## Important Academic Dates 2013–2017

### Fall

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
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<tbody>
<tr>
<td>Classes begin</td>
<td>9/30</td>
<td>9/29</td>
<td>9/28</td>
<td>9/26</td>
</tr>
<tr>
<td>Last day to drop classes without a ‘W’</td>
<td>10/7</td>
<td>10/6</td>
<td>10/5</td>
<td>10/3</td>
</tr>
<tr>
<td>Last day to register/add classes</td>
<td>10/9</td>
<td>10/18</td>
<td>10/7</td>
<td>10/5</td>
</tr>
<tr>
<td>Last day to withdraw from classes</td>
<td>11/17</td>
<td>11/16</td>
<td>11/15</td>
<td>11/13</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>12/6</td>
<td>12/5</td>
<td>12/4</td>
<td>12/2</td>
</tr>
<tr>
<td>Final examinations</td>
<td>12/9–13</td>
<td>12/8–12</td>
<td>12/7–11</td>
<td>12/5–9</td>
</tr>
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### Winter

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>1/6</td>
<td>1/5</td>
<td>1/4</td>
<td>1/9</td>
</tr>
<tr>
<td>Last day to drop classes without a ‘W’</td>
<td>1/13</td>
<td>1/12</td>
<td>1/11</td>
<td>1/16</td>
</tr>
<tr>
<td>Last day to register/add classes</td>
<td>1/15</td>
<td>1/14</td>
<td>1/14</td>
<td>1/18</td>
</tr>
<tr>
<td>Martin Luther King holiday **</td>
<td>1/20</td>
<td>1/19</td>
<td>1/18</td>
<td>1/16</td>
</tr>
<tr>
<td>Last day to withdraw from classes</td>
<td>2/23</td>
<td>2/22</td>
<td>2/21</td>
<td>2/26</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>3/14</td>
<td>3/13</td>
<td>3/11</td>
<td>3/17</td>
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### Spring

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<tbody>
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<td>Classes begin</td>
<td>3/31</td>
<td>3/30</td>
<td>3/28</td>
<td>4/3</td>
</tr>
<tr>
<td>Last day to drop classes without a ‘W’</td>
<td>4/7</td>
<td>4/6</td>
<td>4/4</td>
<td>4/10</td>
</tr>
<tr>
<td>Last day to register/add classes</td>
<td>4/9</td>
<td>4/8</td>
<td>4/6</td>
<td>4/12</td>
</tr>
<tr>
<td>Last day to withdraw from classes</td>
<td>5/18</td>
<td>5/17</td>
<td>5/15</td>
<td>5/21</td>
</tr>
<tr>
<td>Memorial Day holiday **</td>
<td>5/26</td>
<td>5/25</td>
<td>5/30</td>
<td>5/29</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>6/6</td>
<td>6/5</td>
<td>6/3</td>
<td>6/9</td>
</tr>
<tr>
<td>Final examinations</td>
<td>6/9–13</td>
<td>6/8–12</td>
<td>6/6–10</td>
<td>6/12–16</td>
</tr>
<tr>
<td>Commencement</td>
<td>6/14</td>
<td>6/15</td>
<td>6/13</td>
<td>6/19</td>
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### Summer

<table>
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</thead>
<tbody>
<tr>
<td>Registration</td>
<td>5/5–9</td>
<td>5/4–8</td>
<td>5/2–6</td>
<td>5/8–12</td>
</tr>
<tr>
<td>Classes begin</td>
<td>6/23</td>
<td>6/22</td>
<td>6/20</td>
<td>6/26</td>
</tr>
<tr>
<td>Independence Day holiday **</td>
<td>7/4</td>
<td>7/3</td>
<td>7/4</td>
<td>7/4</td>
</tr>
<tr>
<td>8-week session ends</td>
<td>8/13</td>
<td>8/12</td>
<td>8/10</td>
<td>8/16</td>
</tr>
<tr>
<td>Summer Commencement</td>
<td>8/16</td>
<td>8/15</td>
<td>8/13</td>
<td>8/19</td>
</tr>
<tr>
<td>Labor Day</td>
<td>9/1</td>
<td>9/7</td>
<td>9/5</td>
<td>9/4</td>
</tr>
<tr>
<td>11-week session ends</td>
<td>9/5</td>
<td>9/4</td>
<td>9/2</td>
<td>9/8</td>
</tr>
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* Incoming students register for fall term courses during IntroDUCKtion or Week of Welcome.

** Observed: no classes held
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GETTING STARTED AT THE UNIVERSITY OF OREGON

New Student Checklist

YOU ARE A DUCK
As a Duck you are issued your:

• UO ID Number and Personal Access Code (PAC)
The nine-digit UO student ID number starts with “95.” The Personal Access Code (PAC) is the accompanying password for use with your UO ID number. Using these, you can register for courses, view and accept financial aid awards and loans, pay tuition and fees, and check degree progress and grades, among other things, on DuckWeb.

• Duck ID
Your Duck ID is your e-mail username (e.g. username@uoregon.edu). Claim your Duck ID and create your UO e-mail password at duckid.uoregon.edu, with your UO ID Number and PAC. Use your Duck ID to access your UO e-mail account, wireless internet on campus, and Blackboard.

• UO ID Card
Get your free UO ID Card at the UO Card Office. It is your official university identification card and it gives you access to dining services in University Housing and the Student Recreation Center. It can also be used as a ticket to most Duck sporting events and as a pass for free travel on public transportation.

GET YOUR DUCKS IN A ROW

• Academic Planning Workshop
Learn about the university's graduation requirements and get introduced to the general education requirements that you must satisfy in addition to major course work.

• Placement Tests
You may need to take a mathematics or foreign language placement test. Your scores and any interview evaluations will determine which appropriate course(s) you should take first.

• Academic Advising Appointment
Your meeting with your academic advisor will help you plan the courses to take for your first term and clarify questions about general education, major, and minor requirements.

• Class Registration through DuckWeb
After your academic advising appointment, use DuckWeb to register for your first-term classes.

• Take Care of Transportation Needs
You must register your bicycle with Office of Parking and Transportation (free service). This can assist the University of Oregon Police Department in the recovery of your bicycle if it is stolen.

• Visit the Duck Store
In addition to textbooks, the main Duck Store also carries school, art, and computer supplies; Duck gear; fiction and nonfiction books; magazines; and beverages and snacks.

• Tour Knight Library
Visit Knight Library to learn about available services and resources that can help you in your research projects and papers.

• Explore (the rest of) Campus
Check out the campus by using the map at the end of the handbook or on your mobile device.

• Meet Fellow Freshman Interest Group (FIG) Members
During the Week of Welcome (WOW), you can personally connect with other students in your FIG.
BE A SAVVY DUCK

1. Be Smart on Campus at Night
Always be aware of your surroundings. The Department of Parking and Transportation website provides a “Campus at Night” map that shows the location of lighted walkways and emergency call boxes.

2. Lock your Bicycle; Ride Safely
Always lock your bicycle with a high-quality lock, and do not forget to use bicycle lights and ride safely.

3. Check Out First-Year Opportunities
Take advantage of specialized courses and programs just for first-year students. These small-enrollment courses allow you to engage in interesting academic subjects, learn about majors, connect with new Ducks, and learn about opportunities and resources to pursue your academic goals.

4. Connect with Faculty Members
Take advantage of office hours and learn how UO faculty members can share a wealth of information with you about their research, and how you can pursue your own academic interests.
ACADEMICS

Welcome to the University of Oregon (UO). Your academic journey here will be exciting, complex, and enriching. With more than 2,000 courses and nearly 100 majors to choose from, you can shape your academic career in many different ways. The university is committed to helping you plan a course of study that reflects your interests, academic goals, and career aspirations.

ACADEMIC ADVISING OVERVIEW

Academic advisors encourage your engagement in the life of the university and assist you in making a meaningful academic plan. Advisors can also provide specific information about academic courses and programs. Students are encouraged to see an advisor at least once a term.

Academic Advising for Newly Admitted Students

All new students are required to meet with an academic advisor before registering for courses for the first time. During new student orientation, you will participate in an introduction to academics workshop that explains the university’s academic requirements and then meet with an academic advisor to plan your first term’s courses.

Major Advising

Students who have declared a major are assigned an advisor from the department offering the major. Based on each department’s advising policies, students may schedule an appointment with their advisor at the department office. The name of your advisor is listed on the General Student Information screen of your DuckWeb account and on your degree audit. Declared students are also seen by advisors in the Clark Honors College, Accessibility Education Center, Center for Multicultural Academic Excellence, Services for Student-Athletes, PathwayOregon, and Special Support Services.

Undeclared Advising

The Office of Academic Advising (OAA) offers comprehensive advising assistance to students who are undecided about their majors or who are considering changing majors. Undeclared students are also seen by advisors in the College of Arts and Sciences, Clark Honors College, Accessibility Education Center, Center for Multicultural Academic Excellence, Services for Student-Athletes, PathwayOregon, and Special Support Services.

Preprofessional Advising

Students interested in professional fields can seek preprofessional advising from OAA or certain department offices. Advisors are available to assist students who are considering professional fields in the health-sciences (e.g., dentistry, medicine, nursing, pharmacy, physical therapy, occupational therapy), engineering, law, and social work.
YOUR UNIVERSITY EDUCATION

The university faculty has established requirements that give structure to undergraduate study. Your UO requirements are divided into three parts: general education, major, and electives, which add up to about forty-five courses. In the following pages you will be introduced to these three curriculum components and become familiar with university graduation requirements.

GENERAL EDUCATION

Your general-education course work is designed to introduce you to key ideas in three areas of human knowledge: arts and letters, social science, and science. Approved courses within these areas are called “group-satisfying courses.”

Other components of general education are writing and mathematics courses, which hone your reasoning ability, and multicultural and language courses, which deepen your understanding and appreciation of human diversity.

NOTE
Clark Honors College students meet the UO general education requirements as part of the honors college curriculum (see blue page 53)

Group-Satisfying Areas

If you earn a typical bachelor’s degree, you will take four courses (4 credits each) in each of the three areas of human knowledge: arts and letters, social science, and science. Abbreviations and the symbols >1, >2, >3, and >4 are used to denote them:

• Arts and letters    >1 or A&L
• Social science     >2 or SSC
• Science            >3, >4, or SC

Many courses comprise each of these groups; see the Courses section of this handbook for a complete list.

Choosing Courses

A summary of the group-satisfying requirements for the bachelor’s degree is presented in table 2 on the next page. The following specifies the specific details of the main requirements.
1) Take courses in at least two different subjects within each group.

To add variety to your exploration, take courses in at least two different subjects within each group. For example, you might choose Mind and Society (PSY 202) and War in the Modern World (HIST 240). Both are courses within the social science group but they are in different subjects, as indicated by the capitalized abbreviations that denote different academic departments.

2) Take at least two courses in the same subject.

To study a few subjects in depth, include at least two courses in the same subject. For example, you might choose Introduction to Language and Culture (ANTH 280) and World Archaeology (ANTH 150) for the social science group.

3) Only one course may be in the same subject as your major.

Among the courses you take to satisfy the requirements in all three groups, you may use as many as three courses in the same subject, but only one course may be in the same subject as your major. For instance, if you choose anthropology as your major, you may count only one ANTH course toward any of the group requirements.

NOTE

No more than three courses in the same subject may be used to fulfill the minimum 36 credit requirement.

No more than one course may be in the same subject as your major.

<table>
<thead>
<tr>
<th>Bachelor’s degree</th>
<th>Group-satisfying requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA, BS, BFA</td>
<td>Complete 15 or 16 credits in each group for 45 total minimum credits, and credits in each group must include at least:</td>
</tr>
<tr>
<td></td>
<td>• two courses from the same subject.</td>
</tr>
<tr>
<td></td>
<td>• one course from a different subject.</td>
</tr>
<tr>
<td></td>
<td>Note:</td>
</tr>
<tr>
<td></td>
<td>• To fulfill the 45 credit requirement, only:</td>
</tr>
<tr>
<td></td>
<td>• three courses in the same subject may be used.</td>
</tr>
<tr>
<td></td>
<td>• one course may be in the same subject as your major.</td>
</tr>
<tr>
<td></td>
<td>• Courses that fulfill the BA foreign language requirement cannot also be used to fulfill the arts and letters (A&amp;L) group requirement.</td>
</tr>
<tr>
<td></td>
<td>• Courses that fulfill the BS requirement cannot also be used to fulfill the science (SC) group requirement.</td>
</tr>
<tr>
<td>BArch, BiArch, BLA, BEd, BMus</td>
<td>Complete 12 credits in each group for 36 total minimum credits, and credits for:</td>
</tr>
<tr>
<td></td>
<td>• two groups must include at least two courses from one subject.</td>
</tr>
<tr>
<td></td>
<td>• each group must include at least two subjects</td>
</tr>
<tr>
<td></td>
<td>Note:</td>
</tr>
<tr>
<td></td>
<td>• No more than three courses in the same subject may be used to fulfill the minimum 36 credit requirement.</td>
</tr>
<tr>
<td></td>
<td>• No more than one course in the same subject as your major.</td>
</tr>
</tbody>
</table>

Hints for Choosing Group-Satisfying Courses

• Learning is most enjoyable when the ideas in some of your courses are related. Freshman Interest Groups (FIGs) allow you to find relationships among subjects. Whether or not you are interested in a FIG, you might still want to take interrelated courses. For example, American literature and American history complement one another or you might think about combining geography and history.

• In some cases, requirements for the major will influence your choice of general-education courses. If you have selected a major, be sure to read about its requirements in the UO Catalog or on the departmental website before choosing group-satisfying courses.
The writing requirement is satisfied by completing two writing courses with a grade of C- or better, or P (pass). Most students begin with WR 121 and take WR 122 or 123 directly afterward but there are exceptions to this pattern.

Choosing Courses

1) Which writing class should I start with?
You should begin with WR 121 unless you have earned:
- satisfactory transfer, Advanced Placement (AP), or International Baccalaureate (IB) credit, or
- a score of or above 710 on the SAT Critical Reading or 32 on the ACT English.

Tables 4 and 5 on page 7 list writing placement based on various standardized test results.

2) When should I take my writing classes?
It is important to take writing sometime during your first year. If you begin with WR 121, enroll according to the alphabetical priority system shown in table 3 on page 8. Plan to take WR 122 or 123 the following term.

