga. 1 Credit.
Solidify your understanding of a variety of styles of yoga and master the art of personalizing your practice, Follow up to PEMB 110 Beginning Yoga. Develop a strong foundation and confidence to take with you into any type of yoga, anywhere. Repeatable once for a maximum of 2 credits.

PEMB 211. Hatha Yoga I. 1-2 Credits.
Repeatable. Beginning hatha yoga postures and meditation techniques. Increase strength, balance and flexibility. Improve mental concentration and relaxation with yoga poses and breathing awareness. Relieve tension and fatigue. Repeatable once for a maximum of 2 credits.

PEMB 212. Hatha Yoga II. 1-2 Credits.
Repeatable. Intermediate hatha yoga poses and meditation techniques to improve mental concentration and relaxation. Breathing awareness exercises, mind and body flexibility. Repeatable once for a maximum of 2 credits.
Prereq: PEMB 211 or equivalent.

PEMB 213. . 1-2 Credits.

PEMB 216. Vinyasa Flow Yoga. 1 Credit.
Repeatable. Based on a specialized and dynamic sequence of postures and focused breathing techniques. Participation aids in development of postural strength, stability, and muscular flexibility. All PE activity courses are repeatable once for credit.

PEMB 221. Sports Yoga I. 1 Credit.
Repeatable. Covers important yogic concepts and practices for athletes. Improve your flexibility and strength as you learn yoga techniques, practice, and philosophy. Sequence with PEMB 222. Repeatable once for credit.

PEMB 222. Sports Yoga II. 1 Credit.
Covers advanced yogic concepts and practices for athletes. Improve your flexibility and strength as you learn yoga techniques, practice, and philosophy. Sequence with PEMB 221. Repeatable once for credit.
Prereq: PEMB 221.

PEMB 231. Kundalini Yoga I. 1 Credit.
Repeatable. Introduction to the 'Yoga of Awareness', a science that includes breath, postures, sound, chanting and meditation. Improve flow of energy and consciousness with practice exercises. Repeatable once for a maximum of 2 credits.

PEMB 232. Kundalini Yoga II. 1 Credit.
Repeatable. Continuing work with breath, postures, sound, chanting and meditation. Relaxation, improved health and concentration, increased energy, flexibiity, and clarity of mind. Repeatable once for a maximum of 2 credits.
Prereq: PEMB 231 or equivalent.

PEMB 234. Power Yoga I. 1 Credit.
Practice postures and alignment principles to strengthen the body as well as the lungs and the mind. Emphasis is placed on building muscular endurance and stamina through an athletic, fitness-based approach to flowing yoga poses and breath. Repeatable once for a maximum of 2 credits.

PEMB 302. Ashtanga Yoga. 1 Credit.
Repeatable. Advanced techniques of yoga using breath, movement, focus of eyes, and mastery of the mind. Learn control of the senses and stamina. Repeatable once for a maximum of 2 credits.
Prereq: PEMB 211 or equivalent.

PEMB 305. Aerial Silks Yoga I. 1 Credit.
Breath work and yoga postures for increasing strength and wellness, using the silk hammock as a prop to adjust intensity levels up and down. An emphasis on safe inversions and aided relaxation floating in a silk hammock.

PEMB 306. Aerial Silks Yoga II. 1 Credit.
Intermediate yoga poses using the silk hammock and breath work for increasing strength, endurance, and mind and body connection. An emphasis on safe inversions with silks and aided relaxation cocooned in a hammock. Sequence with PEMB 305. Repeatable once for a maximum of 2 credits.
Prereq: PEMB 305.

PEMB 310. Yoga Lifelong Practices. 1 Credit.
Advanced studies for students who enjoy the wide variety of styles introduced in other yoga classes and are looking for a deeper more focused practice.
Prereq: At least 2 credits of PEMB coursework.

PEMB 320. Yoga Wellness Techniques. 1 Credit.
Learn and apply effective techniques for managing stress and increasing well-being. In a fun, supportive and calming atmosphere, students will gain lifelong tools for coping with stress. The material will include safe, strengthening asana (poses), breathing, active relaxation, and meditation techniques.

PEMB 399. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

Physical Education: Outdoor Pursuits Courses

PEO 199. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

PEO 242. Bouldering I. 1 Credit.
Techniques for rock climbing without the security of a rope. Emphasis is on safety, skill development and conditioning. Repeatable once for a maximum of 2 credits,

PEO 251. Rock Climbing I. 1 Credit.
Repeatable. Basics of safe and responsible rock climbing. Equipment, knots, belaying, rappelling and a range of other climbing techniques. Conducted on the indoor rock climbing wall. Repeatable once for a maximum of 2 credits.

PEO 252. Rock-Climbing Fitness. 1 Credit.
Repeatable. Continued development of basic climbing skills, with emphasis on improving flexibility and injury prevention. Refine face and crack climbing techniques. Conducted on the indoor climbing wall. Repeatable once for a maximum of 2 credits.
Prereq: PEO 251 or equivalent.

PEO 285. Wilderness Survival. 1 Credit.
Repeatable. Our gateway course must be passed (C- or better) prior to participating in our backcountry-oriented courses. Emphasizes navigation, safety and survival. Repeatable once for a maximum of 2 credits.

PEO 315. Basics of Technical Rescue. 2 Credits.
Introduces students to basic technical rescue skills including, knots, rope management, belaying, rappelling, transporting an injured climber, lowering, raising and improvised rescue techniques. All PE courses are repeatable once for credit.
Prereq: PEO 251 or equiv experience.

PEO 325. Swift-Water Safety. 1 Credit.
Repeatable. Covers methods of crossing shallow and deep swift-water streams. Includes hazard assessment, swimming techniques, knots, rope work, technical systems, pendulum and Tyrolean traverse crossings. All PE courses are repeatable once for credit.
Prereq: PEO 285 and basic swimming ability.

PEO 331. Outdoor Rock Climbing. 2 Credits.
Repeatable. Introduction to anchor building, basic rescue techniques, and outdoor climbing in the context of classroom sessions and a 3-day outing to Smith Rock. Sequence: PEO 251 or equiv experience. All PE courses are repeatable once for credit.
Prereq: PEO 251.

PEO 351. Backpacking. 2 Credits.
Repeatable. For those with little or no backpacking experience. Introduces the basics of backpacking in the context of classroom sessions and a three-day outing to the Oregon Coast. Repeatable once for a maximum of 4 credits.
Prereq: PEO 285

PEO 353. Backcountry Cuisine. 1 Credit.
Students learn how to plan menus, package food, and implement “leave no trace” cooking and baking techniques utilizing backcountry stoves and cooking systems. Repeatable once for a maximum of 2 credits.

PEO 356. Backcountry Navigation. 2 Credits.
Repeatable. Provides an opportunity to master efficient on- and off-trail navigation techniques on a three-day trip in rugged subalpine terrain. Repeatable once for a maximum of 4 credits.
Prereq: PEO 285 and 351 or equivalent experience.

PEO 362. Mountaineering. 2 Credits.
Covers basic mountaineering skills during classroom sessions and an intensive three-day mountain outing. Emphasis on hazards, rigging, roped travel, ice ax arrests, belays, and rescue.
Prereq: PEO 285, PEO 351.

PEO 366. Veritcal Rescue Techniques. 2 Credits.
Repeatable. Introduces vertical rescue techniques including belay escapes, passing a knot, rope ascension, counterbalance, lowering and raising rescues. Held at the rescue facility and rock wall. Repeatable once for a maximum of 4 credits.
Prereq: PEO 315 or 331 or equivalent experience

PEO 369M. Science of Climbing. 2 Credits.
Introduction to the physics and scientific principles behind climbing, climbing equipment, anchors, ropes, climbing gear, static versus dynamic load, fall factor, and breaking strength. A prerequisite is students must have completed at least one Outdoor Program climbing course. Multilisted with PHYS 369M.
Prereq: PEO 251.