Sophomores (students with at least 45 credits), juniors, and seniors who have not yet met the writing requirement may register in any term. The university strongly advises you to complete the entire writing requirement by the end of your sophomore year. This will give you preparation for the writing-intensive demands of many upper-division courses you take in your junior and senior years.

Transfer Students
You are eligible to register immediately for the writing courses you need.
Plan on completing the requirement within one academic year.

NOTE
Clark Honors College students satisfy the writing requirement as part of the honors college curriculum (see blue page 53)

3) What if I’m an international student?
All new international students must satisfy the Academic English for International Students (AEIS) requirements upon enrolling at the UO. However, students who meet at least one of the following conditions will have already satisfied the requirement:
- Students whose native language is English
- Students with a bachelor’s degree or higher from an accredited U.S. college or university
- Exchange or sponsored students who are not seeking their degree from the UO
- Undergraduate and graduate students with TOEFL scores of 575 (233 computer-based TOEFL, 88 IBT, 7 IELTS) or above

Students who do not meet at least one of the four conditions described above must meet the AEIS requirement by taking the AEIS placement test, and taking any appropriate classes based on the results of the test. If you are placed in AEIS courses, you should aim to complete all AEIS requirements within your first academic year at the UO. It is also strongly recommended that you complete your AEIS requirements before taking WR 121. Individual AEIS course requirements will be added to your Degree Audit in DuckWeb during the 2013–14 academic year. The webpage aeis.uoregon.edu provides information about English proficiency requirements.
Students who have met one of the four conditions described above do not need to take the AEIS placement exam. However, if a student would like to take an AEIS class, they must take the AEIS placement exam during International Student Orientation to determine which AEIS class(es) would be beneficial to them.

### TABLE 3. Registration priority for WR 121 course

<table>
<thead>
<tr>
<th>First letter of last name</th>
<th>Term to take writing course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A—G</td>
<td>WR 121 Fall Winter*</td>
</tr>
<tr>
<td>H—O</td>
<td>WR 122 or WR 123 Winter*</td>
</tr>
<tr>
<td>P—Z</td>
<td>WR 122 or WR 123 Spring*</td>
</tr>
</tbody>
</table>

* Recommended

### TABLE 4. Standard writing placement

<table>
<thead>
<tr>
<th>Score</th>
<th>Writing placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Critical Reading</td>
<td>ACT English</td>
</tr>
<tr>
<td>470 or below</td>
<td>18 or below WR 121 (with option to co-enroll in supporting tutorial course WR 199*)</td>
</tr>
<tr>
<td>480–700</td>
<td>19–31 WR 121</td>
</tr>
<tr>
<td>710 or above</td>
<td>32 or above WR 122 or 123</td>
</tr>
</tbody>
</table>

* WR 199 changes to WR 195 after fall 2012

### TABLE 5. Advanced writing placement

<table>
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<th>Test</th>
<th>Score</th>
<th>Writing placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Language and Composition</td>
<td>3, 4, 5</td>
<td>WR 122 or 123 (exempt from WR 121)</td>
</tr>
<tr>
<td>IB English A (higher level exam)</td>
<td>5</td>
<td>Writing requirement completed</td>
</tr>
</tbody>
</table>

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### Mathematics, Foreign Language, or Both?

Mathematics and foreign language courses are two components of the general education requirement. Whether you need to take mathematics or foreign language courses depends on the type of degree you are seeking and the major you wish to pursue:

**Mathematics**

Required for:
- specific majors
- students earning a BS degree*

**Foreign Language**

Required for:
- specific majors
- students earning a BA degree*
Mathematics

To satisfy the BS mathematics requirement, you must complete the equivalent of one year of university-level work in mathematics. It is especially important to begin taking mathematics courses early if you are planning to major in the sciences, elementary education, or business, or are considering a prehealth program.

Choosing Courses

1) Which mathematics class should I start with?

Your choice of courses depends on your interests, aptitude, and the majors you are considering or have chosen. Your SAT Math or ACT Math score is used to provide an initial recommendation as shown by figure 2 and table 6 on page 9. However, a mathematics placement test can be used to refine placement.

University-Level Mathematics (minimum score: SAT MATH 550 or ACT Math 25)

Earning a minimum score of 550 on the SAT MATH, or 25 on the ACT Math, indicates you are ready for university-level mathematics courses. The first of these is MATH 111 College Algebra, which is a prerequisite for more advanced courses. Alternative courses for students ready for MATH 111 are MATH 105, 106, 107, and 243 (these courses are not prerequisites for other courses).

If you are ready for courses beyond college algebra, you should take the Advanced Mathematics Placement Test. It is not necessary for you to take this test if you have Advanced Placement (AP) or College Level Examination Program (CLEP) credit in calculus, but you may wish to do so to make the best choice of possible calculus courses.

Developmental Mathematics (score below: SAT MATH 550 or ACT Math 25)

Earning a score lower than 550 on the SAT Math, or 25 on the ACT Math, indicates you need to strengthen your mathematics background by taking developmental mathematics courses before enrolling in university-level mathematics courses. Depending on your score, you should start with either MATH 070 (SAT Math 460 or below, or ACT 20 or below) or MATH 095 (SAT Math 470–540, or ACT 21–24).

If you think your SAT Math or ACT Math score does not accurately measure your mathematics preparation, you may take the Standard Mathematics Placement Test. Students earning low scores on the placement test should gain foundational preparation to take higher-level mathematics courses, by taking developmental mathematics courses first.

2) Do I need to take the mathematics placement test?

SAT Math and ACT Math scores indicate the mathematics course you should take first. Students who are satisfied with their placement are not required to take a mathematics placement test. Students who think the initial recommendation underestimates their mathematics abilities can take one of two mathematics placement exams to demonstrate readiness for a higher-level mathematics course. See table 7 on the next page to determine which version of the placement test you are permitted to take.

Mathematics placement tests are given during all orientation sessions for entering students. Students who need placement testing during the school year should contact the Testing Center. To prepare for the test, you are encouraged to review your previous work and use the sample tests available on the Testing Center website at testing.uoregon.edu.

NOTE

No graduation credit is awarded for developmental courses, but enrollment credit is given for financial aid purposes. Additional fees are charged for developmental courses. MATH 070 and 095 are also offered at Lane Community College.
FIGURE 2. Determine which mathematics course to take first

If Your SAT Math or ACT Math Score is:

<table>
<thead>
<tr>
<th>SAT Math</th>
<th>ACT Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>460 or below</td>
<td>20 or below</td>
</tr>
<tr>
<td>470–540</td>
<td>21–24</td>
</tr>
<tr>
<td>550 or above</td>
<td>25 or above</td>
</tr>
</tbody>
</table>

Register for initial recommended mathematics course (no placement testing required)

- MATH 070
- MATH 095
- MATH 111, 105, 106, 107 or 243

<table>
<thead>
<tr>
<th>Score</th>
<th>SAT Math</th>
<th>ACT Math</th>
<th>Recommended mathematics course</th>
</tr>
</thead>
<tbody>
<tr>
<td>460 or below</td>
<td>20 or below</td>
<td>MATH 070</td>
<td></td>
</tr>
<tr>
<td>470–540</td>
<td>21–24</td>
<td>MATH 095</td>
<td></td>
</tr>
<tr>
<td>550 or above</td>
<td>25 or above</td>
<td>MATH 111, 105, 106, 107 or 243</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>SAT Math</th>
<th>ACT Math</th>
<th>Mathematics placement test version</th>
</tr>
</thead>
<tbody>
<tr>
<td>540 or below</td>
<td>24 or below</td>
<td>Standard</td>
<td></td>
</tr>
<tr>
<td>550 or above</td>
<td>25 or above</td>
<td>Advanced</td>
<td></td>
</tr>
</tbody>
</table>

3) How should I interpret my mathematics placement test score?

After taking a placement test you will receive your score indicating your mathematics ability and a list of appropriate mathematics courses to take. Considering this score, list of courses, and your academic goals, your advisor will guide you in selecting a suitable mathematics course to take. See table 8 on the next page for the placement mathematics courses based on scores from the standard and advanced placement test. If you believe the score does not accurately represent your level of mastery, you may retake the test.

4) Can I take mathematics courses out of sequence?

You may not enroll for credit in mathematics courses that are prerequisites for those in which you are concurrently enrolled or for which you have already received credit. If you regress in taking mathematics courses, credit will be deducted. For example, you may not receive credit for MATH 111 while, or after, earning credit in MATH 241 or its equivalent because of content issues. However, it is not considered regression if you first take MATH 111, then proceed to take MATH 105, 106, or 107 because the content is not duplicative. Consult an academic advisor if you have questions about mathematics courses.
5) What if I have transfer credits, or earned a qualifying score on the AP Calculus, IB, or CLEP exam?

You are not required to take a mathematics placement test and may register for the next appropriate mathematics course if you earned a:

- grade of C- or better in a mathematics course (MATH 095 or higher) at another institution, or for credit in high school (see figure 4 on page 12 for prerequisites for mathematics courses);
- score of 3 or above on the AP calculus (AB or BC) exam; or
- qualifying score on the IB or CLEP exam (see the Office of the Registrar website for translation of scores to UO course equivalencies).

Students who wish to reassess their level of preparedness to enroll in a particular mathematics course may take an appropriate mathematics placement test.

**Transfer Students**

Transfer credits that count toward the mathematics BS requirement are indicated in your degree audit. Refer to the Transfer and Nontraditional Students section of this handbook.

**TABLE 8. Mathematics course placement based on mathematics placement test* score**

<table>
<thead>
<tr>
<th>Score</th>
<th>Equivalent Course Completed</th>
<th>Course placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>High school MATH 070</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>MATH 070</td>
<td>MATH 095</td>
</tr>
<tr>
<td>20</td>
<td>MATH 095</td>
<td>MATH 105, 106, 107, 111, 243</td>
</tr>
<tr>
<td>25</td>
<td>MATH 111</td>
<td>MATH 112, 241, 243</td>
</tr>
<tr>
<td>35</td>
<td>MATH 112</td>
<td>MATH 231, 251, 246</td>
</tr>
</tbody>
</table>

*Standard and advanced versions

**Earning a Bachelor of Science Degree (BS)**

To earn a BS degree, you must complete the equivalent of one year of college-level work in mathematics. All courses taken must be passed with a grade of C- or higher, or P (pass). Courses used to satisfy the mathematics requirement for the BS degree may not also be used to fulfill the science (SCI) group requirement.

1) What are the mathematics courses I need to earn a bachelor of science degree (BS)?

You can take numerous combinations of mathematics courses to meet the one-year college-level mathematics requirement. Your choices are dependent on the following:

i. Completion of necessary prerequisite mathematics courses

Most mathematics courses are sequential and have prerequisites. See figure 4 on page 12 for prerequisites of some mathematics courses.

ii. Recommended mathematics course to take first based on SAT or ACT Math score:

- Score indicates MATH 070*
  Take MATH 070.
- Score indicates MATH 095*
  Take MATH 095.
• Score indicates above MATH 095*
  Choose† from three of the following:
  MATH 105, 106, 107, 111, 243; CIS 111, 122, and so forth

• Score indicates above MATH 111
  Choose† MATH 112 and one of the following:
  MATH 243, 251; CIS 111, 122, and so forth

• Score indicates above MATH 112
  Choose† one of the following:
  MATH 231, 246, 251, 261; CIS 210 and so forth

Figure 3 below illustrates the above, and other, possible mathematics course combinations.

iii. Your chosen or intended major field of study

Students selecting, or intending to choose, certain majors should check with the major department(s) for mathematics courses that must be completed to graduate with a degree in the major. Here are some suggested typical sequences of mathematics courses for possible majors (note prerequisites):

<table>
<thead>
<tr>
<th>Major</th>
<th>Suggested sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>MATH 111, 241, 242, 243</td>
</tr>
<tr>
<td>Education Foundations</td>
<td>MATH 211, 212, 213</td>
</tr>
<tr>
<td>Sciences</td>
<td>MATH 111, 112, 246, 247 or 251, 252</td>
</tr>
</tbody>
</table>

*Students placed in MATH 070 and 095 should not take any other mathematics courses, until they have adequate preparation. MATH 070 and 095 do not count toward the BS requirement.
† Course combinations are only suggestions; speak with an advisor about other options.

**FIGURE 3. Mathematics course combinations to satisfy BS mathematics requirement**

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Math</td>
<td>470–540</td>
</tr>
<tr>
<td>UO Math Placement</td>
<td>550 and above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Translates to Completion of Equivalent UO Course with Grade of C- or Better</th>
<th>MATH 095</th>
<th>MATH 111</th>
<th>MATH 112</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Possible Combinations of Courses to Take</th>
<th>Three Courses</th>
<th>Two Courses</th>
<th>One Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 111, 112 and 251</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 105, 106 and 107</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 105,106 and 111</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 111,241 and 242</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 111,241 and 243</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 111, 122</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

‡ Sequence is intended for students planning to teach at the elementary level; all three courses must be satisfactorily completed to meet the mathematics requirement for the BS
FIGURE 4. Prerequisites for mathematics courses

Note:  
>4 approved for science group or mathematics BS requirement  
>5 approved for mathematics BS requirement only  
* Students should not register for both MATH 243 and 425  
* MATH 111 is a preferred prerequisite, but MATH 095 is acceptable
Note: >4 approved for science group (SCI) OR mathematics BS requirement
>5 approved for mathematics BS requirement only
CIS 110 Fluency with Information Technology is recommended for CIS 122 Intro to Web Programming
Second Language

The most common way to satisfy the BA second-language requirement is to take two complete years of university-level course work in a single language. You can complete the BA requirement in one year if you start with a second-year-level language class.

Choosing Courses

1) What language should I study?

In deciding which language to study, consider if:

• a language is required for your major;
• you wish to travel or live among people who speak that language;
• a language is part of your personal heritage; and
• you are interested to learn about other cultures.

Regardless of your reason(s), you do not have to continue to study a language you learned in high school. Unless a specific language is recommended for your major, you might want to study less commonly taught languages as these courses typically offer more enrollment availability and smaller class sizes.

Languages to Consider

American Sign Language, Arabic, Chinese, Danish, Finnish, French, German, Greek, Hebrew, Italian, Japanese, Korean, Latin, Norwegian, Portuguese, Russian, Spanish, Swahili, Swedish

2) Which course should I start with?

Starting your university language study at the highest possible level provides many advantages. For those seeking to fulfill the BA language requirement, beginning at the correct level reduces the number of language courses you must complete. If you plan to major or minor in a language, starting language study at the appropriate level offers a more satisfactory learning experience and provides opportunities to study abroad or take specialized courses. To determine which language course to take first, see figure 6 on page 15. Language placement for incoming students is available in Chinese, French, German, Japanese, and Spanish. If you wish to continue a language for which no placement test is offered, consult with the language department before registering.

Please use the following specific guidelines when you register:

• Begin study of language (no prior background)
  Register for the 101 course.

• Continue study of language (at least two years of high school study)
  Take a placement test to determine the appropriate course to take first. If you register for a course for which you are overqualified, you will be required to drop it and take a more advanced course. Note the following when finalizing which course to take:
  • Two years of high school study of a language generally indicates readiness to begin university-level language learning at the second-year level (201).
  • Registration for courses numbered 201 or above is required if continuing to learn a language studied for three or four years in high school.
  • French and Spanish offer a two-course sequence (111, 112) that covers first-year (three terms) course material in two terms, to bridge high school–community college and university-level language study.
• **Study language with background gained from household or community environment**

Students with Spanish language experience because they grew up in a Spanish-speaking household, or community, are required to take the Spanish Heritage Placement Test and register for SPAN 218. Once placement results are reviewed, a different course may be recommended.

3) **What if the language I want to study is not offered?**

If the language you are interested in studying is not offered, an option exists for self-study through the Yamada Language Center. For a complete list of offerings, refer to the website at babel.uoregon.edu. This self-study option does not automatically satisfy the UO language requirement. If you want to fulfill the requirement using one of these languages, or another language not regularly offered at the UO, consult with the associate dean for humanities, College of Arts and Sciences, at 541-346-3902.

**FIGURE 6. Determine if language placement test is required**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A new language</td>
<td>American Sign Language, Arabic, Chinese, Danish, Finnish, French, German, Greek, Hebrew, Italian, Japanese, Korean, Latin, Norwegian, Portuguese, Russian, Spanish, Swahili, Swedish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language studied in high school</td>
<td>Chinese, Japanese, Korean*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French, German, Spanish*</td>
<td>Any previous study</td>
<td>No previous study</td>
<td>No</td>
<td>Register for 101 level</td>
</tr>
<tr>
<td>All other languages</td>
<td>2 years of study before college</td>
<td>Yes</td>
<td>Meet with departmental faculty for an oral interview and final placement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 years of study before college</td>
<td>Yes</td>
<td>FR 111, SPAN 111</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 or more years of study before college</td>
<td>Yes</td>
<td>FR 201, 202, 203, GER 201, 202, 203, SPAN 201, 202, 203</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 years of study before college</td>
<td>Yes</td>
<td>Consider CLEP exam for credit (placement test score can indicate readiness for CLEP)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More than 2 years of study before college</td>
<td>Yes</td>
<td>FR 201, 202, 203, GER 201, 202, 203, SPAN 201, 202, 203</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consult with academic advisor or departmental faculty</td>
<td></td>
<td>300-level*† placement or individual determination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individually determined</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Students who wish to continue study of Korean must contact the East Asian Languages and Literatures office for individual placement appointments.

† Students who grew up with Spanish at home or in the community need to take the Spanish Heritage Placement Test, and register for SPAN 218. A different course may be recommended once placement results are reviewed.

‡ Students with 300-level and higher GER placement should consult with departmental faculty.
Earning a Bachelor of Arts Degree (BA)

To earn a BA degree, you must be proficient in a foreign language at the level attained by two years of university-level work. Courses used to satisfy the foreign language requirement for the BS degree MAY NOT also be used to fulfill the arts and letters (A&L) group requirement.

1) How can I show proficiency in a foreign language?
There are three common ways of demonstrating mastery of a foreign language at the college-level:

i. Continue with previously studied foreign language
Students must:
- Take a placement test to establish the level at which to begin your language study.
- Complete the third term course (typically numbered 203)* of the second-year sequence with grade of C- or higher, or P (pass).

ii. Begin study of new foreign language (no previous study). Students are required to study the language for two years, and:
- Complete the third term course (typically numbered 203)* of the second-year sequence with grade of C- or higher, or P (pass).

iii. Complete a foreign language course with a prerequisite of 203* level or higher, with grade of C- or higher, or P (pass)

Transfer Students
If you have earned transfer credit for a second language, you may continue to the next language course in the sequence.
You need to choose one course that engages these issues in two of the following categories: American cultures; identity, pluralism, and tolerance; and international cultures. Abbreviations are used to denote them:

- American cultures (AC)
- Identity, pluralism, and tolerance (IP)
- International cultures (IC)

See the Courses section of this handbook for a complete list of courses in these categories.

**Choosing Courses**

1) What are the multicultural requirement categories to choose from?

Courses in the three categories examine multicultural ideas:

i. **American Cultures (AC)**
   Courses consider race and ethnicity in the United States from historical and comparative perspectives. Each course deals with at least two of the following groups in a comparative manner: African Americans, Chicanos or Latinos, Native Americans, Asian Americans, and European Americans.

ii. **Identity, Pluralism, and Tolerance (IP)**
   Courses explore how we form group identities based on ethnicity, class, gender, disability, religion, sexual orientation, or other characteristics. They may also analyze the general principles underlying tolerance or the lack of it.

iii. **International Cultures (IC)**
   Courses examine world cultures either by focusing on how they create group identities and approach tolerance or by analyzing a particular culture that differs significantly from more familiar cultures in contemporary America. Students can meet their International Cultures (IC) requirement just by participating in UO-sponsored study abroad programs that are ten weeks or longer, and selected programs between five and nine weeks.
Choosing a Major

1) *Do I have to select a major when I start classes?*

Approximately one-third of all UO students are undecided when they enter college. If you plan to graduate in four years, making a decision by winter term of your sophomore year will put you in position for the target time frame. However, note that some majors, especially those in the sciences and professional schools, require course work that should be taken during a student’s first year at the university.

2) *What can I do to decide on a major(s)?*

Visit the *UO Catalog* at uocatalog.uoregon.edu to explore the majors offered and their requirements. You can use your first year at the university for exploration by taking introductory 100- and 200-level, and Freshman Seminar courses to examine possible majors that may appeal to you. Academic advisors are also available to discuss your interests and possible majors you are considering, and guide you in selecting courses that engage your passion. The OAA offers the “Choosing a Major” workshop each term, and the Career Center also provides resources to assist students in selecting a major.

3) *How do I declare a major?*

To declare a major, contact your chosen major department office to complete and submit any necessary application documents, and learn about specific major requirements. Some academic units require submission of formal applications to be admitted as a major, or to be advanced from premajor to major status:

- School of Architecture and Allied Arts
- Lundquist College of Business
- College of Education
- International Studies Program
- School of Journalism and Communication
- School of Music and Dance

Acceptance into these programs can depend on achieving a minimum cumulative grade point average, satisfactorily passing specific prerequisite courses, or both. Admittance may also be limited to certain terms. Contact the colleges, departments, and schools for more information on their application and admission process, and admission deadlines.

4) *Can I change or add a major?*

Many students often change their minds on their majors several times while they are attending the university, and some students also choose more than one major to complement and support their academic goals. If you wish to switch your field of study, make an appointment to meet with an advisor in the major department of your new chosen major. Academic advisors from the Office of Academic Advising are also available to help you understand how changing majors impacts your overall academic plan.
One-third of overall course work to earn a bachelor’s degree comprises elective courses. Electives provide you the opportunity to explore subject areas that support your academic or career goals, or interesting areas of study beyond the choices offered in other parts of your university education. For example, use elective credits to connect groups of courses that lead to a minor, certificate, or second major that complements a chosen major. They also allow you to take part in study-abroad programs, research projects, or internships.

**Overview of UO Elective Credits**

1) *How should I choose elective courses?*

At the UO, elective credits allow you to personalize your degree to fit your interests and goals, and ultimately discover new subjects outside your major, enhance your overall knowledge and skills, and acquire unique research, internship, or overseas experiences.

**Choosing Courses**

1) *How should I choose elective courses?*

You can plan your elective course choices based on the following possibilities:

i. **Explore new subjects for academic development and personal growth.**
   
   Elective courses offer the opportunity to explore subjects that complement your plan of study, future career goals, and personal interests.

ii. **Create an interdisciplinary academic program**
   
   The flexibility in choosing elective courses provides the opportunity to create a personalized interdisciplinary academic program that supplements learning in your major field of study. Students who plan their schedules carefully can use elective credits to graduate with a minor, second major, or certificate, in addition to their major, in four years. See, on the next page, examples of how elective credits can be used favorably to earn minors and certificates that complement a major field of study or area of interest. Students who wish to pursue a second major, minor, or certificate need to contact department advisors to learn about requirements.

iii. **Gain research and internship experience**
   
   Coupled with the benefits of a strong research university, elective credits provide students the opportunity to work on a research project with faculty members or intern at a business, governmental, or nonprofit organization domestically or abroad.
CREDIT REQUIREMENTS
FOR UO
BACHELOR’S DEGREES

The UO offers several different types of bachelor’s degrees. While most majors earn a BA or BS degree, other majors award specialized and professionally oriented bachelor’s degrees: bachelor of architecture (BArch), bachelor of interior architecture (BIArch), bachelor of landscape architecture (BLA), bachelor of education (BEd), bachelor of fine arts (BFA), or bachelor of music (BMus).

Distribution of Credits

A certain number of credits in general education, major, and elective courses is required to earn a bachelor’s degree; the total credits needed to graduate is based on each bachelor’s degree sought. Typically, forty-five to fifty-eight 4-credit courses must be completed to earn a minimum of 180–231 credits needed to receive an undergraduate degree. These credits will consist of lower-division (numbered 100–299) and upper-division (numbered 300–499) courses. The proper distribution of your course credits and the minimum credits to earn degrees at the UO is summarized in table 11 below, and each requirement is explained as follows:

<table>
<thead>
<tr>
<th>Bachelor’s degree</th>
<th>Minimum credits</th>
<th>Distribution of credits required for all degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA, BS, BEd, BMus</td>
<td>180</td>
<td>Complete forty-five to fifty-eight 4-credit courses which include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Minimum 62 upper-division (300 or 400 level) courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 168 credits earning grades A, B, C, D, or P*</td>
</tr>
<tr>
<td>BFA, BLA</td>
<td>220</td>
<td>• Minimum 45 credits earning grades A, B, C, D in residence at the UO</td>
</tr>
<tr>
<td>BIArch</td>
<td>225</td>
<td>• 45 of last 60 required credits earned in residence at the UO</td>
</tr>
<tr>
<td>BLArch</td>
<td>231</td>
<td></td>
</tr>
</tbody>
</table>

Upper-Division Credits

At least sixty-two upper-division credits must be earned by completing courses numbered 300 through 499. All majors require some upper-division courses, but students generally must also take courses outside their major to earn the required upper-division credits. As most 300- and 400-level major courses have prerequisites of 100- or 200-level courses, the earliest first-year students should begin taking 300-level courses is during their sophomore year.

Transfer Students

Community colleges do not award upper-division credit, so many transfer students must focus on upper-division courses right away.
A, B, C, D, P* Credits
All students must complete a minimum of 168 credits with letter grades of A, B, C, D, or P* (courses offered for pass/no pass only). See Grading System on page 34 for details about grades. In most cases, required major courses must be taken for letter grades. Note that the total credits required for all bachelor’s degrees may only consist of a maximum of 12 credits in University Teaching and Learning Center (TLC), or physical education courses—all of which are only offered with the pass/no pass (P*) option.

Transfer Students
Accepted transfer credits count toward the 168 A, B, C, D, P* credit requirement.

UO Credits of A, B, C, D
A minimum of 45 graded credits must be earned at the UO.

Transfer Students
If you have a large number of transfer credits, pay particular attention to the UO graded-credit requirement.

UO Residence Requirement
Forty-five of the last 60 credits must be earned at the UO; table 12 below summarizes the non-UO residence credits accepted toward total degree credit requirements. Courses completed in UO-approved study-abroad programs and global internships are considered as taken in residence at the UO. Students planning to study at non-UO-approved institutions—domestically or abroad—when they have attained junior (completed 90–134 credits) or senior (completed 135 or more credits) class standing, should note this residence requirement.