PEO 371. Snow Camping. 2 Credits.
Repeatable. Emphasis on winter camping skills, campsite selection, construction of snow shelters, winter route finding, and survival techniques. Repeatable once for a maximum of 4 credits.
Prereq: PEO 285 and 351 or equivalent experience.

PEO 391. Winter Navigation. 2 Credits.
Topics include cold weather clothing and equipment requirements, thermoregulation, cold injuries, route finding, Leave No Trace travel and camping ethics, and winter navigation and survival techniques. Skills applied on a three-day outing. Repeatable once for a maximum of 4 credits.
Prereq: PEO 285, PEO 351.

PEO 392. Backcountry Survival. 1 Credit.
Repeatable. Basic survival skills for cool, wet, and windy Pacific Northwest environment. Topics/techniques include survival gear and techniques, emergency shelters, and fire building. Repeatable once for a maximum of 2 credits.
Prereq: PEO 285 and 351 or equivalent experience

PEO 399. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

PEO 411. Leadership Dynamics. 2 Credits.
Discover how leadership, group dynamics, risk management, and other factors play an integral role in shaping the character, productivity, and safety of teams.
Prereq: PEO 285.

PEO 412. Leading in Nature. 2 Credits.
Focuses on the natural history of the regions explored on field outings and on developing outdoor teaching skills.

PEO 413. Field Leadership. 2 Credits.
Focuses on campcraft, field leadership, navigation, and safety skills. Includes a three-day outing and van driver training.
Prereq: PEO 285, PEO 351 or equivalent experience.

Physical Education: Racquet Sports Courses

PERS 199. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

PERS 211. Table Tennis I. 1 Credit.
Repeatable. Introduction to table tennis, including rules, scoring, and etiquette. Service, strokes, and game strategy. Repeatable once for a maximum of 2 credits.

PERS 212. Table Tennis II. 1 Credit.
Repeatable. Intermediate game strategies and skills. Repeatable once for a maximum of 2 credits.
Prereq: PERS 211 or equivalent.

PERS 231. Badminton I. 1 Credit.
Repeatable. Basic strokes, court positioning and strategies. Introduction to equipment, rules, scoring, and etiquette. Repeatable once for a maximum of 2 credits.

PERS 232. Badminton II. 1 Credit.
Repeatable. Intermediate shots, postioning and strategy through drills, match play, and class tournaments. Repeatable once for a maximum of 2 credits.
Prereq: PERS 231 or equivalent.

PERS 271. Tennis I. 1 Credit.
Repeatable. Introduction to basic strokes, the serve, basic strategy, and beginning level positioning. Rules, scoring and etiquette will also be taught. Repeatable once for a maximum of 2 credits.

PERS 272. Tennis II. 1 Credit.
Repeatable. Refinement of basic strokes and introduction to advanced strokes and positioning. Drills, game play, and a class tournament. Repeatable once for a maximum of 2 credits.
Prereq: PERS 271 or equivalent.

PERS 273. Tennis III. 1 Credit.
Repeatable. Advanced level singles and doubles positioning, strategies and skills. Repeatable once for a maximum of 2 credits.
Prereq: PERS 272 or equivalent.

PERS 399. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

Physical Education: Running Courses

PERU 101. Fitness Walking. 1 Credit.
Repeatable. Learn proper walking form, increase cardio endurance, and acquire knowledge to organize workout programs. Students experience various walking routes in the campus area. Repeatable once for maximum of 2 credits per activity.

PERU 131. Jog-Run. 1 Credit.
Repeatable. Instruction in running mechnics including intervals and pacing. Various running surfaces and courses, injury prevention, and cardiovascular endurance are emphasized. Repeatable once for a maximum of 2 credits.

PERU 199. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

PERU 331. 5K Training I. 1-2 Credits.
Repeatable. Techniques for increasing speed and preparation for road racing. Repeatable once for maximum of 2 credits per activity.
Prereq: PERU 131 or equivalent.

PERU 399. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

Physical Education: Team Sports Courses

PETS 101. Bocce Ball. 1 Credit.
Learn pointing, blocking, spocking; offensive and defensive strategies; scoring, safety, rules, and etiquette that combine for a fun environment for learning this ancient game. Repeatable once for a maximum of 2 credits.

PETS 111. Flag Football. 1 Credit.
Throwing, catching, running, cutting, pulling flags; strategies and techniques; offense, defense, game rules, and ground rules that create a safe and fun playing experience. Repeatable once for a maximum of 2 credits.

PETS 199. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

PETS 232. Volleyball II. 1 Credit.
Repeatable. Designed for students with previous volleyball experience and want to continue play. Skill-building, rules, offensive and defensive strategies. Repeatable once for a maximum of 2 credits.
Prereq: beginning volleyball experience.

PETS 233. Volleyball III. 1 Credit.
Repeatable. Advanced play in a friendly atmosphere. Skills, drills, big hits, occasional blocks, aces. Repeatable once for a maximum of 2 credits.
Prereq: PETS 232 or equivalent.

PETS 242. Basketball II. 1 Credit.
Repeatable. Designed for students with previous basketball experience and want to continue play. Shooting, ball handling, defense, give go, and the back door. Repeatable once for a maximum of 2 credits.
Prereq: beginning basketball experience.

PETS 243. Basketball III. 1 Credit.
Repeatable. Advanced play, including offenses, defenses, drills, and full-court action. Repeatable once for a maximum of 2 credits.
Prereq: PETS 242 or equivalent.

PETS 252. Ultimate Frisbee I. 1 Credit.
Repeatable. Introduction to basic skills, including throws, catches, moves, strategies, and rules. Sequence with PETS 253, 254. Repeatable once for a maximum of 2 credits.

PETS 253. Ultimate Frisbee II. 1 Credit.
Repeatable. Intermediate and advanced play and skill development. Sequence with PETS 252, 254. Repeatable once for a maximum of 2 credits.
Prereq: PETS 252 or equivalent.

PETS 254. Ultimate Frisbee III. 1 Credit.
Advanced level; includes skill review, creating offenses and defenses, learning advanced skills, and the application of self-officiating. Sequence with PETS 252, 253. Repeatable once for a maximum of 2 credits.

PETS 261. Soccer I. 1 Credit.
Repeatable. Introduction to the basic skills of passing, dribbling, heading, tackling, and shielding. Game strategies and rules are taught through drills and team play. Repeatable once for a maximum of 2 credits.

PETS 262. Soccer II. 1 Credit.
Repeatable. Develop proficiency in soccer skills through drills and games. Group and team tactics as well as official soccer rules. Repeatable once for a maximum of 2 credits.
Prereq: PETS 261 or equivalent preferred.

PETS 263. Soccer III. 1 Credit.
Repeatable. Advanced techniques, principles of attack and defense, and kicks--corner, free, and penalty. Repeatable once for a maximum of 2 credits.
Prereq: PETS 262 or equivalent preferred.

PETS 265. Indoor Soccer II. 1 Credit.
Repeatable. Intermediate and advanced play, using the walls of a court as an additional dimension to play. Repeatable once for a maximum of 2 credits.
Prereq: beginning soccer experience.

PETS 399. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

Physical Education: Weight Training Courses

PEW 199. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

PEW 211. Weight Training I. 1 Credit.
Repeatable. Technique for basic lifts in a variety of workout formats. Develop strength and muscular endurance. Weight training principles and physical fitness evaluation. Repeatable once for a maximum of 2 credits.

PEW 212. Weight Training II. 1 Credit.
Repeatable. Advanced weight training exercises are introduced. Students can expect to work more independently. Intermediate program design, exercise science, and evaluation of strength and muscular endurance. Repeatable once for a maximum of 2 credits.
Prereq: PEW 211 or equivalent.

PEW 220. Olympic Weight Lifting. 1 Credit.
A beginning technique course for the Olympic lifts (snatch and clean and jerk) following a progression of drills and exercises designed to develop movement patterns, muscular endurance, strength and power. Practice quality repetitions and receive feedback with focus and conscious effort.

PEW 399. Special Studies: [Topic]. 1-2 Credits.
Repeatable.

Student Services

R. Kevin Marbury, 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, call 911 or the UO Police Department (541-346-2919).

ASUO

Associated Students of the University of Oregon

541-346-3724
Erb Memorial Union, Suite 4
asuo@uoregon.edu

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 student organizations serves student needs and interests. The ASUO gives students the opportunity to plan and direct their own groups, 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 into the incidental fund are members of the ASUO.

Organization

The ASUO is comprised of three branches: the executive, the legislative, and the judicial.

- The executive is responsible for university-wide campaigns; the oversight of recognized student organizations; and officer and committee appointments.
- The legislative is responsible for initiating funding and policy decisions. This includes crafting and passing resolutions, coordinating the actions of four finance committees. Student Senate is also responsible for confirming presidential appointees.
- The judicial regulates decisions related to questions which arise under the ASUO Constitution or any rule promulgated under it, and serves as the appeals board for issues which arise out of the ASUO Elections.

ASUO's Executive Branch

The ASUO Executive Branch consists of the ASUO Student Body President, the Student Body Vice President, and up to 24 appointed students who serve as Executive Cabinet Members. The President is elected during the association's campus wide election in the spring, and all members of the Executive Branch serve one-year terms.

Executive Cabinet Members work with the ASUO President to identify issues and endeavors of importance to UO students, and take steps to positively impact the student experience by engaging on these issues in order to make change. The Executive welcomes all students to bring their ideas for campus improvement to the ASUO President, who can be reached at asuopres@uoregon.edu.

In addition to coordinating campaigns, the executive approves, oversees, and works alongside more than 200 student organizations which are recognized by ASUO. Any students who wish to form a student organization and seek recognition should reach out to the Programs Coordinator at asuoprog@uoregon.edu. Finally, the executive coordinates all appointments on behalf of ASUO, to University-wide committees, task forces, and work groups. Students interested in serving the university by participating on a committee should contact the Chief of Staff at asuocos@uoregon.edu.

ASUO's Legislative Branch: Student Senate and Finance Committees

The ASUO Legislative Branch consists of the 24-member Student Senate and four finance committees comprising seven to 12 student members each. A majority of the positions on the senate and its finance committees are elected during the association’s campus-wide election in the spring; a small number are appointed by the executive. Members of the legislative branch serve either one- or two-year terms.

The **Student Senate** debates policy and financial decisions and holds confirmation discussions at its weekly hearings that occur every Wednesday evening at 7:00 p.m. in the Dusty Miller Room, 107 Erb Memorial Union. Students, faculty, and staff members are welcome to attend these hearings, and time is set aside during each meeting for those assembled to address the senate.

The **Programs Finance Committee** is engaged in recommending the allocation and appropriation of incidental fees for approximately 150 ASUO-Recognized Student Organizations. Any such organization is eligible to request money from the incidental fund, and this committee meets with each organization annually to discuss budget requests and examine its financial performance. This process typically begins in October and concludes in January (for the following fiscal year).

The **Athletics and Contracts Finance Committee** recommends the allocation and appropriation of incidental fees for contracted service providers. It annually examines nine campus-wide contracts, evaluates their performance, and makes decisions related to continuation of contracted services for UO students. Among the services in the committee’s purview are:

- Lane Transit District (LTD) transit passes for students
- Legal and advocacy services for students

- Student tickets and admission to UO Athletic events
- Student newspaper publication and distribution services
- Child-care services at Spencer View Housing

The **Department Finance Committee** recommends the allocation and appropriation of incidental fees for department-based programs of the university. It oversees expenditures to 14 units within the university, including but not limited to: the Mills International Center, the Safe Ride and Designated Driver Shuttle Program, Student Government Engagement and Success, Conflict Resolution Services, the UO Zero-Waste Program, and the Women's Center.

The **EMU Board** is technically a subcommittee of the Student Senate, and also exists to advise Erb Memorial Union representatives on matters relating to the use of the facility. The EMU Board consists of 12 students and several administrators. The EMU Board Finance Committee is responsible for recommending the allocation and appropriation of incidental fees for the EMU and for all EMU-based programs. It examines expenditures and endeavors of the Craft Center, Club Sports, Center for Student Involvement, Moss Street Children's Center, KWVA-FM, the Sustainability Center, and several administrative units.

ASUO's Judicial Branch: Constitution Court

The Constitution Court is a five-member body appointed by the student body president and confirmed by Student Senate. Associate justices serve terms for the duration of their time as UO students.

The Court has the authority to rule on any question arising under the ASUO Constitution or any rule promulgated under it. This review power covers almost any action by ASUO government bodies, programs, and—in special cases such as elections—actions by individual students within the ASUO program. The Constitution Court has broad powers to impose sanctions to compel compliance with its rulings.

Counseling Center

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 (http://counseling.uoregon.edu/)

The University Counseling Center, a unit of the Division of Student Services and Enrollment Management, 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; and training and supervision to graduate-level therapists. A professional support and crisis line is available when the center is closed.

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/).

Dean of Students

Kris Winter, Associate Vice President and Dean of Students

541-346-3216
164 Oregon Hall
uodos@uoregon.edu
dos.uoregon.edu (http://uodos.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 Education and Response Team

The Bias Education and Response Team works to provide students who have witnessed an act of bias, or have themselves become the target of such an act, an opportunity to be heard and supported. 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 (https://dos.uoregon.edu/) website.

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.

Holden Center for Leadership and Community Engagement

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.

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. 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; and offers support services for lesbian, gay, bisexual, and transgender people and their heterosexual allies.

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.

Parent and Family Programs

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 in addressing parental concerns.

Parent and Family Programs hosts activities for parents and family members during Week of Welcome, Fall Family Weekend, and Spring Family Weekend. Family members are also encouraged to stay involved through the Parent and Family Association, the Regional Representative Volunteer Program, the Parent Professional Network, or the Parent Leadership Council.

For more information and important dates, visit the website (https://families.uoregon.edu/).

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 Get Explicit, Sexual Assault Awareness Month, 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 (http://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. All students are held responsible to the community standards in the UO's student conduct code. The conduct code may be viewed in full by visiting the dean's website.

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
541-255-0700
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.

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.

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 Shake Smart location selling protein drinks, acai bowls, and other food and 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, and the Clackamas Town Center in the Portland Metro area. For directions to any of these locations, visit the website (https://www.uoduckstore.com/find-a-store/).

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 (http://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 programs, services, and 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 a wellness center, guest services desk, ticket office, computer and copy centers, the Mills International Center, art galleries, a branch of the Duck Store, healthy food options, banking services, and a variety of meeting and event spaces for student groups and the campus community to use.

The programs and services listed below are managed through the EMU and provide students with a broad array of activities and experiences designed to complement and enhance the educational experience.

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 multi-million 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 and leadership program that provides UO student with the opportunity to compete in a variety of team and individual sports and activities. Club teams practice, host games, and events, travel to competitions throughout the US, and contend for national championships every year. Currently there are 43 club teams with more than 1,250 participants. For more information, call 541-346-8025, or visit the website at clubsports.uoregon.edu (http://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. Current UO students may sign up for a free pass each term. 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 (http://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.

The Center for Student Involvement supports student organizations and activities that enliven UO traditions, keep students engaged, and strengthen the campus community. The center manages many student organization services that enhance students' ability to get involved. In addition, staff members advise the Student Activities Board and create safe, fun student events that create positive learning opportunities.