<table>
<thead>
<tr>
<th>Bachelor’s degree</th>
<th>Credit Requirements</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UO residence</td>
<td>Non-UO residence*</td>
</tr>
<tr>
<td>BA, BS, BEd, BMus</td>
<td>45</td>
<td>120</td>
</tr>
<tr>
<td>BFA, BLA</td>
<td>45</td>
<td>160</td>
</tr>
<tr>
<td>BIArch</td>
<td>45</td>
<td>165</td>
</tr>
<tr>
<td>BLArch</td>
<td>45</td>
<td>171</td>
</tr>
</tbody>
</table>

*UO accepts a maximum of 124 community college credits.
## Requirements for a UO Bachelor’s Degree

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>BACHELOR OF SCIENCE</th>
<th>BACHELOR OF ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clark Honors College students see blue pages</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WRITTEN ENGLISH:</strong></td>
<td><strong>WR 121 and either 122 or 123:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GROUP REQUIREMENTS:</strong></td>
<td>A minimum of 15–16 credits in approved group-satisfying courses is required in each group.*</td>
<td></td>
</tr>
<tr>
<td>• Arts and letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Social science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Each group</strong> must include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) At least two courses in one subject code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) At least one course in a different subject code</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL MINIMUM CREDITS:</strong></td>
<td><strong>45–48</strong> (no more than 3 courses from one subject)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*All degrees: No more than one course within the same subject code of the major</td>
<td></td>
</tr>
<tr>
<td><strong>MULTICULTURAL REQUIREMENT:</strong></td>
<td><strong>One approved course in two of the following categories:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGE:</strong></td>
<td></td>
<td>Two years university-level or equivalent (C– or P or better)</td>
</tr>
<tr>
<td><strong>MATHEMATICS:</strong></td>
<td>One year university-level or equivalent (C– or P or better)</td>
<td></td>
</tr>
<tr>
<td><strong>MINIMUM CREDITS:</strong></td>
<td><strong>180</strong></td>
<td><strong>180</strong></td>
</tr>
<tr>
<td><strong>UPPER-DIVISION CREDITS:</strong></td>
<td><strong>62</strong></td>
<td><strong>62</strong></td>
</tr>
<tr>
<td><em><em>TOTAL ABCDP</em> CREDITS:</em>*</td>
<td><strong>168</strong></td>
<td><strong>168</strong></td>
</tr>
<tr>
<td><strong>UO ABCD CREDITS:</strong></td>
<td><strong>45</strong></td>
<td><strong>45</strong></td>
</tr>
<tr>
<td><strong>UO RESIDENCE REQUIREMENT:</strong></td>
<td><strong>45 after 120</strong></td>
<td><strong>45 after 120</strong></td>
</tr>
<tr>
<td>(45 of last 60 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UO SATISFACTORY PERFORMANCE:</strong></td>
<td>University of Oregon GPA of 2.00</td>
<td></td>
</tr>
<tr>
<td><strong>UO ACADEMIC MAJOR:</strong></td>
<td>Completion of an academic major</td>
<td></td>
</tr>
</tbody>
</table>

*Credits from a course may not be used to satisfy both group requirements
Students admitted fall 2002 or after

<table>
<thead>
<tr>
<th>BACHELOR OF • MUSIC • EDUCATION</th>
<th>BACHELOR OF • ARCHITECTURE • INTERIOR ARCH. • LANDSCAPE ARCH.</th>
<th>BACHELOR OF FINE ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>These courses or their equivalents are required for all bachelor’s degrees at the UO (C–/P or better)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A minimum of 12 credits in approved group-satisfying courses is required in each group.+</td>
<td></td>
<td>Students must satisfy the general education requirements for either the bachelor of arts or the bachelor of science degree</td>
</tr>
<tr>
<td>(a) <strong>Two groups</strong> must include at least two courses in one subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) <strong>Each group</strong> must include courses in at least two subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>36</strong> (no more than 3 courses from one subject)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>All degrees: No more than one course within the same subject code of the major</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. American Cultures; B. Identity, Pluralism and Tolerance; C. International Cultures. (Courses must be a minimum of 3 credits.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must satisfy the general education requirements for either the bachelor of arts or the bachelor of science degree</td>
</tr>
<tr>
<td>180</td>
<td>231 (Architecture) 225 (Interior Architecture) 220 (Landscape Architecture)</td>
<td>220</td>
</tr>
<tr>
<td>62</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>168</td>
<td>168</td>
<td>168</td>
</tr>
<tr>
<td>45</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>45 after 120</td>
<td>45 after 160, 165, 171</td>
<td>45 after 160</td>
</tr>
</tbody>
</table>

University of Oregon GPA of 2.00

**is required for all bachelor’s degrees at the University of Oregon**

AND **BA foreign-language or BS mathematics requirements**
**PLANNING YOUR FIRST-TERM SCHEDULE**

*Clark Honors College students: see pages 50–53*

Follow the steps and page references to create a list of possible courses (include subject code, course number, and titles) you wish to take in your first term. Working together, you and your academic advisor will select from this list of courses that you will take in fall term. Most students register for four courses (total of 16 credits) each term. For assistance in using DuckWeb and registering for courses, refer to pages 26–28.

<table>
<thead>
<tr>
<th>STEPS: CONSIDER</th>
<th>COURSES/QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1: Freshman Interest Group (FIG)</strong></td>
<td>e.g., World within Us: ANTH 161 World Cultures, PSY 202 Mind &amp; Society, ANTH 199 College Connections</td>
</tr>
<tr>
<td><strong>Transfer Students: Skip Step 1</strong></td>
<td></td>
</tr>
<tr>
<td>If you are registered for, or are considering, a Freshman Interest Group (FIG), list all the courses.</td>
<td></td>
</tr>
<tr>
<td>Omega see pages 54–60 (list of FIGs)</td>
<td></td>
</tr>
</tbody>
</table>

**Transfer Students:**
- completed all the writing requirements, skip Step 2 and proceed to Step 3
  - earned credits for only WR 121, complete Step 2 as you are eligible to register for WR 122 or WR 123

<table>
<thead>
<tr>
<th><strong>2: Writing</strong></th>
<th>WR 121 registration priority based on first letter of last name: A–G=fall; H–O=winter; P–Z=spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the writing course you are eligible to take.</td>
<td></td>
</tr>
<tr>
<td>• see pages 6–7 (determine which writing course to take first)</td>
<td></td>
</tr>
<tr>
<td>e.g., WR 121 College Comp 1</td>
<td></td>
</tr>
</tbody>
</table>

| **3: Foreign Language**            |                                                                                  |
|------------------------------------|                                                                                  |
| List the language course(s) you would like to take. |                                                                                  |
| • see pages 14–16 (determine if you must take a language placement test) |                                                                                  |
| e.g., JPN 103 1st Yr Japanese      |                                                                                  |

| **4: Mathematics**                 |                                                                                  |
|------------------------------------|                                                                                  |
| List the mathematics course(s) you would like to take. |                                                                                  |
| • see pages 8–13 (determine if you must take a mathematics placement test) |                                                                                  |
| e.g., MATH 105 University Math I    |                                                                                  |

| **5: Group-Satisfying**            |                                                                                  |
|------------------------------------|                                                                                  |
| Choose several courses from each of the general education group-satisfying areas that appeal to you. |                                                                                  |
| Those in a FIG are already signed up for one or two of these courses; list them. |                                                                                  |
| **Transfer Students:** Choose courses for remaining general education group requirements. Your degree audit (see pages 32–33) specifies uncompleted requirements. |                                                                                  |
| A&L, >1 (see pages 68–86): e.g., HUM 101 Intro to the Humanities |                                                                                  |
| SSC, >2 (see pages 87–99): e.g., PHIL 123 Internet, Society, and Philosophy |                                                                                  |
| SC, >3 (see pages 99–108): e.g., GEOL 101 Earth’s Dynamic Interior |                                                                                  |

| **6: Multicultural**                |                                                                                  |
|------------------------------------|                                                                                  |
| Choose several courses from each of the general-education multicultural categories that appeal to you. |                                                                                  |
| **Transfer Students:** Choose courses for remaining general education multicultural requirements. Your degree audit (see pages 32–33) specifies uncompleted requirements. |                                                                                  |
| AC [see page 109]: e.g., MUS 270 Hist of the Blues |                                                                                  |
| IP [see pages 110–111]: e.g., REL 211 Early Judaism |                                                                                  |
| IC [see pages 111–113]: e.g., ENG 107 World Lit |                                                                                  |

| **7: Major(s)**                    |                                                                                  |
|------------------------------------|                                                                                  |
| Choose a course in your major(s), in a major(s) you wish to explore, or from the College Scholars Program. |                                                                                  |
| • see page 39                       |                                                                                  |

| **8: Explore Possibilities**       |                                                                                  |
|------------------------------------|                                                                                  |
| Without considering specific requirements, list courses or subject area(s) you would enjoy. |                                                                                  |
| • see page 19 (electives)           |                                                                                  |
| • see pages 54–61 (first-year opportunities) |                                                                                  |
| • see page 67 (transfer seminars)   |                                                                                  |
## Day Planner

<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
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<tr>
<td>10:00</td>
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<tr>
<td>11:00</td>
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<tr>
<td>12:00</td>
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<tr>
<td>1:00</td>
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<tr>
<td>2:00</td>
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<td></td>
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<tr>
<td>3:00</td>
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<tr>
<td>4:00</td>
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<tr>
<td>5:00</td>
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<tr>
<td>6:00</td>
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<tr>
<td>7:00</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DuckWeb Class Registration Instructions

1. Go to https://duckweb.uoregon.edu.
2. Enter your nine-digit UO ID number, your six-character Personal Access Code (PAC), and click on “Log In.”
3. Click “Student Menu,” “Registration Menu,” “Add/Drop Classes,” select the term you wish to register for, then click “Submit.”
4. For the first time you log into DuckWeb to register for courses, enter the six digit PIN provided by your advisor at your advising session during orientation, then click “Submit.”
5. You may add classes by entering the CRN of courses you wish to take. Or, scroll to the bottom of the screen and click “Class Search” to search for classes by subject, general-education requirements, course number, and so forth. You can choose one search option, or several.

   For example, you can search for arts and letters group general education courses from the drop-down menu for “Gen Ed Requirement,” as shown here:

   ![Class Search Example](image)

   The example below shows two courses—ARH 206 and ARH 209—within a generated list of approved arts and letters (A&L) courses offered during the academic term:

   ![Course List Example](image)
Notes on Duckweb Class Registration Process:

- A “Registration Error” message is generated if there are problems with your registration request. You will need to adjust your class schedule in some way. For example, if the times of your courses conflict, you will not be able to register for the class you are trying to add. Or you may not be able to add a class because you have not met the prerequisite course that is required. Simply go back to “Search Classes” and make the needed adjustments.

- You can drop a course by selecting the drop down menu under “Action” for that course and selecting “Drop.” If you want to make sure you can get into a particular section of another class before you lose your spot in your current class, you can click on the “Exchange Section” link (bottom right). Enter the CRN for the section you want, and use the drop down menu for the section you will drop if you can get the other class.

- DuckWeb automatically selects the graded option and the lowest credit if a class has variable credit available. If you wish to change the grading option or the credits of your class, click “Change Variable Credit/Grading Option” at the bottom of the page.

If you have problems with DuckWeb, visit the Office of the Registrar, 220 Oregon Hall, or call 541-346-2935.
Registration Hints

1. Availability of schedule of classes
The schedule of classes for an upcoming term is available online two weeks before registration begins, through the UO Class Schedule. This online class schedule has the same appearance, and offers the same capability to search for courses, as the DuckWeb class registration option.

2. Monitor Full Classes for Open Spaces
In addition to checking the UO Class Schedule online for enrollment availability of courses that are full, certain courses also offer a wait-list option. Visit the Office of the Registrar’s webpage at registrar.uoregon.edu/help/waitlisting to learn which courses provide a wait-list option, and how to use wait-listing through the DuckWeb system.

3. Plan for Scheduled Final Exams
Final exam schedules are determined by the Office of the Registrar, and can be accessed online at registrar.uoregon.edu/calendars/final_exam. The schedules may be used to plan travel in between terms.

4. Adding Courses After an Initial Registration Period
After the initial registration period, courses may be added without penalty through the eighth day of any term.

5. Receiving Assistance with Registration and Classroom Locations
Students with disabilities can contact the Accessible Education Center at 164 Oregon Hall, or call 541-346-1155, to get assistance with registration, changes in classroom location, or course accommodations.

Withdrawing from School
Students who are already registered for courses but who are unable to attend the UO for any reason must use DuckWeb to withdraw from all their classes. To receive a full refund of all tuition and fees, withdrawals must be completed before midnight of the first day of a term. Students are academically and financially responsible for registered courses until the date of official withdraw. Typically after week 4, no refund is issued for withdrawals and 100 percent of tuition is owed. Click on the CRN of any course listed in the online UO Class Schedule or in DuckWeb to learn more about tuition and withdrawal deadlines.

TIPS FOR SUCCESS

Plan a Balanced Schedule
• Look for a variety of courses
Plan a term schedule that includes a variety of course formats with different assignments (e.g., multiple readings and analytical papers, or midterms and final exams) and delivery methods (e.g., large lecture and weekly discussion, or small seminar setting). Descriptions of courses including formats and requirements are stated in syllabi.

• Aim to take courses with small enrollments
Smaller course enrollments facilitate student-to-faculty and student–to-student interaction, and allow first-year students to engage in college-level learning and ultimately get acquainted with the university. Various small-enrollment courses are targeted specifically for first-year students:

—writing classes are limited to twenty-six students
Academics

– Freshman Interest Groups (FIG) include a College Connections seminar-style course for twenty-five FIG students
– Freshman Seminars only enroll twenty-three students

• Register for appropriate level of courses
First-year students need to note prerequisite course requirements, particularly for mathematics; focus on lower-division (100- and 200-level) courses first. Transfer students who have completed at least one year of university-level work may consider taking upper-division (300- and 400-level) courses.

Achieve Academic Success

• Time commitment essential for academic success
Each course credit requires a weekly commitment of one hour in class, and at least two hours of out-of-class study and preparation for course requirements. Thus a typical 16 credit (four courses) term schedule requires a weekly time commitment of sixteen in-class hours, and thirty-two hours outside class. Practical schedules should also consider time needed for non course-related activities (e.g., part-time work, extracurricular programs, family responsibilities, relaxation).

• Class attendance and participation
Full class attendance with active participation is critical to succeeding academically; classroom courtesy requires students’ complete attention without use of mobile or internet-enabled devices, unless instructed by instructors. While attendance requirements may not be specified, full attendance allows for first-hand learning and opportunities to clarify immediate questions, and participation in class discussions can strengthen comprehension of concepts and ideas.

• Meet deadlines
Students are personally responsible for all academic and course deadlines. Calendars for common academic dates are provided on the inside of the front cover of the handbook. Detailed term deadlines (e.g., withdraw with 25 percent refund and “W” recorded) are accessible by selecting any course CRN in the online Class Schedule. Syllabi specify course deadlines but instructors have the discretion to change schedules during a term.

• Use Blackboard effectively
Blackboard is a web-based course management system utilized for teaching many courses, though other systems may be adopted by instructors. Course syllabi should specify how Blackboard functions (e.g., discussion board, grade book) are used for course requirements (e.g., readings, assignments). Each student’s Duck ID and e-mail password serve as their Blackboard account username and password. The basics of using Blackboard and frequently asked questions are accessed through the webpage at libweb.uoregon.edu/scis/blackboard/help.

• Seek tutoring
The University Teaching and Learning Center (TLC) offers free drop-in tutoring for mathematics, writing, and various academic skills. Students may also seek fee-based tutoring for a variety of UO lower-division mathematics, foreign language, and science courses; or access a directory of private tutors for a variety of lower- and upper-division courses.

• Meet academic advisor every term
Students who have not declared a major should see an academic advisor at the Office of Academic Advising (OAA) at least once a term. Declared major students can visit their department advisors. Those considering changing or adding a major or minor, a health profession (e.g., dentistry, occupational therapy, pharmacy, nursing) or graduate studies (e.g., law, business, social work), can also regularly check-in with OAA advisors to plan their academic course of study.
Develop, Track, and Attain Your Academic Goals and Career Plan

To attain the future you desire—graduate within a certain time; start a career of your interest, or begin a graduate or professional program (e.g., medicine, nursing, education, law)—you need a plan of action with short-term objectives. Several tools are available in this handbook to assist you in accomplishing your long-term goals:

• Term Action Calendar

Each term, use the Table 13 Term action calendar, below, to stay on track with your progress toward meeting your academic and professional goals.

• Degree Audit

The degree audit shows how completed courses apply toward general-education and major requirements. Check your Degree Audit each term on DuckWeb, and regularly review it with your advisor to track your progress toward graduation.

### TABLE 13. Term action calendar

<table>
<thead>
<tr>
<th>Each term</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before start</td>
<td>Identify goals for the term (refer to “Long-Range Academic and Career Plan” worksheet in the Student Handbook for assistance).</td>
</tr>
<tr>
<td>Week 1</td>
<td>If necessary, make last-minute changes to your schedule; check academic deadlines on the Office of the Registrar’s website for important dates related to adding and dropping courses.</td>
</tr>
<tr>
<td>Weeks 3–6</td>
<td>Visit your instructors during their office hours to discuss your papers and midterm exams.</td>
</tr>
<tr>
<td>Weeks 5–7</td>
<td>Prepare to register for the next term by meeting with your academic advisor. Be aware of deadlines to drop a class or to change grade option (graded or P/NP).</td>
</tr>
<tr>
<td>Weeks 8–9</td>
<td>Register for next term’s courses on DuckWeb.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Complete projects due at the end of the term. Verify final exam dates and times and begin review for final exams. Fill out course evaluations on DuckWeb.</td>
</tr>
<tr>
<td>Before start of next term</td>
<td>Access DuckWeb to check your grades and make any necessary changes to your upcoming term schedule. Review your goals from last term and identify your goals for next term: Are you still on the right track? Do you need to meet with an advisor to discuss, clarify, or reassess your goals?</td>
</tr>
<tr>
<td>Summer</td>
<td>Pursue internships, employment, travel, summer classes, reading, or volunteering to clarify your interests and goals.</td>
</tr>
</tbody>
</table>
DEGREE AUDIT

The sample degree audit below shows progress toward meeting the writing and group requirements for a student who completed classes in fall 2011. She earned 16 credits and is registered winter term in courses designated “12W.” When you review your degree audit, it also shows your progress toward meeting bachelor’s degree, multicultural, major, and any minor or certificate requirements.

SAMPLE: UO Degree Audit

Student: Student, Mary  UO Id: 000-000-000
Admit Term: Fall 2011  Last Complete Term: Fall 2011

Reflects Academic Record as of: December 20, 2011, @ 11:30 a.m.  ①
Degree Program: Bachelor degree not declared ②
Major: Undeclared
Advisor: Joe Advisor

REQUIREMENTS ARE LISTED BELOW

This report summarizes your academic progress toward satisfaction of university requirements.

NO Requirement: 180 Credits
EARNED: 16.00 CREDITS
NEEDS: 164.00 CREDITS ③

NO Written English
1) First Written English Course Complete
   11F    WR 121    4.00 A    College Composition I
   12W    WR 122    0.00 ?    College Composition II ④

1. Degree audit is current as of this date.
2. Students can declare their intent to earn a BA or BS degree on DuckWeb at any time, even prior to declaring a major.
3. Earned 16 credits toward the 180 total credits needed.
4. Registered for WR 122 winter term 2012.
NO Multicultural Requirement: Total of Two Courses From Different Areas

NO Bachelor of Arts: Foreign Language

OR

NO Bachelor of Science: Mathematics/CIS

NO GROUP REQUIREMENTS BELOW:
GUIDELINES: All students must complete courses in arts and letters, social science, and science. Each group must include:
(1) 15/16 credits in approved group-satisfying courses
(2) At least two courses with the same subject code
(3) At least one course with a different subject code

NO ARTS & LETTERS GROUP REQUIREMENT 4.00 CREDITS EARNED
11F ARH 204 4.00 B Hist Western Art

NO SOCIAL SCIENCE GROUP REQUIREMENT 4.00 CREDITS EARNED
11F PS 101 4.00 B– Modern World Govts
12W EC 201 0.00 ? Intro Econ Analy Micro

NO SCIENCE GROUP REQUIREMENT 4.00 CREDITS EARNED
11F CH 221 4.00 B+ General Chemistry
12W CH 222 0.00 ? General Chemistry

5. Progress toward meeting both the BS and BA requirements is noted until degree program is declared on DuckWeb.

6. Completed one of four needed courses.

7. Completed one of four needed courses, and is registered for a second course in this group.

8. Completed one of four needed courses; registered for a second course with the same subject code in this group. After winter term, this student will have completed half of the science requirement (8 of the 16 needed credits).
GRADING SYSTEM

Most courses earn a letter grade ranging from A to F, while a small number of courses may be taken with the pass/no pass option. Deadlines to change grade options are available by clicking the course registration number (CRN) of any course in the Class Schedule. Grades are awarded at the end of each academic term, and added to academic transcripts that are posted in DuckWeb. It is your responsibility each term to check your grades on DuckWeb.

Overview of Grades

The main focus of education is learning and not just grades. Grades earned at the UO reflect accomplishments, not the amount of time or effort spent on assignments. Course instructors use grades to provide feedback to students; grades measure how well students have understood course material. The value of fully grasping knowledge and concepts taught in a difficult course outweighs a less-than-perfect grade earned.

1) How does grading at the UO differ from other schools I have attended?

Final grades at the UO are mostly based collectively on performances on a few major assignments (e.g., term papers, mid-term examinations, projects), and consideration for active in-class participation and attendance. The practice of using extra credit assignments, participation, or attendance to determine final grades in high schools or other higher education institutions, is not adopted by this university.

2) Should I choose classes that will allow me to earn the highest GPA possible, to improve my chances of getting into graduate school or compete for a job after college?

Learning is the main reason for attending an institution of higher education. Employers or graduate school admission officials infer from a transcript filled with less-demanding courses that the student is neither industrious nor ambitious. Choosing courses that offer new concepts and perspectives on issues can encourage pursuit of further studies in graduate programs, or an interesting job position.

3) Do grades earned impact the credit requirement for undergraduate degrees?

Credits measure the class time required for a course: one credit is equivalent to one hour of required in-class time. Credits are only awarded for courses completed with a letter grade of D- or better, or a mark of P or P*.

4) When are grades available in DuckWeb?

Beginning Monday of finals week, students who complete all their course evaluations will be permitted to view their grades through DuckWeb, as soon as they are submitted. Course evaluations are offered to solicit feedback from students to improve teaching and learning objectives. E-mail notification is sent to announce the limited availability of the online evaluation system. Students choosing not to participate in evaluations are only able to view their term grades the Friday after the grading deadline.
**Grade Point Average**

Grade point average (GPA) is computed for all work done at the UO, including courses for which credit is deducted for repetition. Each student has two GPAs: term and cumulative (overall).

**Letter Grades**

Points are assigned for each letter grade earned, where a plus (+) increases the point value by 0.30, and a minus (-) decreases the value by the same amount:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Note**

*Clark Honors College students, see page 52 for GPA requirement and P/N option*
**P/N Option**

P or P* = satisfactory performance (C- or better)

N = unsatisfactory performance (no credit awarded)

P* indicates course offered pass/no pass only

Pass/no pass (P/N) course credits are limited in meeting credit requirements to earn an undergraduate degree. See A, B, C, D, P* Credits on page 50 for letter-graded requirements, and limitations of using pass/no pass (P*) credits toward total credits for graduation.

Most major required courses must be taken graded, and many graduate and professional school admission committees, honorary societies, and potential employers disregard courses that are taken P/N. Students should contact an academic advisor if they are unsure of whether to choose the P/N or letter-graded option.

**Grade Point Average Calculation**

GPA is calculated by dividing total grade points (referred to as quality points) by the total number of course credits of A, B, C, D, and F grades. Calculations do not include grades and marks (explained later in this section) of P, N, W, I, X, Y; grades earned in remedial courses; or grades from transfer work. The following is an example of how GPA is calculated:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits x Grade</th>
<th>= Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 104</td>
<td>4 x C (2.0)</td>
<td>8.0</td>
</tr>
<tr>
<td>MATH 251</td>
<td>4 x B+ (3.3)</td>
<td>13.2</td>
</tr>
<tr>
<td>CH 221</td>
<td>4 x A (4.0)</td>
<td>16.0</td>
</tr>
<tr>
<td>CH 227</td>
<td>2 x B- (2.7)</td>
<td>5.4</td>
</tr>
<tr>
<td>PEAQ 121</td>
<td>1 x P*</td>
<td>N.A</td>
</tr>
</tbody>
</table>

Total 14 graded credits 42.6

GPA = Total Quality Points ÷ Total Graded Credits

= 42.6 ÷ 14

= 3.04

**Repeated Courses**

All grades for UO courses (including repeated courses) are included in the calculating UO grade point averages. Unless a course is designated as repeatable for credit (indicated with an R) in the UO Catalog, students may earn credit only once for each course completed. If a particular course is repeated, it will appear twice on the UO transcript. Both grades will be included in calculating the UO GPA, but the credit for the repeated course will be deducted.

**Marks**

Marks of AU, I, W, X, Y are not included in GPA calculation.

**AU (audit)**

AU is a student-initiated mark. An audited course earns no grade or credits, but costs the same tuition as a course taken for credit. Students who wish to audit a course must obtain authorization from the academic department offering the course, by using an Auditor Registration Form from the Office of the
Registrar (registration cannot be completed on DuckWeb). Changing course registration from credit to audit is permitted only during the first eight days of a term.

I (incomplete)
Instructors report a mark of I when quality of work is assessed as satisfactory, but some minor yet essential requirement for the course has not been fulfilled. It is the student’s responsibility to contact their instructor, if they wish to learn about requirements and other stipulations to remove the I from their academic transcript. This incomplete mark is automatically changed to an F or N after one calendar year. Graduating students have thirty days after the end of their graduating term to make up an incomplete course.

W (withdrawal)
W is a student-initiated mark. After the first week of a term, all official course withdrawals result in the record of a W on academic transcripts. The last day to withdraw from a course with a W mark is the seventh Sunday of the term (check the online class schedule for deadlines).

X (no grade reported or incorrect grading option)
The Office of the Registrar initiates a mark of X when no grade is reported by the instructor.

Y (no basis for grade)
A mark of Y is recorded by instructors when there is no basis to issue a grade. For example, a student listed in the final class roster who never attends any class sessions does not provide any basis for grade issuance.

Academic Standards

Satisfactory Academic Standards
To earn a UO undergraduate degree, students must maintain satisfactory academic performance of a 2.00 cumulative grade point average (GPA), where the averages of term grades are at least C (2.00).

1) Should I be concerned if I earn letter grades below C (i.e., 2.00 or satisfactory)?
A single letter grade of C- or below on an otherwise strong academic transcript should not be cause for alarm. However, it is concerning if the average course grades for a term is C- or below. The university notifies students with term GPAs lower than 2.00 and designates one of three academic sanctions (described later), based on severity of their academic performance issue. Immediately upon receiving notification students must contact a major department advisor, or an academic advisor from the Office of Academic Advising (undeclared students), to assess their situation. Take action early.

2) What academic sanctions may be issued for nonsatisfactory academic performance (i.e., GPA below 2.00)?
There are three academic sanctions that are issued based on specific academic performance conditions, and any existing academic sanctions (see table 14 on page 96 for a summary of conditions and results of sanctions):

i. Academic warning
Academic warning is issued when the UO term GPA is lower than 2.00, even if the UO cumulative GPA is 2.00 or higher. This notation serves to advise students of their potential academic difficulty and it is not recorded on academic transcripts.

ii. Academic probation
Academic probation is issued with the notation “Probation” recorded on academic transcripts, and course enrollment is limited to 15 credits a term, under any of the following conditions:
• UO cumulative GPA below 2.00, term GPA above 2.00

Students remain on academic probation if their UO term GPA is 2.00 or higher, and their UO cumulative GPA is below 2.00. The number of academic probations a student may receive is limited:

–Students who have earned 44 or fewer credits are allowed two terms of academic probation (i.e., term GPA below 2.00) before they are subject to academic disqualification.

–Students who have earned 45 or more credits are allowed one term of academic probation (i.e., term GPA below 2.00) before they are subject to academic disqualification.

–Incoming students admitted on academic probation may be subjected to academic disqualification after receiving a single term of academic probation.

• UO cumulative GPA above 2.00, term GPAs below 2.00

Students whose cumulative GPA are above 2.00, but three most recent UO term GPAs are below 2.00.

iii. Academic disqualification

Academic disqualification is issued with the notation “Disqualification” recorded on academic transcripts, and course enrollment is disallowed, under any of the following conditions:

• Students on academic probation with a UO cumulative GPA below 2.00, and earn a UO term GPA below 2.00 the subsequent term.

• Students on academic probation with a UO cumulative GPA of 2.00 or above, and have earned term GPAs below 2.00 for three most recent UO terms, who for the fourth consecutive term earn less than 2.00 for their UO term GPA.

Disqualified students may contact the Office of Academic Advising to petition the Scholastic Review Committee for reinstatement. Petitions are reviewed to determine probability a disqualified student can satisfactorily complete requirements for a degree program, and enrollment in future terms is only permitted after reinstatement. Disqualified students may enroll in summer classes without petitioning.

**TABLE 14. Conditions leading to, and results of academic sanctions**

<table>
<thead>
<tr>
<th>End of last term Academic sanction</th>
<th>Current term GPA</th>
<th>Cumulative GPA</th>
<th>Academic sanction</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 2.00</td>
<td>≥ 2.00</td>
<td></td>
<td>Warning</td>
<td>• E-mail notification of academic warning</td>
</tr>
<tr>
<td>&lt; 2.00 (and for two most recent UO terms)</td>
<td>Any &lt; 2.00</td>
<td>Probation</td>
<td>• “Probation” recorded on academic transcript • Registration limit of 15 credits</td>
<td></td>
</tr>
<tr>
<td>Probation</td>
<td>&lt; 2.00</td>
<td>&lt; 2.00</td>
<td>Disqualification</td>
<td>• “Disqualification” recorded on academic transcript • Not eligible to enroll in UO classes</td>
</tr>
<tr>
<td>Probation</td>
<td>&lt; 2.00 (and for three most recent UO terms)</td>
<td>≥ 2.00</td>
<td>Disqualification</td>
<td>• Not eligible to enroll in UO classes</td>
</tr>
</tbody>
</table>
The UO bestows a variety of honors recognizing academic excellence, and supports exceptional undergraduate achievement through distinguished scholarships, counseling, and honorary societies.