Esports Program

Esports is a new program in the EMU and has three areas of focus. The Esports Lounge is a gathering spot for all gamers from the beginner through our competitive teams. It is located in the lower level of the EMU. Our competitive teams hold tryouts every fall and we are currently fielding 5 teams playing a variety of Esport Games. Finally the program is dedicated to helping students learn about careers in the Esports field ranging from game development to player or broadcaster.

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 (http://moss.uoregon.edu).

Outdoor Program

The Outdoor Program offers a variety of affordable, cooperative activities such as hiking, rafting, kayaking, backpacking, rock climbing, skiing, and snowboarding. The program provides trip-planning resources, skill-building clinics, and a free do-it-yourself bike maintenance shop in the EMU. The Outdoor Program "Barn," where students may rent low-cost outdoor equipment and bikes, 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 (http://outdoorprogram.uoregon.edu).

Student Sustainability Coalition

The Student Sustainability Coalition (SSC) is a collaborative space for student-led initiatives that fosters and supports the simultaneous pursuit of human equity, environmental vitality, and economic well-being. By working together with individual students, student groups, and academic programs, the SSC helps students develop the skills, strategies, and networks necessary to achieve a more sustainable world. The coalition also plans university-wide events throughout the year, including the Sustainability Fair and Earth Week. For more information, call 541-346-8321 or visit the website (https://emu.uoregon.edu/sustainability/).

UO Scheduling and Event Services

This office facilitates the scheduling and support for most nonacademic use of UO buildings, rooms, and outdoor spaces. Scheduling and Event Services offers professional planning assistance to both university and unaffiliated groups for their events, provides the necessary personnel and technical equipment to aid in the success of those events, and helps sponsors navigate campus policies to assure their events are in compliance. For more information, call 541-346-6000 or visit the website at scheduling.uoregon.edu (http://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 Duck Bucks account.

UO Ticket Office and Passport Center

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. (http://tickets.uoregon.edu)

The Ticket Office also serves as a US passport application acceptance location and passport photo center. This is a drop-in passport location; no appointments are needed for passport acceptance or photos.

GlobalWorks International Internships

globalworks@uoregon.edu
541-346-5088
Gerlinger Hall

GlobalWorks International Internship Program, administered by the UO's Global Studies Institute, connects academic study with real-world experiences by providing full-time, international internship opportunities to UO students in a wide variety of career sectors, ranging from business to education to public relations. Students earn UO credits as well as life-changing work experience in a different culture. Several scholarships are available for all locations.

Health Services

University Health, Counseling, and Testing Center Building
1590 East 13th Avenue (at the corner of 13th and Agate)
541-346-2770
health.uoregon.edu (https://health.uoregon.edu/)
Debra Beck, RN, MBA, Executive Director

The University Health Center is a unit of the Division of Student Services and Enrollment Management. The health center is nationally accredited, offering high-quality primary care, acute care, psychiatry, and specialty care services to help UO students stay healthy. These services are provided by a highly qualified staff that includes board-certified physicians and nurse practitioners, dentists, registered nurses, certified medical assistants, laboratory and x-ray technicians, physical therapists, pharmacists, dental hygienists, health initiatives staff members, massage therapists, an acupuncturist, and business and administrative support staff.

Health Care Services

- Primary care
- Acute care
- Psychiatry
- Endocrinology
  - Diabetes management
  - Transgender medicine
- Musculoskeletal care
- Sexual health
  - STI screening and treatment
  - Contraceptives
- Dental care
- Physical therapy/Sports Medicine
  - Massage and acupuncture
- Pharmacy
  - Tobacco cessation
  - Allergy and asthma care
  - Contraceptive prescribing
- Laboratory and x-ray
- Travel health
- Vaccines

Other Services

- The Duck Nest Wellness Center
  - Nutrition and food security
  - Stress reduction and sleep management
  - Sexual health
  - Physical activity
- Protection-Connection sexual health supply program
- Body Project body acceptance intervention
- Promotion of a smoke-, tobacco- and e-cigarette free campus
- Communicable disease prevention and management

Hours of Operation

The health center's normal hours of operation for the fall through spring terms are 9:00 a.m. to 5:00 p.m., Monday through Friday, and from 9:00 a.m. to noon on Saturday. Summer hours are 9:00 a.m. to 4:30 p.m., Monday through Friday, and closed weekends. The health center is closed on all university holidays. Some clinics may have extended hours; please refer to the health center website (https://health.uoregon.edu/) for more information.

Appointments

Students are encouraged to make appointments by calling 541-346-2770 during weekday hours or by logging in to the online portal (https://health.uoregon.edu/myuohealth/).

A nurse advice line is available for students 24 hours a day at 541-346-2770.

Local emergency rooms and after-hours clinics are available for emergency and immediate care when the health center is closed.

Student Health Fee and Health Center Charges

All registered students must pay the student health fee, part of the UO tuition and fees package. The health fee ensures a healthy and safe campus. The fee supports immunization compliance, funds health education and wellness activities, provides access to contraceptives and safer sex resources, and enables the health center to plan for and respond to campus health emergencies. It also provides crisis intake for psychiatry, sexual victim advocacy, alcohol education, triage nursing advice, after-hours nursing telephone advice 365 days per year, and more.

Students are responsible for payment of medical services at the health center, when referred for medical services not available at the health center, and when using medical services outside of the health center. Check the website (https://health.uoregon.edu/costs-services/) for further information about the cost of services.

Student Health Insurance

The University of Oregon provides the UO Student Health Benefits Plan, which offers excellent coverage at affordable rates, including 100 percent coverage for most services at the University Health Center. International

students are automatically enrolled in the plan; domestic students must opt-in to the plan before published deadlines.

The University Health Center is now accepting some insurance plans as an in-network provider. Check the website (https://health.uoregon.edu/insurance/) for further information about insurance billing options.

Immunization Requirements

The University of Oregon has immunization and communicable disease screening requirements for all incoming students. Students are encouraged to satisfy all of their immunization requirements before arriving on campus. The following vaccines are required:

- Measles, mumps, and rubella (MMR) (two doses or proof of immunity or birthdate prior to 1957)
- Meningococcal quadrivalent (serogroups A, C, Y, and W-135) vaccination for all students younger than 22 (dose received on or after age 16)
- Varicella (chickenpox) (two doses or proof of immunity)
- Tetanus-diphtheria-pertussis (Tdap) (one dose on or after age 11)

Incoming students also must 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 health center. Visit the health center website (https://health.uoregon.edu/enrollment-requirements/) for more information.

While not required at this time, the health center highly recommends vaccines for meningococcal B strain, hepatitis A and B, and human papillomavirus (HPV), in addition to an annual flu shot. Pneumococcal vaccine is recommended for students with certain medical conditions.

Other General Information

The University Health Center is a covered entity of the Health Insurance Portability and Accountability Act of 1996 and the health-care services provided 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 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 website (https://health.uoregon.edu/).

Intercollegiate Athletics

Rob Mullens, Director
541-346-4481
Len Casanova Athletic Center
2727 Leo Harris Parkway

Head Coaches

Dana Altman, men’s basketball

Mario Cristobal, football

Chelsea Gamble Hoffmann, women’s lacrosse

Kelly Graves, women’s basketball

Mark Wasikowski, baseball

Robert Johnson, men’s and women’s cross-country, track and field

Casey Martin, men’s golf

Graeme Abel, women’s soccer

Nils Schyllander, men’s tennis

Derek Radley, women’s golf

Courtney Nagle, women’s tennis

Matt Ulmer, volleyball

Melyssa Lombardi, softball

Keenyn Won, acrobatics and tumbling

Intercollegiate athletics at the university is an integral part of the institution. The university has a rich heritage in men’s intercollegiate athletics, one that includes seven National Collegiate Athletic Association (NCAA) track-and-field championships, six NCAA cross-country championships, and the first-ever NCAA basketball championship in 1939. University women earned national track-and-field titles six times —including a run of five consecutive indoor championships from 2010 to 2014—in addition to women’s cross-country titles in 1983, 1987, and 2012. The men claimed NCAA track championships in 1962, 1964, 1965, 1970, 1984, 2009, and 2014, as well as cross-country titles in 1971, 1973, 1974, 1977, 2007, and 2008.