**Honor Programs**

**Departmental Honors**

Almost all academic departments offer individualized departmental honors program. Admission to programs and graduation with departmental honors considers accomplishment in major course work and may also depend on performance in courses outside the department. To graduate with honors in the academic major, some programs also include an honors research project requirement.

**College Scholars**

The College Scholars program offers unique enrichment opportunities for high-achieving undergraduates seeking honors education. The flexible specialized curriculum includes small-enrollment general education courses, Reacting to the Past role-playing games, and Freshman Colloquia in the sciences, social sciences, and humanities that connect students with faculty members from across the disciplines. The co-curricular community of College Scholars provides peer advising, study partner matching, invitations to academic events, and guidance into majors and capstone “above and beyond” experiences, such as study abroad, research, and internships.

**Robert Donald Clark Honors College**

The Robert Donald Clark Honors College (CHC) admits incoming students based on academic performance and other achievements. CHC students who successfully complete all university and honors college graduation requirements receive a UO diploma stating that they have graduated from the Robert Donald Clark Honors College.

**Awards and Honors**

Excellence in student academic performance is recognized at the end of each term and upon graduation.

**Dean’s List**

Undergraduate students earning UO term (except summer) GPAs of 3.75 or higher, while taking 15 or more credits with at least 12 credits taken for letter grades, are named to the Dean’s List. A designation of this distinction is noted on academic records.

**Latin Honors**

The Office of the Registrar determines Latin Honors for each graduating class based on the following percentile rankings:

- Top 10 percent—*cum laude*
- Top 5 percent—*magna cum laude*
- Top 2 percent—*summa cum laude*

To be eligible for these distinctions, graduating seniors must earn at least 90 credits in residence at the UO and successfully complete all undergraduate degree requirements.
Scholarship Achievement
The university offers various merit-based scholarships that consider academic achievement, among other criteria.

General Scholarships
The university offers various merit-based scholarships that consider academic achievement, among other criteria. Visit the Office of Student Financial Aid and Scholarships at financialaid.uoregon.edu/scholarships for more information.

Distinguished Scholarships
Outstanding students have the opportunity to apply for distinguished merit-based scholarships to support undergraduate or graduate study. Scholarships such as the Rhodes, Marshall, Goldwater, Truman, and Fulbright are awarded after a rigorous and competitive national or international selection process. Submitted student applications for scholarships must also be nominated by the UO. Learn about these renowned scholarship opportunities by visiting distinguishedscholars.uoregon.edu.

Honorary Societies
There are various honorary societies at the UO that recognize student scholastic achievement. Membership in these organizations is only through invitation: Phi Beta Kappa Society and Golden Key. Other societies select student members based on academic achievement, and leadership and service experience: Mortar Board and National Society of Collegiate Scholars. For more information about honor societies and professional organizations at the UO, refer to the UO Catalog online, and the directory at the back of the handbook.
ACADEMIC RESOURCES

Beyond learning in the classroom, there are various campus services and opportunities available to enhance your academic experience and student development at the UO. Refer to the Directory in the back of this book for contact information for the offices listed in this section.

Academic Support

University Teaching and Learning Center

The University Teaching and Learning Center (TLC) provides resources to boost the quality of and your confidence in academic work. Services available to all students include:

- Credit courses—Dig into study skills, time management, test taking, speed reading, public speaking, grammar, critical thinking, and more
- Workshops—Pick up new ideas in brief, free sessions throughout the year and during the annual fall “Get Savvy” event
- Appointments and drop-in sessions with TLC instructors—Bring one question or many and leave with individualized strategies for a stronger academic approach
- Writing lab—Drop in or make an appointment for free writing assistance: any course, any topic, any stage of the writing process
- Math lab—Drop in for free math support
- Small-group and individual tutoring—Find (or become!) a tutor for lower-division math, foreign language, and science courses
- Standardized exam preparation—Get ready to take the GRE, GMAT, MCAT, or LSAT

Additional programs housed within TLC provide resources for specific student populations:

Undergraduate Support Program (USP)

The UO selects a limited number of first-year students to participate in the Undergraduate Support Program (USP), which provides academic support and resources to ensure a successful university experience. For their first year, USP students follow a required curriculum that fulfills several general-education requirements and provides an introduction to university studies. In addition, students receive frequent contact with a small team of support staff members from two campus offices: the TLC and the Center for Multicultural Academic Excellence (CMAE).

PathwayOregon

PathwayOregon ensures that academically qualified Federal Pell Grant–eligible Oregonians will have their University of Oregon tuition and fees paid with a combination of federal, state, and university funds. In addition to financial aid, all PathwayOregon students receive comprehensive academic and personal support to create a successful undergraduate experience and work toward a timely graduation from the UO. The PathwayOregon program provides students with workshop opportunities, one term of free tutoring through the University Teaching and Learning Center, and designated professional advisors.

Student Support Services (SSS)

The TRiO Student Support Services (SSS), office provides free comprehensive support to qualifying undergraduate students. Services include academic help (tutors, workshops, individual conferences), advising, counseling, financial literacy, and supportive relationships that extend throughout the years of undergraduate study. To qualify for SSS, students must be U.S. citizens or permanent residents, have academic need, and meet the following federally defined criteria: students who meet low-income qualifications, whose parents did not graduate with bachelor’s degrees, or who have documented disabilities. Applicants are screened to verify that their academic needs align with available services that will help them to graduate from the UO.
McNair Scholars Program

The TRiO McNair Scholars Program prepares participants who aspire to earn PhD degrees for the challenges and culture of graduate study. Services include workshops, advising, and paid research opportunities guided by faculty mentors. Participants also receive financial assistance to participate in conferences and visit prospective graduate schools. To qualify for McNair, students must be U.S. citizens or permanent residents who are either (1) low-income students whose parents did not complete bachelor’s degrees, or (2) students from groups underrepresented in graduate education. Participation in McNair is limited, and selection is competitive.

Technology Services

Communication and Learning

Students’ Duck ID accounts provide access to UO computing resources, UO e-mail accounts, Blackboard, and wireless service on campus.

Computing

Information Services provides technology support and resources for all campus members. Visit their website to obtain free DuckWare software including antivirus protection, find all the campus computing lab locations, and get help with using UO e-mail accounts, among other services. Their help desk provides assistance for different computing needs, including hardware repair. UO Libraries also provide computer workstations, wireless access, printing and imaging equipment, presentation practice rooms, and a limited laptop checkout service.

Acceptable Computing Use Policy

The university’s computing resources can help students with research, class notes, and communication with friends and family. For some, however, misuse of the Internet and its resources can lead to trouble. The university encourages all students to use computing resources in a responsible way. Illegally sharing copyrighted material will result in a revocation of computing access. For guidelines on computing use at the university, read the Acceptable Use Policy at it.uoregon.edu/acceptable-use-policy.

Accessible Education Center

The Accessible Education Center provides accommodation to students with disabilities.

Exchange Programs

National Student Exchange

Annually, almost forty UO students take part in the National Student Exchange (NSE) program that has about 200 participating campuses throughout the U.S., Canada, Guam, Puerto Rico, and the U.S. Virgin Islands. Students on exchange may choose to either continue to pay UO tuition while they are away, or pay the resident or in-state tuition at their host campuses. The program is overseen and coordinated by the Office of Academic Advising.

Study Abroad Programs

Each year, nearly 1,000 UO students study or intern overseas, placing the UO high in study-abroad participation among public research universities with study-abroad programs. Study Abroad Programs offers more than 165 study programs in ninety countries, and more than 145 established internships worldwide that range in length from three weeks in the summer to a full academic year. While abroad, students can immerse themselves in the history, arts, social institutions, customs, and beliefs of a new culture—all while earning credit toward their UO degree. IE3 Global Internships provide qualified students opportunities to gain professional experience abroad while earning UO credit. Programs are available in Africa, the Americas, Asia, Europe, the Middle East, and Oceania.
Foreign Language Learning

The Yamada Language Center provides foreign language learning resources for UO students and faculty members. Among its many services are an extensive library of second-language audio, video, and computer materials; a virtual-language lab; second-language exchange and tutoring; self-study language programs; and multilingual computing labs. The center works closely with UO language departments, Study Abroad Programs, and international student organizations to provide all students with resources and facilities for second-language learning. The Mills International Center provides reference materials and hosts events to facilitate the practice of foreign language skills.

International Student Assistance

International Student and Scholar Services assists international students enrolled at the UO.

Libraries

The UO Libraries provides many study spaces, and their resources can assist in finding the best information for class papers and projects. Getting expert help from librarians can result in time saved and better papers. With the largest book collection in Oregon and many digital resources, the Libraries provide easy access to critical information. Interlibrary Loan Services also allows students to borrow items from other Northwest libraries. Librarians are easily available via chat, e-mail, phone, and in-person. During each term of the regular academic year, Knight Library is open twenty-four hours during the last two weeks, and most days during the first nine weeks.

Multicultural Academic Success

The Center for Multicultural Excellence (CMAE) offers academic support services to underrepresented and underserved students.

Testing Services

The Testing Center provides a range of testing services, mostly by appointment only. Programs administered by the testing office include language placement testing for Chinese, French, German, Japanese, Spanish, and academic English for international students (AEIS). Writing examinations, which may allow some students to waive the undergraduate writing requirement (WR 121 and 122), are offered at the beginning of each term. The center also administers examinations such as credit by examination; nationally standardized examinations for the College Level Examination Program (CLEP), SAT, Test of English as a Foreign Language (TOEFL), Graduate Record Examinations (GRE).
STUDENT BILLING

UNIVERSITY OF OREGON

Account Name: John Q Public
Account Number: 950-00-0000
UO Student email: johnpublic@uoregon.edu

<table>
<thead>
<tr>
<th>Ref. Number</th>
<th>Posting Date</th>
<th>Term</th>
<th>Description</th>
<th>Charges</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>14-DEC-2012</td>
<td>Winter</td>
<td>Voice Lesson Fee</td>
<td>150.00</td>
</tr>
<tr>
<td>33</td>
<td>14-DEC-2012</td>
<td>Winter</td>
<td>Choral Ensemble Fee</td>
<td>25.00</td>
</tr>
<tr>
<td>34</td>
<td>14-DEC-2012</td>
<td>Winter</td>
<td>Keyboard Class Fee</td>
<td>10.00</td>
</tr>
<tr>
<td>35</td>
<td>14-DEC-2012</td>
<td>Winter</td>
<td>Mandatory Fees</td>
<td>433.25</td>
</tr>
<tr>
<td>36</td>
<td>14-DEC-2012</td>
<td>Winter</td>
<td>Tuition-Resident U-Grad</td>
<td>2492.00</td>
</tr>
<tr>
<td>37</td>
<td>17-DEC-2012</td>
<td>Winter</td>
<td>Advanced Tuition Odds Year</td>
<td>-200.00</td>
</tr>
</tbody>
</table>

Pending Financial Aid

- FN-Dearmond SS End Fund -2000.00
- Direct Stafford Loan Sub -1485.00
- Direct Stafford Loan Un-sub -237.00
- SBG -233.00
- Perkins Loan Issue -533.00
- OSHE Tuition Surcharge Waiver -333.00
- Pell Grant -1850.00

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Payment of Total Due must be received by the end of the Grace Period to avoid Interest and Billing charges.

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Payment of Total Due must be received by the end of the Grace Period to avoid Interest and Billing charges.

Account Number: 950-00-0000
Due Date: 01-JAN-2013
Grace Period 10 Days

Total Due: $2910.25
Account Paid: $2910.25

Make checks payable to:
University of Oregon Cashiers
PO Box 3227
Eugene, OR 97403

5099951240519300311025100008
Student Billing Statement Explanatory Key

1. Total Due: All charges on the billing statement that are due and must be paid by the end of the grace period to avoid interest charges and billing charges.

2. Statement Balance: All charges on the current billing statement, including previously billed items and future due items.

3. Current Activity: New charges incurred or credits applied since the date of the previous statement.

4. Payments: Payments received or credits posted during the current billing period.

5. Posting Date: Date item was posted to the student account.

6. Term: Academic term that activity occurred.

7. Previous Balance: Balance from previous statement.

8. Pending Financial Aid: Financial aid that has not been released to the student account and has not been deducted from the Total Due and the Statement balance.

9. Payment Mailing Address: Mail payment check and a copy of your billing statement to this address.
ACADEMIC DIRECTORY

Contact information for various academic units, programs, and resource offices are provided below.

Office of Academic Advising
541-346-3211
advising.uoregon.edu

Clark Honors College
541-346-5414
honors.uoregon.edu

Accessible Education Center
541-346-1155
aec.uoregon.edu

Educational Careers Advising
Team (ECAT)
ecat.uoregon.edu

EMU Computing Lab
541-346-1769
it.uoregon.edu/emu-lab

First-Year Programs
541-346-1241
fyp.uoregon.edu

Information Services
541-346-1702
it.uoregon.edu

International Affairs
541-346-3206
international.uoregon.edu

Center for Multicultural Academic Excellence
541-346-3479
cmae.uoregon.edu

National Student Exchange
541-346-3211
advising.uoregon.edu

Study Abroad Programs
541-346-3207
studyabroad.uoregon.edu

Office of Support Services for Student Athletes
541-346-5428
ssa.uoregon.edu

College Scholars
541-346-3902
csch.uoregon.edu

Testing Office
541-346-3230
testing.uoregon.edu

University Teaching and Learning Center
541-346-3226
tlc.uoregon.edu

UO Libraries
541-346-3053
libweb.uoregon.edu

Yamada Language Center
541-346-4011
babel.uoregon.edu
CONFIDENTIALITY OF STUDENT INFORMATION

Student privacy and security is an important concern for the UO. As a higher education institution that receives funds from the U.S. Department of Education, the release of and access to student education record data is protected by federal regulations.

Family Educational Rights and Privacy Act (FERPA)

Student educational records are maintained and protected by Family Educational Rights and Privacy Act (FERPA) guidelines. This federal regulation assigns rights to students and responsibilities to educational institutions; hence information in university student records is confidential, except for those that are considered public information. Release or disclosure of nonpublic information from education records to third-party individuals—including parents, guardians, and other family members—can only be made if explicit student consent is provided.

To learn more about FERPA and its impact on students and on parents, visit the Records Privacy Policy section of the Office of the Registrar’s website, at registrar.uoregon.edu/records_privacy. Here are answers to a few common questions that students and parents have about the law:

1) What information in my educational records is considered public information?

The UO Student Records Policy governed by FERPA classifies student educational records information that is considered public information “Directory Information.” Examples of Directory Information include, but are not limited to:

- Mailing and permanent address(es) and telephone number(s)
- Enrollment status (e.g., full-time, half-time)
- Class level, and academic major or minor

2) What are parent rights to educational records information?

Once a student reaches age eighteen or is attending the UO, all FERPA rights belong to the student. Parent access to education records is limited to information that is classified as directory information. Other educational record information is only disclosed to parents if students provide the university with a signed and dated release specifying: records to be disclosed, whom to disclose to, and purpose of disclosure. Each instance of release of nondirectory information requires a separate written authorization for disclosure. Even if a parent pays for a student’s UO billing account, their personal inquiries about account information will only be answered with the student’s explicit consent. A convenient method to provide third-party access to billing accounts is with QuikPay® service’s “Authorize Payers” feature through DuckWeb (see “Student Billing” on pages 44–45 for more information).
STUDENT CONDUCT CODE

The UO is committed to the pursuit of academic excellence and encourages intellectual and personal growth of its students as scholars and citizens. Through the free exchange of ideas, creation of knowledge, critical inquiry, self-expression, and civic debate, the UO welcomes students to engage in a community of scholars. The Student Code of Conduct ensures students experience a safe and equitable learning environment that promotes intellectual integrity, individual responsibility, and social ethics. The Office of Student Conduct and Community Standards acts through this code and the judicial process to resolve cases of alleged student academic dishonesty and social misconduct.

Student Conduct Code

The Student Conduct Code is a set of standards and regulations that describes the rights, privileges, and responsibilities of students at the UO. Violations of academic, social, and sexual standards of conduct are specified in the code. The university’s standards of conduct and list of offenses are available online at conduct.uoregon.edu.

Office of Student Conduct and Community Standards

The mission of the Office of Student Conduct and Community Standards is to:

• Maintain a university environment that is conducive to the academic success of all students
• Protect the rights of all members of the university community
• Provide a disciplinary process in which participants experience personal growth and gain an understanding of the responsibilities of community life

Resolution of cases of alleged student misconduct is coordinated by the staff of this office. Violations of the academic integrity policy may result in suspension or expulsion from the institution, a reduced or failing grade, or both. All violations affecting the health and safety of members of the university—acts of violence, threats, or dangerous behavior—are likely to result in suspension from the university.

Academic Misconduct

Academic integrity and intellectual honesty represent the touchstone values that bind together the members of a scholarly community engaged in teaching, learning, research, and the creation of knowledge.

Students with questions about what actions constitute academic misconduct can contact their instructors, the Office of Academic Advising, or the Office of Student Conduct and Community Standards. The UO Libraries website also provides a guide on avoiding plagiarism at libweb.uoregon.edu/guides/plagiarism/students.

Frequently Asked Questions

To clarify what the university is trying to achieve in dealing with conduct code violations, here are answers to some frequently asked questions.

In our conduct system, how is someone found responsible for violating the code?

There must be a preponderance of evidence—enough evidence to tip the scales—before a student is found responsible for violating the Student Conduct Code. For minor violations, a member of the judicial affairs staff, a residence hall complex director, or a peer tribunal in the residence halls can make a decision. For more serious violations, a hearing panel considers evidence and decides on the outcomes and sanctions.
Does being found responsible for a university violation give you a criminal record?

The university process does not lead to a criminal conviction. The process is used to determine whether university standards have been violated and results in a university disciplinary record. A student can, however, be charged with a criminal law violation and with a conduct code violation at the same time. Being charged under one system does not preclude being charged under the other system.

Will Student Conduct and Community Standards call my parents if I am found responsible for a violation?

Under federal and state law, educational records—including conduct records—are confidential. The student is the custodian of the records, and the university may release information to parents only if the student signs a waiver of confidentiality. In most cases, disciplinary records are destroyed after five years, unless you are suspended or expelled from the university.

How long does it take to resolve a case?

Cases that are handled informally are often resolved within two weeks. If a panel hearing is required, the process takes longer. All parties have the right to investigate the case. It takes time to arrange for a day when all parties and the hearing panel are available. The accused student then has the right to at least fourteen days notice before the hearing actually takes place. The entire panel process can take four to six weeks.

Who can file a conduct complaint against a student?

Anyone. This includes other students, residence assistants and other staff members, faculty members, officers of public safety, the Eugene Police Department, and community members. Write a report of what happened. It should include the date, time, and location of the incident; names of the individuals involved; and your description of events related to the incident. Turn the report in to the Office of Student Conduct and Community Standards.

How is the conduct process different from other processes?

The conduct process is focused on an educational goal. You are not prosecuted as you are under the criminal justice process. Instead, the process is intended to create an environment where all the parties with information related to an incident tell their stories. A neutral decision-maker, whether a staff member or a panel, will decide whether a policy violation took place and if so, what the appropriate consequences should be. You may have someone present—a friend, faculty member, or attorney—to assist and advise you, but they cannot speak for you or question witnesses for you.
ROBERT DONALD CLARK HONORS COLLEGE

Curriculum
The Clark Honors College offers students a balanced curriculum that includes humanities, social sciences, and sciences, and that emphasizes the development of fundamental intellectual skills. For honors college students, this curriculum replaces the general-education course work that other University of Oregon students complete. It consists of courses available only to honors college students, selected courses from other departments and schools at the university, including Study Abroad Programs, and the completion of thesis preparation courses and a thesis in the student’s major. Clark Honors College students also satisfy the regular university requirements for multicultural, mathematics, and foreign language course work.

Major
Honors college students may choose any major(s) offered at the UO. Course work in the major is taken outside of the Clark Honors College and follows major requirements. Clark Honors College students are encoded with an “HC Major” for registration purposes only.

Courses
Enrollment in all honors college courses, designated “HC,” is limited to nineteen or fewer students. Students generally complete two world history courses, two world literature courses, and a research course in their first two years of attendance. Students usually fulfill the second language requirement (waived for some majors), and a total of four math and sciences courses, also during their first two years. Students complete five interdisciplinary, discussion-based colloquia courses during their third and fourth years of attendance.

Thesis
The Clark Honors College education culminates in the completion of a thesis, an advanced research project conducted in the student’s major field and presented to an oral examination committee of faculty members in the major and in the Clark Honors College. A thesis workshop and required thesis course help students craft their thesis project.

Faculty
Fifteen faculty members have their academic homes in the Clark Honors College. They design its curriculum and teach, advise, and mentor the college’s students. Honors college faculty members open their office doors for at least four hours each week to meet with students, and will set an individual appointment if a student cannot come during those times.

Facilities
Students in the Clark Honors College enjoy the benefits of the Robert D. Clark Library, computer lab, student lounge, full kitchen, two classrooms with complete instructional media, and administrative offices in Chapman Hall. The CHC freshmen class live in the state-of-the-art Global Scholars Residence Hall, opened in the fall of 2012.

Advising
Each new Clark Honors College student is assigned to a Clark Honors College faculty advisor who remains that student’s advisor throughout the undergraduate years. Clark Honors College faculty advisors assist with course scheduling and further mentoring.

Clark Honors Introductory Program (CHIP)
The Clark Honors Introductory Program, student-created and student-led, fuses academic interests with social activities to introduce Clark Honors College freshmen to the Clark Honors College, the university, and the greater community.
Fall term freshmen register for a one-credit interest group, which meets every week during fall term. Upperclassmen lead group meetings, and activities can include group readings, sporting events, movie nights, meetings with faculty members, and information sessions about campus resources as well as topic-specific opportunities.

Consult the class schedule and register at IntroDUCKtion for a 1-credit CHIP, HC 199.

Clark Honors College Blackboard Site

Students matriculated into the Clark Honors College will automatically be added to the Clark Honors College Blackboard site. The link to “Clark Honors College” should appear every time a Clark Honors College student logs onto Blackboard.

Clark Honors College Graduation Requirements, Effective Fall 2013

<table>
<thead>
<tr>
<th>Literature and History</th>
<th>2 courses</th>
<th>Honors College Literature</th>
<th>HC 221H (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 courses</td>
<td>Honors College History</td>
<td>HC 231H (4)</td>
</tr>
<tr>
<td></td>
<td>1 course</td>
<td>Honors College Literature Research or History Research</td>
<td>HC 223H (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science and Math</th>
<th>4 courses</th>
<th>At least one science with a lab and at least one math course. All must be from the list of approved courses (see link next page).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>HC courses which satisfy this requirement:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honors College Lab Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HC 207H (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honors College Non-Lab Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HC 209H (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Language</th>
<th>2 years or completion of second year or demonstration of proficiency by equivalent examination. This requirement is waived for certain majors (see next page).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural</td>
<td>2 courses</td>
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<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Colloquium</th>
<th>5 courses</th>
<th>One of each of the following colloquia:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Honors College Arts and Letters Colloquium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HC 421H (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honors College Social Science Colloquium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HC 431H (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honors College Science Colloquium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HC 441H (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>plus two additional, or elective colloquia. Any HC colloquium may be used to fulfill this requirement. Some HC courses satisfy both Colloquium and a Multicultural requirement (see above).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis</th>
<th>2 courses</th>
<th>Honors College Thesis Orientation (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>HC 408H (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honors College Thesis Prospectus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HC 477H (2)</td>
</tr>
</tbody>
</table>

Thesis

Honors College Thesis and Defense
**Grade Point Average**
Clark Honors College students are required to maintain a minimum Cumulative Grade Point Average (GPA) of 3.0 for all UO course work, not just HC courses.

_All of the above requirements must be met in order to graduate from the Robert Donald Clark Honors College. Web-based courses do not meet this requirement. Students are strongly encouraged to meet with their CHC advisors at least once each year._

The CHC curriculum satisfies the UO general education requirements for CHC students. Students who permanently leave the Clark Honors College may be required to take additional classes to satisfy university requirements in order to graduate.

CHC students should plan to complete their literature and history requirements by the end of their second year. Students may register for colloquia as early as the second year.

**AP and IB**
Depending on courses and test scores, students may use AP or IB credits toward honors college math, science, multicultural, and second language requirements, applicable major requirements, or university electives.

**Second Language**
The second-language requirement will be waived if a department requires more than 90 credits of course work for a major leading to a BS degree. Such majors include biology, biochemistry, business administration, chemistry, computer and information science, environmental science, environmental studies, human physiology, general science, geological sciences, marine biology, physics, product studies, and product design and materials. The second-language requirement may be waived for bachelor of architecture (BArch), bachelor of interior architecture (BIArch), bachelor of landscape architecture (BLA) or for students pursuing a bachelor of fine arts (BFA) who choose to satisfy the BS mathematics-CIS proficiency requirement. In no case do CHC language requirements remove departmental language requirements. In music, where there are several choices of degrees, the second-language requirement is waived only in cases where it is not a requirement for the student’s chosen degree.

**Grading**
Note that all courses taken to satisfy CHC requirements must be graded (unless P/N is the only option); students must achieve grades of C– or higher for the course to count toward requirements.

**Course Substitutions**
CHC students fulfill their colloquium requirements with specific 400-level HC classes (421, 431, 441, 424, 434, 444). All HC 424, 434, and 444 multicultural colloquia have a second designation—HC 421, 431, or 441—depending on course content and the instructor’s discipline: these equivalencies are noted on the CHC course descriptions webpage (honors.uoregon.edu/view/course_descriptions). Current students may petition to substitute a non-HC course for a required HC course; see the CHC Blackboard site, in which all current students are enrolled, for further information, including the required course substitution form and submission deadlines. Students can consult their CHC faculty advisor for more information about potential course substitutions.

For approved math and science courses for CHC students, link to: honors.uoregon.edu/content/graduation-requirements.
Clark Honors College Students: Planning Your First-Term Schedule

Most students register for four academic courses (a total of 16 credits) each term at the university. Follow these steps to create a list of possible classes to discuss with your IntroDUCKtion advisor. Prepare your list in advance of your advising appointment. Refer to the yellow page 24 for assistance in using DuckWeb and registering for classes.

**STEP 1**
Have you registered for a CHIP section (see page 50)?

**STEP 2**
CHC science majors can register for the Honors Science FIG or the Nano-Newton FIG; other CHC students may register for the Global Oregon FIG (please see page 56).

**STEP 3**
CHC students enroll in Honors College History or Honors College Literature, in the first year of attendance. CHC students should plan on completing their history and literature sequences by the end of the second year.

**STEP 4**
Do you plan to take a second, or third, language? Have you taken the Language Placement Test? List the language classes you are considering.

**STEP 5**
Do you plan to take mathematics or science? If so, list the course or courses here that you might like to take. Please consult page 51 for the list of approved math and science courses for CHC students.

**STEP 6**
Choose a course in your major or an introductory course in a major you want to explore.

**STEP 7**
Consider taking an elective to learn more about a subject that has always fascinated you, or reduce stress with a class in physical education.

**STEP 8**
List specific questions for your advisor(s):
FIRST-YEAR OPPORTUNITIES

Students are invited to join a variety of small-enrollment, first-year courses that foster dynamic peer communities and active engagement with faculty members. Freshman interest groups (FIGs), freshman seminars, college scholars colloquia, and reacting-to-the-past role-playing games involve students in exploration of new big ideas and questions across academic disciplines through collaborative projects, critical dialogue, and expository writing. These specialized courses encourage students to explore majors, discover faculty research, and begin thinking like scholars.