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, 2008, and 2012 Olympic Team Trials in track and field. 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 12 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 27 bowl games since the 1916 season—has been selected for 21 postseason appearances in the last 25 years, including Bowl Championship Series victories in the 2002 and 2013 Fiesta Bowls and the 2012 and 2020 Rose Bowls.

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

intl@uoregon.edu
541-346-3206
300 W Oregon Hall
isss.uoregon.edu (https://isss.uoregon.edu/)

International Student and Scholar Services provides a wide array of advising services and programs to more than 1,000 international students regarding visa and immigration matters, academic support and success, and social and cultural adjustment.

Primary programs include pre-arrival resources; personal immigration advising; scholarships and financial aid; 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 homestays, cultural conversations, and friendship programs. The unit also administers $1 million worth of scholarship programs for international students, among them the award-winning International Cultural Service Program, Global Corners International Student Recruitment and Retention awards, international work-study assistance, and other resources.

In addition, International Student and Scholar Services offers services to more than 200 visiting international researchers, faculty, and staff members, including advising on a wide range of immigration, employment, and adjustment matters.

Investigations and Civil Rights Compliance

Nicole Commissiong, Chief Civil Rights Officer and Title IX Coordinator

Contact Information:
icrcinfo@uoregon.edu
541-346-3123
541-346-4168 fax
677 E. 12th Ave., Suite 452
5221 University of Oregon, Eugene, OR 97403-5221

The Office of Investigations and Civil Rights Compliance offers the UO community a place to discuss and report concerns regarding discriminatory or harassing behavior, and helps identify how such concerns may best be addressed and resolved. The office supports the university's compliance with federal and state laws regarding prohibited discrimination and harassment and equal employment opportunity. Staff members in the office work with students, faculty and staff, as well as campus partners to promote an environment free from discrimination and harassment.

To report a concern or complaint, visit the website and click on How to Report (https://investigations.uoregon.edu/how-report/). You may also make reports or send questions via email at icrcinfo@uoregon.edu.

Division of Global Engagement

intl@uoregon.edu
541-346-3206
300 W Oregon Hall
international.uoregon.edu (https://international.uoregon.edu/)

The Division of Global Engagement manages study abroad and global internship opportunities, welcomes and supports international students and scholars, and coordinates the wide range of international projects and transnational partnerships launched and maintained in many University of Oregon academic units. The university enrolls more than 1,000 international students from nearly 80 countries and sponsors more than 300 study-abroad programs in 70 countries.

Global Education Oregon (GEO)

geoinfo@uoregon.edu
541-346-3207
300 W Oregon Hall
geo.uoregon.edu (https://geo.uoregon.edu/)

Global Education Oregon (GEO) offers more than 300 study abroad programs in about 70 countries where UO students may take classes, 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. For complete information about all program opportunities, visit geo.uoregon.edu.

Internships
UO students may earn academic credit while they gain professional development experience abroad. Internships are open to sophomores, 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 UO while participating in study abroad programs and international internships, 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, including new scholarships for first-generation college students and students with disabilities.

Distinguished scholarships are also available for students participating in study abroad programs. The Gilman Scholarship supports Pell Grant eligible undergraduate students who are pursuing study abroad experiences, and the Boren Scholarship funds students interested in studying a critical language abroad. In addition to these awards, qualified graduating seniors and graduate students can pursue other distinguished scholarships such as the U.S. Student Fulbright program to support international research, university study, or teaching. For a comprehensive overview of funding options abroad, visit geo.uoregon.edu/scholarships (https://geo.uoregon.edu/scholarships/).

Course Equivalencies
When you participate in a GEO or sponsored study-abroad program, you will receive University of Oregon credit. For complete details, refer to the course equivalency process and the Office of the Registrar course equivalency database.

Global Studies Institute

intl@uoregon.edu
541-346-1521
Gerlinger Hall
gsi.uoregon.edu (https://gsi.uoregon.edu/)

The Global Studies Institute supports internationally oriented research centers, programs, and initiatives to enhance faculty research, enrich the student experience, and promote the University of Oregon's academic excellence at home and with partners around the world. It hosts and supports 14 of the university's critical international research centers and programs and serves as a coordinator and promoter of the full range of international programs, projects, and related activities on campus. In partnership with schools and colleges, the institute encourages interdisciplinary and cross-regional research, curriculum development, and community outreach, and pursues a program of fundraising and grant writing to sustain global projects with the greatest impact on student success and faculty recruitment and retention. For more information about constituent units and programs of the Global Studies Institute, visit gsi.uoregon.edu (https://gsi.uoregon.edu/).

GlobalWorks

globalworks@uoregon.edu
541-346-5088
Gerlinger Hall
globalworks.uoregon.edu (https://globalworks.uoregon.edu/)

GlobalWorks International Internship Program, administered by the UO's Global Studies Institute, connects academic study with real-world experiences by providing full-time, international internship opportunities to UO students in a wide variety of career sectors, ranging from business to education to public relations. Students earn UO credits as well as life-changing work experience in a different culture. Several scholarships are available for all locations.

International Student and Scholar Services

intl@uoregon.edu
541-346-3206
300 W Oregon Hall
isss.uoregon.edu (https://isss.uoregon.edu/)

International Student and Scholar Services provides a wide array of advising services and programs to more than 1,000 international students regarding visa and immigration matters, academic support and success, and social and cultural adjustment.

Primary programs include pre-arrival resources; personal immigration advising; scholarships and financial aid; 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 homestays, cultural conversations, and friendship programs. The unit also administers $1 million worth of scholarship programs for international students, among them the award-winning International Cultural Service Program, Global Corners International Student Recruitment and Retention awards, international work-study assistance, and other resources.

In addition, International Student and Scholar Services offers services to more than 200 visiting international researchers, faculty, and staff members, including advising on a wide range of immigration, employment, and adjustment matters.

Mills International Center

mills@uoregon.edu
541-346-0887

The Mills International Center, located in the Erb Memorial Union, is known on campus as "a meeting place for the world." More than 31,000 visits annually to the Mills International Center by students, faculty, staff, and community members to study, attend international events, relax, or use the media resources—travel and adventure books and films, international magazines, newspapers, cookbooks, and music.

Orientation

Cora Bennett, Director, Student Orientation Programs
541-346-1167
450 Oregon Hall
5263 University of Oregon
Eugene, Oregon 97403-5263
orientation@uoregon.edu (uointro@uoregon.edu)
orientation.uoregon.edu (http://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 at various times throughout the year; please visit the website for current list of tour offerings. In addition, ambassadors participate in campus open houses, college fairs, and high school visitations. 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 an orientation and transition 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 the their academic success.

Physical Education and Recreation

Lynn Nester, Director
541-346-4183
Student Recreation Center
rec.uoregon.edu (https://uorec.uoregon.edu/)

The Department of Physical Education and Recreation—one of four units in the Division of Student Life—educates, engages, and inspires the campus community to live active, balanced lives.

Recreational Facilities

The Student Recreation Center (SRC) 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. Membership to the SRC is included in fees for most currently enrolled students. Faculty and staff members, alumni, and community members are eligible to purchase memberships on an annual or term-by-term basis.

The SRC features a climbing wall, bouldering wall, suspended running track, 12-lane lap pool, warm water leisure pool, hot tub, eight basketball and volleyball courts, fitness and weight rooms, locker rooms, racquetball and squash courts, and multipurpose rooms. A wide variety of spaces are available for open recreation during open hours, and additional spaces are made available outside of scheduled classes and programs. Equipment and towels are also available for the use of members.

Physical Education and Recreation programming may take place at the SRC or one of the other facilities or fields managed by the department. Two multipurpose rooms are located in Gerlinger Hall; Gerlinger Annex has two gymnasiums primarily used for physical education classes 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.

Inclusive Recreation

The department is committed to providing a welcoming and inclusive environment that promotes the right of every person to lead a healthy, balanced life. Inclusion is one of the department's core values, and when designing the SRC renovation, developing programming, and purchasing exercise equipment, accessibility was a guiding principle. A variety of accommodations are provided to ensure that people of all abilities are encouraged to participate in programs and activities.

Intramural Sports

The Intramural Sports program provides opportunities for members of the university community to participate in a variety of sports and recreational activities. All ability levels are welcome, from beginning athletes trying a sport for the first time to seasoned competitors. Purchasing an Intramural membership for a low, flat rate opens access to the multiple leagues, tournaments, and special events offered each term. Some of the most popular activities are flag football, basketball, soccer, volleyball, softball, and ultimate Frisbee.

Recreational Fitness

Recreational fitness programs provide high-quality, inexpensive opportunities to exercise in groups or one-on-one with a trainer.

The Group X program offers a variety of workout sessions led by student instructors for drop-in participation. Workouts include modifications for every fitness level to ensure that everyone may participate and work toward meeting their fitness goals. Daily Group X programming includes Webfoot Strength and Conditioning, cycling, body sculpting, boot camp, yoga, F45, and more. Students and SRC members may purchase an unlimited Group X workout pass per term or annually to drop into classes at their convenience.

Personal training is also available for individuals seeking a more individualized experience. Nationally certified personal trainers perform fitness assessments and create individualized training programs. Each welcome session includes a risk assessment and goal-setting consultation, personalized workout program, and physical training to refine the participant's technique and form.

Youth and Family Programs

The department strives to support inclusive, active lifestyles for members of the university community, including their families. Children are welcome in the Student Recreation Center for Duck Trails youth camps, youth and family lessons, family recreation time, and multiple special events per year.

Duck Trails provides multiple summer and school-year camps, introducing campers to a variety of fun activities designed to promote teamwork and friendship.

The Student Recreation Center is also an independent, authorized provider of the Starfish Swimming Program—a nationally recognized swim instruction curriculum developed by the Starfish Aquatics Institute. Lessons are open to all children from ages 18 months to 14 years.

Police Department

Matthew Carmichael, Chief of Police
541-346-2919
541-346-0947 fax
2141 E. 15th Ave.
police.uoregon.edu (http://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 to exceed 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 by calling 541-346-2919 or, in emergencies, 9-1-1.

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 basic training as other police officers in the state, with advanced training developed to support a global campus environment.

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, by bicycle, 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 (http://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.

Speech-Language-Hearing Center

Margit Mayr-McGaughey, Director
541-346-6772
HEDCO Education Building
education.uoregon.edu/clinic (http://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.

Veterans Affairs

Julia Pomerenk, University Registrar
541-346-3119
220 Oregon Hall
registrar.uoregon.edu/veterans (http://registrar.uoregon.edu/veterans/)

The Office of Veterans Affairs, a unit within the Office of the Registrar, helps eligible student veterans, reservists, and dependents obtain educational benefits in compliance with the procedures and regulations of the United States Department of Veterans Affairs (VA). The office provides basic information about educational benefits administered by the VA and also those provided by Oregon state laws.

Eligible students should contact the office 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 office is open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

Veterans Access, Choice, and Accountability Act of 2014 Veterans Health Care and Benefits Improvement Act of 2016 Department of Veterans Affairs Expiring Authorities Act of 2018 Isakson and Roe Veterans Health Care and Benefits Improvement Act of 2020

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 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).
- 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 educational assistance under Chapter 31, Veteran Readiness and Employment, who lives in the state of Oregon while attending the University of Oregon (regardless of his or her formal state of residence).
- 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.

GI Bill® is a registered trademark of the US Department of Veterans Affairs. More information about education benefits offered by the department is available at the official US government website (https://www.benefits.va.gov/gibill/).

Veteran Priority Registration

Students who are either active members of the military, veterans with an honorable discharge or general discharge under honorable conditions, or dependents receiving federal veterans' educational benefits and who self-report to the Office of the Registrar are offered priority registration for courses. Students who are eligible for priority registration are able to register before other students in their category as shown below. Priority is given to graduate students, then to undergraduates. Seniors register before juniors, juniors before sophomores, and so forth, based on number of credits accumulated.

1. Graduate and postbaccalaureate students
2. Seniors with 135 or more credits
3. Juniors with 90 or more credits
4. Sophomores with 45 or more credits
5. Freshman students with fewer than 45 credits

Veterans Benefits and Transition Act of 2018

The following policy (38 U.S.C., section 3679) applies to any covered individual, who is any individual entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits:

1. Any covered individual is permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the University of Oregon a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs website —eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates: (a) the date on which payment from the VA is made to the institution or (b) the date that is 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
2. The University of Oregon will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from the VA under Chapter 31 or 33.
3. The University of Oregon requires the covered individual to take the following additional actions:
    - Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education
    - Submit a written request to use such entitlement
    - Provide additional information, if requested, necessary to the proper certification of enrollment by the educational institution
    - Make a payment for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement and understand that late fees may apply to these charges

Yamada Language Center

Jeffrey Magoto, Director
541-346-4011
541-346-3917 fax
175 McKenzie Hall
ylc@uoregon.edu
babel.uoregon.edu (http://babel.uoregon.edu)

The Yamada Language Center is the university's center for language teaching and learning, with resources and facilities to support more than 25 world languages. The center is an active partner with the university's language and linguistics departments, providing training, equipment, and technology to more than 200 instructors and 4,000 students.

The center's classrooms are designed for language teaching, featuring state-of-the-art audio-visual technology and furniture that can be easily reconfigured for a variety of active teaching environments. In addition, the student center offers space for lectures, workshops, and conversation practice. A library of films and multilingual reading material in a variety of languages are also located there.

Among the center's key student services are the Self-Study Language Program, Foreign Language Exchange, and an annual Foreign Languages and International Studies Day. The center is also one of the founding members of the UO Language Council, a campus group aimed at raising the profile and impact of language study.

As a research unit, the center develops web-based software that serves the campus and the worldwide language teaching community. Its Virtual Language Laboratory and ANVILL (A National Virtual Language Laboratory) applications are used by thousands of students daily.

Student Alumni Association

541-346-2107
1720 E. 13th Ave., Suite 119
uosaa@uoregon.edu
www.uoalumni.com/saa (http://www.uoalumni.com/saa/)

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 chapter 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 and events
- generate excitement surrounding university activities and traditions, creating a legacy of student involvement

Student Housing

Michael Griffel, Director
541-346-4277

University Housing
1416 Columbia Street
Eugene, Oregon 97403

housing.uoregon.edu (http://housing.uoregon.edu/)

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.

All first-year students live on campus. Students may 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. University Housing 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 (http://housing.uoregon.edu/residence-halls/)s (https://housing.uoregon.edu/halls/), which house approximately 4,900 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 wardrobe, dresser, or closet for each resident. Ethernet and/or Wi-Fi access are included. In addition to the amenities, a dedicated staff of professionals and student leaders live in the halls to help support 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 A (https://housing.uoregon.edu/communities/)cademic Residential Communities (http://housing.uoregon.edu/academics/) (ARCs) for residents. Such programs include Art + Design, Business, Environmental Leaders, Global Engagement, Health Sciences, Latinx Scholars, LGBTQIA+ Scholars, Media and Social Action, Native American and Indigenous Studies, Performing Artists Collective, Sustainable Cities and the Public Good, Thrive: Healthy Living, Umoja Black Scholars, Women in Science and Math, and Robert D. Clark Honors College. The residence halls also connect students with faculty fellows, advisors, and the Faculty-in-Residence program.

Residential communities are another way residents can customize their experience. University Housing also offers the Creative Practice Community, Flying V: Substance Free Community, Gender Equity Community, Quiet Community, Industry, Entrepreneurship, and Innovation Path Community, and Science, Sustainability, and Health Path Community. For more information, visit housing.uoregon.edu/communities. (https://housing.uoregon.edu/communities/)

Dining on Campus

The residence halls have five flexible meal plans (http://housing.uoregon.edu/meal-plans/). Four meal plans operate on a point system loaded weekly on a student's UO ID card. With these plans, students may use their meal plan points in any of the 14 housing dining venues. Venues include a traditional all-you-care-to-eat dining center, street tacos, coffee houses, a bistro, hearth-baked pizza, a pasta bar, deli-style locations, fresh sush, and markets with everything from sushi to sandwiches, soups, entrées, fresh fruit, açai bowls, and beverages. The other plan, Carson Limited, allows two entries per meal period to Carson Dining, the all-you-care-to-eat venue, and five meal points per week. This plan is only valid at Carson Dining. All meal plans come with $50 of Duck Bucks to use in other locations on campus.

Registering for Housing

Any student admitted to the university may register for on-campus housing. After receiving notice of admission from the Office of Admissions, students should visit the housing website (https://housing.uoregon.edu/register/) and fill out an online housing registration form. After completing and submitting the registration, students must then read and sign the online housing contract and make an online payment of their initial housing payment and nonrefundable registration fee to immediately secure a housing space. For information on exemptions, please visit housing.uoregon.edu/first-year/live-on. (https://housing.uoregon.edu/first-year/live-on/)

The earlier students register for housing, the more choices they will have when selecting their rooms. Returning residents are also given priority in room choices. Information and instructions on registering for residence hall housing (http://housing.uoregon.edu/register/) 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 typically begins a few days before classes start in fall term through the end of spring term (June 10, 2022), 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 meal charges are billed to students' university accounts each term. 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

University Housing maintains apartment communities and a limited number of houses for approximately 500 students and their families. Housing in Family Housing and University Apartments (http://housing.uoregon.edu/apartments/) is open to full-time students. One

building offers single-dwelling units with priority 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/) meal 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.

As soon as students are admitted to the University of Oregon, they may apply for university apartments. Assignments are made based on variety of factors, such as date of application, desired move-in date, numbers of household members, and availability. Early application and frequent application updates are highly encouraged.

Testing Center

Jeff Bulkley, Director
541-346-3230
University Health Services Building, Second Floor
1590 E. 13th Ave.
testing.uoregon.edu (http://testing.uoregon.edu/)

The University Testing Center (UTC), a unit of the Division of Student Services and Enrollment Management, schedules, coordinates, and administers a wide range of academic and licensure testing for students and community members. The UTC works extensively with the Accessible Education Center to provide proctoring for students with accommodations. The UTC offers community and student support by offering a wide variety of testing programs such as academic examinations, placement assessments, language assessments, credit by examination programs (CLEP and DANTES), teacher certifications (ORELA and PRAXIS), licensing programs for the Oregon Department of Agriculture and Building Codes Division, admissions exams (GRE, GMAT, MAT, MPRE, and Cambridge Assessments) to name just a few. Students and community members taking online, distance-education courses from other schools and programs are also able to have their examinations proctored at the center. The UTC is always open to offering new academic and licensure exams as requested by the community.

Registration materials and information are available on the website (https://testing.uoregon.edu/) or by e-mailing a request (testing@uoregon.edu) to testing@uoregon.edu. The center is located in E248 University Health Services Building. Tests are administered by appointment. Hours of operation are listed on the website.

Transportation Services

David Reesor, Director
541-346-5444

The Transportation Services department coordinates the use of sustainable transportation options and provides parking services for students, members of the faculty and staff, and campus visitors. The department currently maintains approximately 3,200 parking spaces on or adjacent to campus in more than 60 lots and one multilevel underground garage, and operates the university's Access Shuttle, a free, on-campus ride service for students, employees, and visitors with limited mobility.

University Career Center

Director

541-346-3235
Willie and Donald Tykeson Hall, Garden Level

The University Career Center is a unit of the Division of Student Life that exists to support the career readiness, preparation, and professional development of students. Its mission is to help students learn about career options and paths; develop strategies to find and prepare for part-time jobs, internships, and full-time career opportunities; meet potential employers; and reach their fullest career potential.

Career Coaching

Career-readiness coaches help students learn about the world of employment—career choices, applications for jobs, internships, and graduate school—and assist with job and internship search strategies. Group sessions, workshops, and individual coaching appointments are available to help students advance their goals.

The center website provides a multitude of resources on careers, jobs and internships, search strategies, and employer profiles.

Jobs, Internships, and Career Resources

Handshake. Each year thousands of jobs—part-time, full-time, work-study, summer, international, and internship opportunities—are listed in Handshake (https://career.uoregon.edu/handshake/), the university's online career services tool listing jobs, internships, and other career resources. The center also actively develops part-time jobs, internships, and full-time career opportunities for students.

On-Campus Recruiting Program, Career Discovery, and Networking Events. The on-campus recruiting program brings more than 200 employers to campus each year, and career fairs and many career-related events with opportunities to interact with employers are held annually. Panels of industry experts demystify the world of employment and offer career and job-search advice.

Internship for Credit. This course offers students academic credit for engaging in supervised, preprofessional, career-related learning experiences. Students gain professional experience, develop skills, and

explore career fields, all while earning credit. More information may be found on the center website.

University Career Center Partner Program. This program introduces students to employers who are committed to hiring University of Oregon students. They offer a variety of opportunities ranging from part-time jobs to internships and career positions.

Student Employment Enhancement Initiative. Hundreds of student employee positions are available each year at a variety of times. In an effort to make the student employment experience as meaningful as possible, this program supports student supervisors and, ultimately, students. More information about this program is available online (https://uosee.uoregon.edu/).

Support

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

Multicultural Career Alliance. The alliance provides programming focused on career exploration and future employment opportunities for traditionally underrepresented groups of students, such as students of color, students with disabilities, student veterans, and students who identify as LGBTQ.

International Student Career Alliance. A collaborative effort to respond 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 offered include assistance writing résumé and cover letters as well as full-and part-time job and internship searches.

For more information about career exploration and academic planning, see the Academic and Career Planning **(**p. 41**)** section of this catalog.

Work-Life Resources

Jennifer Mirabile, Senior Human Resources Programs Coordinator
541-346-2195 or -3195
541-346-2548 fax
677 E. 12th Ave., Suite 400
hr.uoregon.edu/worklife (http://hr.uoregon.edu/worklife/)

University Work-Life Resources, a program in Human Resources, coordinates information about campus and community child-care options, resources for families and elder care, work and life resources, wellness programs, help with life events, and university work-life policies.

UO Affiliated Child-Care Programs

Co-op Family Center

The center is an independent, nonprofit co-operative located in Spencer View Family Housing. Student families receive priority and a tuition discount. The center serves children eight weeks to 10 years. For more information, visit the website (http://coopfamilycenter.org/) or telephone 541-346-7400.

Moss Street Children's Center

The center offers university student families priority and a tuition discount, serving children three months through third grade. It is described more fully under Erb Memorial Union in this section of the catalog. For more information, visit the website (https://moss.uoregon.edu/) or telephone 541-346-4384.

Vivian Olum Child Development Center

The center, which offers priority services to employee families, has seven classrooms and serves as many as 110 children, from eight weeks old through fifth grade. For more information, visit the website (https://olum.uoregon.edu/) or telephone 541-346-6586.

Caregiver Resources and Caregiver Provider Networks

Caregiving responsibilities have a unique impact on UO community members and their families. While UO cannot provide ready-made solutions to child care and other care giving issues individuals are encountering, the Caregiver Resources (https://www.uoregon.edu/caregivers/) website is a one-stop point of access to existing resources, including networking opportunities, and is intended to provide potential solutions to the challenges of caregiving while working and pursuing an education. The Caregiver Networks (https://www.uoregon.edu/caregivers/#caregiver-networks) are **e**xclusive to the UO community, and connect members of our community with UO families needing caregiving.

Family Community Opportunities

A subscription-based email listserver for the UO community provides information about family-related campus and community events and programs. More information on the listserver and how to subscribe is available online (https://lists-prod.uoregon.edu/mailman/listinfo/uofamilies/).

Financial Assistance for Child Care

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.

Employee-Dependent Child-Care Account

UO employee parents have an opportunity to pay for dependent care with pretax income. For more information, call the Human Resources Benefits Office, 541-346-3085.

Graduate Assistance Fund

This program assists graduate students facing financial hardship in the care of a new child or a medical issue. For more information, visit the website (https://gradschool.uoregon.edu/current-students/assistance-fund/).

Oregon Department of Human Services Child-Care Subsidy

Working families whose combined income is below 150 percent of the federal poverty level may be eligible for financial help with child-care costs. For more information, visit the website (http://www.oregon.gov/DHS/ASSISTANCE/CHILD-CARE/Pages/).

Graduate Families GE

Questions, concerns, or needs related to graduate students with families may be found online (https://gradschool.uoregon.edu/students-with-families/) or directed to Graduate Families Graduate Employee via email (familyge@uoregon.edu). Graduate Families GE serves as a resource, providing referrals and support, hosting free family events, and managing the graduate families listserver, a subscription-based email service for the UO community providing information about family-related campus and community events and programs. More information on the listserver is available online (https://lists-prod.uoregon.edu/mailman/listinfo/uofamilies/).

Lactation Support Rooms

Each of the eleven lactation support rooms provide a private space for student, faculty, and staff mothers to nurse or express milk. View the Family-Friendly Resources (https://map.uoregon.edu/s/family-friendly/) map for specific lactation room locations. UO parents may register to use one of the campus lactation rooms (https://hr.uoregon.edu/worklife/children-elders-family/lactation-support/) by contacting a staff member in Human Resources, 541-346-2195.

The Personal Refrigerator Lending Program provides nursing mothers working for the university with small, apartment-sized refrigerators for their campus offices and workspaces in which to store expressed milk. Call Human Resources to request a refrigerator.

Using the international symbol for breastfeeding is one way for nursing mothers on campus to communicate to those around them the need for privacy while nursing or expressing milk. To request a free sign contact Human Resources at 541-346-2195.

School and Summer Camp Information

Information on the Eugene 4J, Bethel, and Springfield school districts as well as UO-affiliated summer camps are available on the Human Resources website (https://hr.uoregon.edu/).

Youth and Family Program

The Department of Physical Education and Recreation offers a variety of youth lessons and family recreation time, as well as summer and no-school day camps. For more information, telephone 541-346-4183.

Academic Calendar

Term	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Weeks between Summer Term and Fall term	2 weeks	2 weeks	2 weeks	1 week	2 weeks	2 weeks

Important Fall Term Dates	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Initial Registration	May 18–29	May 17–26	May 16–25	May 22 – June 1	May 20–30	May 19–29
Community Education Registration begins	September 26	September 25	September 24	September 23	September 28	September 27
Classes begin*	September 29*	September 27	September 27*	September 26*	September 30	September 29
Last day to drop classes without W	October 3	October 2	October 1	September 30	October 5	October 4
Last day to register/ add classes	October 5	October 4	October 3	October 2	October 7	October 6
Last day to withdraw from classes	November 15	November 14	November 13	November 11	November 17	September 16
Thanksgiving vacation**	November 26–27	November 25–26	November 24–25	November 23–24	November 28–29	November 27–28
Last day of classes	December 4	December 3	December 2	December 1	December 6	December 5
Final examinations	December 7–11	December 6–10	December 5–9	December 4–8	December 9–13	December 8–12
Final grades due (Tuesday noon)	December 15	December 14	December 13	December 12	December 17	December 16

Important Winter Term Dates	Winter 2021	Winter 2022	Winter 2023	Winter 2024	Winter 2025	Winter 2026
Initial Registration	November 16–25	November 15–24	November 14–23	November 13–22	November 18–27	November 17–26
Community Education Registration begins	December 21	December 20	December 19	December 18	December 23	December 22
Classes begin*	January 4	January 3	January 9	January 8	January 6	January 5
Last day to drop classes without W	January 9	January 8	January 14	January 13	January 11	January 10
Last day to register/ add classes	January 12	January 10	January 16	January 15	January 13	January 12
Martin Luther King, Jr holiday**	January 18	January 17	January 16	January 15	January 20	January 19
Last day to withdraw from classes	February 21	February 20	February 26	February 25	February 23	February 22
Last day of classes	March 12	March 11	March 17	March 15	March 14	March 13
Final examinations	March 15–19	March 14–18	March 20–24	March 18–22	March 17–21	March 16–20
Final grades due (Monday noon)	March 22	March 21	March 27	March 25	March 24	March 23
Spring vacation	March 20–28	March 19–27	March 25 – April 2	March 23–31	March 22–30	March 21–29

Important Spring Term Dates	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Initial Registration	February 22 – March 3	February 21 – March 2	February 27 – March 8	February 26 – March 6	February 24 – March 5	February 23 – March 4
Community Education Registration	March 15	March 14	March 20	March 18	March 17	March 16
Classes begin*	March 29	March 28	April 3	April 1	March 31	March 30
Last day to drop classes without W	April 3	April 2	April 8	April 6	April 5	April 4
Last day to register/ add classes	April 5	April 4	April 10	April 8	April 7	April 6
Last day to withdraw from classes	May 16	May 15	May 21	May 19	May 18	May 17

Memorial Day holiday**	May 31	May 30	May 29	May 27	May 26	May 25
Last day of classes	June 4	June 3	June 9	June 7	June 6	June 5
Final examinations	June 7–11	June 6–10	June 12–16	June 10–14	June 9–13	June 8–12
Commencement ceremony	June 14	June 13	June 19	June 17	June 16	June 15
Final grades due (Tuesday noon)	June 15	June 14	June 20	June 18	June 17	June 16

Important Summer Term Dates	**Summer 2021**	**Summer 2022**	**Summer 2023**	**Summer 2024**	**Summer 2025**	**Summer 2026**
Olympic Trials	June 18–27					
World Track Championships		July 15–24				
Initial registration	May 3–7	May 2–6	May 8–12	May 6–10	May 5–9	May 4–8
Classes begin	June 21	June 20	June 26	June 24	June 23	June 22
Independence Day holiday**	July 5	July 4	July 4	July 4	July 4	July 3
First 8-week and second 4-week sessions end	August 13	August 12	August 18	August 16	August 15	August 14
Labor Day holiday**	September 6	September 5	September 4	September 2	September 1	September 7
12-week session ends	September 10	September 9	September 15	September 13	September 12	September 11

1. * In observance of Yom Kippur, classes begin Tuesday, September 29, 2020 and Tuesday, September 26, 2023; In observance of Rosh Hashanah, classes begin on Tuesday, September 27, 2022.
2. ** Observed, no classes held.

Catalog Archive

2019–20 Catalog (http://catalog.uoregon.edu/archive/2019-2020/)

For earlier editions of the *University of Oregon Catalog*, visit the website for the Office of the Registrar (https://registrar.uoregon.edu/uo-course-catalog-archive-and-course-descriptions/).

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