FRESHMAN INTEREST GROUPS (FiGs)

FiGs are open to all first-year students and provide

- a small-college environment that helps you make the most of the course work, scholarship, and resources offered by a major research university
- the opportunity to establish close working and advising relationships with faculty members known for their teaching skills and scholarly accomplishments
- guaranteed enrollment in some of the most popular group-satisfying courses

Each FIG has twenty to twenty-five students who take three courses together during fall term. Two of these courses are regular university courses that make up either the general-education curriculum or the more specialized curriculum of individual majors, and they are open to non-FIG participants at all class levels. The third course is a 1-credit seminar led by a faculty member. This small course, called College Connections, involves students in projects and assignments specific to each FIG. You’ll gain an in-depth perspective of the topic by exploring the themes underlying the two courses. Each group has a FIG academic assistant, an undergraduate student who assists in the seminar and helps students in the FIG navigate the university. **FIGs are offered only in fall term.**
FIRST-YEAR OPPORTUNITIES

Nonresidential FIGs

Animal Behavior
Art of Expression
Art, Culture, and Comics
Bella Italia!
College: A Screwball Comedy
Culture at the Crossroads
Cultural Encounters
Digging Up History
Electronic Nose
Got Opinions?
Hashtag #Eugene
Hip-Hop and Politics of Race (Challenge)
Imperial Visions
Inside Architecture (Challenge)
Intersections of Expression
Justice Matters (Challenge)
Language Myths and Myths of Language
Media Mirror
Mindful Journey
Molecular Me
Oregon Outside
Paging Dr. Darwin
¿Papas o Patatas?
Past or Portal?
Pictures Say 1,000 Words
Psychology of War
Radical Stirrings (Challenge)
Science in the News
Science Story
Silk Road
Social Progress, Social Change
Social Services
Sorting Hat
Stories We Tell
Urban Garden
Value and Values
Vamos lá Brasil!
Visualize Your World
Vive la France!
What Is Natural?
The World within Us
You Talking to Me?

Types of FIGs

Nonresidential FIGs are not connected to a particular campus residence hall. Nonresidential FIG students may live in any hall or even off campus, if they choose. The students in the FIG are coenrolled in two lecture courses and in the college connections course, which meets weekly with a professor and a FIG academic assistant. Students take part in various activities outside of class, including study groups.

Residential FIGs allow students in the same FIG to live near each other, although not necessarily right next door. The idea is to make it easy for you to get to know students who share your interests without limiting your circle of friends. When the FIG ends after fall term, students still have the advantage of living in the residence halls with their friends and study partners. Eighteen residential FIGs will be offered fall 2012.

Challenge FIGs give students a distinctive academic experience. One of the courses in each of the eleven challenge FIGs is at the intermediate level; they are smaller than the courses in many of the other FIGs and are intended to encourage motivated students to explore subjects in depth. Challenge FIGs may be either residential or nonresidential.
Carnegie Global Oregon (The CGO)
In association with the New York-based Carnegie Council for Ethics in International Affairs, this FIG meets with scholars and leaders from a variety of fields to discuss the role of ethics in global, national, and local issues.

The CGO is unique because it continues for three terms. After the fall FIG courses, students enroll in 1-credit seminars in winter and spring, and the majority of CGO students remain active in this vibrant learning community throughout their years at the university. This provides a supportive mix as sophomores and juniors join us weekly for class and a meal while we explore areas of ethical concern. Please visit oregoncarnegienetwork.uoregon.edu.

Notes
To avoid duplicating course work, Clark Honors College students may enroll in one of three FIGs: Honors Science (for students planning to major in biology, chemistry, or human physiology), Nano-Newton (for students planning to major in physics), and Global Oregon (for students interested in international affairs).

ConFIGurations 2013
The following FIGs will be available for fall term 2013. Most FIGs are composed of two 4-credit courses and a 1-credit seminar known as College Connections. Residential FIGs are identified with an “R.” College Connections seminars help students get the most out of their university education by encouraging active learning. Students explore the underlying themes linking the FIG courses through supplemental readings, assignments, and projects. Critical thinking, library use, and academic planning are taught in the specific context of the FIG.

THE ARTS

Art of Expression
(Theory and application)
AAD 251 The Arts and Visual Literacy (A&L, IP)
TA 250 Acting I
AAD 199 College Connections

Art, Culture, and Comics
ENG 280 Introduction to Comics Studies
AAD 252 Art and Gender (A&L, IP)
ENG 199 College Connections

Black, Brown, and Beige (R) Challenge FIG
(Jazz and twentieth-century literature)
MUJ 350 History of Jazz (1900–1950) (A&L, AC)
ENG 241 Introduction to African American Literature (A&L, IP)
MUS 199 College Connections

Culture at the Crossroads
MUS 270 History of the Blues (A&L, AC)
ES 250 Introduction to African American Studies (SSC, AC)
MUS 199 College Connections

Hip-Hop and Politics of Race Challenge FIG
MUS 360 Hip-Hop: History, Culture, Aesthetics (A&L, AC)
ES 101 Introduction to Ethnic Studies (SSC, AC)
MUS 199 College Connections

Inside Architecture Challenge FIG
(Not for admitted architecture majors)
ARCH 201 Introduction to Architecture
ARH 314 History of Western Architecture I (A&L)
ARCH 199 College Connections
FIRST-YEAR OPPORTUNITIES

Intersections of Expression
COLT 101 Introduction to Comparative Literature (A&L, IP)
ARH 204 History of Western Art I (A&L)
COLT 199 College Connections

Moving to MTV (R)
(Recommended for dance majors, not for music majors)
MUS 125 Understanding Music (A&L)
DAN 251 Looking at Dance (A&L)
MUS 199 College Connections

Pictures Say 1,000 Words
AAD 252 Art and Gender (A&L, IP)
FLR 250 Introduction to Folklore (A&L, IP)
AAD 199 College Connections

HUMAN SOCIETY

Bella Italia!
ITAL 101 First-Year Italian
ITAL 150 Cultural Legacies of Italy (A&L, IC)
ITAL 199 College Connections

Breaking the Wall (R)
GER 221 Postwar Germany: Nation Divided (A&L, IC)
PSY 202 Mind and Society (SSC)
GER 199 College Connections

Carnegie Global Oregon (R) Challenge FIG
(Three-term FIG. Read about this unique FIG on page 56)
GEOG 209 Geography of the Middle East and North Africa (SSC, IC)
ANTH 161 World Cultures (SSC, IC)
GEOG 199 College Connections

Characters of East Asia (R)
HIST 190 Foundations of East Asian Civilizations (SSC, IC)
EALL 209 Languages and Societies of East Asia (A&L, IC)
HIST 199 College Connections

College: A Screwball Comedy
ENG 265 History of the Motion Picture (A&L)
J 201 Media and Society (SSC)
J 199 College Connections

Urban Garden
LA 260 Understanding Landscapes (A&L)
GEOG 141 The Natural Environment (SC)
LA 199 College Connections

Visualize Your World
AAD 250 Art and Human Values (A&L, IP)
ART 101 Understanding Contemporary Media (A&L)
AAD 199 College Connections

Cultural Encounters
SOC 204 Introduction to Sociology (SSC)
INTL 240 Perspectives on International Development (SSC, IC)
SOC 199 College Connections

Examined Life (R)
ENVS 201 Introduction to Environmental Studies: Social Sciences (SSC)
PHIL 101 Philosophical Problems (A&L)
ENVS 199 College Connections

Got Opinions?
WGS 101 Women, Difference, and Power (SSC, IP)
J 201 Media and Society (SSC)
J 199 College Connections

Hashtag #Eugene
SOC 204 Introduction to Sociology (SSC)
J 201 Media and Society (SSC)
J 199 College Connections

Imperial Visions
HIST 104 World History (SSC, IC)
ARH 204 History of Western Art I (A&L)
HIST 199 College Connections
International Outlook (R)
PS 205 Introduction to International Relations (SSC)
INTL 240 Perspectives on International Development (SSC, IC)
PS 199 College Connections

Justice Matters Challenge FIG
PHIL 307 Social and Political Philosophy (SSC)
PS 260 Public Policy and Democracy (SSC)
PHIL 199 College Connections

Justice, Beauty, and Nature (R)
ENVS 203 Introduction to Environmental Studies: Humanities (A&L)
PHIL 101 Philosophical Problems (A&L)
ENVS 199 College Connections

Language Myths and Myths of Language
CLAS 110 Classical Mythology (A&L, IP)
LING 296 Language and Society in the United States (SSC, AC)
CLAS 199 College Connections

Maps and Apps (R)
GEOG 181 Our Digital Earth (SSC)
CIS 110 Fluency with Information Technology (SC)
GEOG 199 College Connections

Media Mirror
PSY 202 Mind and Society (SSC)
J 201 Media and Society (SSC)
J 199 College Connections

Mindful Journey
REL 101 World Religions: Asian Traditions (A&L, IC)
PSY 202 Mind and Society (SSC)
PSY 199 College Connections

¿Papas o Patatas?
SPAN 150 Cultures of the Spanish-Speaking World (A&L, IC)
LING 201 Language and Power (SSC, IP)
SPAN 199 College Connections

Past or Portal?
HIST 201 United States (SSC)
ES 101 Introduction to Ethnic Studies (SSC, AC)
HIST 199 College Connections

Politically Creative (R)
PS 201 United States Politics (SSC)
FLR 250 Introduction to Folklore (A&L, IP)
PS 199 College Connections

Psychology of War
HIST 240 War in the Modern World I (SSC)
PSY 202 Mind and Society (SSC)
PSY 199 College Connections

Radical Stirrings Challenge FIG
GER 259 German Culture and Thought (A&L, IC)
PS 324 European Politics (SSC, IP)
GER 199 College Connections

Science Story
(Not for human physiology majors)
HPHY 101 Exercise as Medicine (SC)
J 201 Media and Society (SSC)
J 199 College Connections

Silk Road
REL 101 World Religions: Asian Traditions (A&L, IC)
ARH 209 History of Japanese Art (A&L, IC)
REL 199 College Connections

Social Progress, Social Change
ES 101 Introduction to Ethnic Studies (SSC, AC)
SOC 207 Social Inequality (SSC, IP)
ES 199 College Connections

Social Services
FHS 213 Issues for Children and Families (SSC)
PSY 202 Mind and Society (SSC)
FHS 199 College Connections

Sorting Hat
EDST 111 Educational Issues and Problems (SSC)
SOC 204 Introduction to Sociology (SSC)
EDST 199 College Connections

Stories We Tell
SCAN 251 Text and Interpretation (A&L, IC)
PHIL 110 Human Nature (A&L, IP)
SCAN 199 College Connections

Tomato, Tomàto (R)
LING 201 Language and Power (SSC, IP)
SOC 204 Introduction to Sociology (SSC)
LING 199 College Connections
# FIRST-YEAR OPPORTUNITIES

**Value and Values**
- INTL 250  Value Systems in Cross-Cultural Perspective (SSC, IC)
- BA 101  Introduction to Business (SSC)
- BA 199  College Connections

**War and Peace (R)**
- RUSS 204  Introduction to Russian Literature (A&L, IC)
- HIST 240  War in the Modern World I (SSC)
- RUSS 199  College Connections

**Vamos lá Brasil!**
- PORT 101  1st Year Portuguese
- PORT 150  Lusofonia: The Portuguese-Speaking World (A&L, IC)
- PORT 199  College Connections

**The World within Us**
- ANTH 161  World Cultures (SSC, IC)
- PSY 202  Mind and Society (SSC)
- ANTH 199  College Connections

**Vive la France!**
- FR 150  Cultural Legacies of France (A&L, IC)
- HUM 101  Introduction to the Humanities I (A&L)
- FR 199  College Connections

**Honors Science: Human Genome*(R) Challenge FIG**
- CH 224H  Honors General Chemistry (SC)
- CH 237  Advanced General Chemistry Laboratory
- CH 199  College Connections

**NATURAL SCIENCES**

**Animal Behavior**
- ANTH 171  Introduction to Monkeys and Apes (SC)
- BI 132  Introduction to Animal Behavior (SC)
- ANTH 199  College Connections

**Better Living through Research (R)**
(Not for human physiology majors)
- HPHY 101  Exercise as Medicine (SC)
- PSY 202  Mind and Society (SSC)
- PSY 199  College Connections

**Chemistry of Sustainability* (R)**
- CH 221  General Chemistry (SC)
- CH 227  General Chemistry Laboratory
- CH 199  College Connections

**Digging Up History**
- ANTH 150  World Archaeology (SSC, IC)
- GEOL 101  Earth’s Dynamic Interior (SC)
- ANTH 199  College Connections

**Chemistry of Sustainability* (R)**
- ANTH 175  Evolutionary Medicine (SC)
- BI 121  Introduction to Human Physiology (SC)
- ANTH 199  College Connections

**Electronic Nose**
(Olfactory explorations)
- CH 221  General Chemistry (SC)
- PSY 201  Mind and Brain (SC)
- CH 199  College Connections

**Oregon Outside**
- GEOL 101  Earth’s Dynamic Interior (SC)
- GEOG 141  The Natural Environment (SC)
- GEOL 199  College Connections

**Paging Dr. Darwin**
- ANTH 175  Evolutionary Medicine (SC)
- BI 121  Introduction to Human Physiology (SC)
- ANTH 199  College Connections

**Science in the News**
- CH 221  General Chemistry (SC)
- CH 227  General Chemistry Laboratory
- CH 199  College Connections
In addition to FIGs, the university offers freshman seminars, which are specially designed electives for first-year students. These 3- or 4-credit courses are available all three terms of the freshman year. The small class size of no more than twenty-three students encourages discussion and classroom community. In addition, each seminar explores a topic of special interest to the instructor. For example, you might learn about magazine production from a journalist, African culture from a dance instructor, or leadership from a former UO president.

Electives make up approximately one-third of each student’s course work, and freshman seminars exist exclusively for first-year students to give them a chance to explore a greater breadth of academic subjects. These particular courses allow freshmen to have an academic experience they seldom encounter until they are juniors or seniors engaged in upper-division seminars in their major fields. Freshman seminars emphasize discussion and practical application, and many of them focus on current issues. For more information, visit fyp.uoregon.edu.

2013–14 Freshman Seminars

Fall 2013

AAD 199
Writing for Art, Art of Writing
Lisa Abia-Smith
Good writing requires inspiration and investigation. Explore the Jordan Schnitzer Museum of Art and make connections between the visual arts and the written word. Attempt to answer such questions as What is art? How do contemporary artists address current events such as cancer, war, and political unrest? Let your writing be inspired by weekly activities that involve sketching, short stories, collages, portraits, and poetry exercises. Learn about contemporary artists such as graffiti artist Banksy and photographer Cindy Sherman. Gain confidence in your writing and learn to critique art through discussion, writing, reading, and hands-on projects.
ARH 199
Buddhism through Art
Ben Brinkley
Discover Buddhism through paintings, prints, sculpture, murals, textile arts, illuminated manuscripts, and ritual objects. Learn about the narratives, characters and iconography of Buddhist art found in India and the Himalayas. Develop confidence in discussing and analyzing art. Explore the intersections between art history, religion, literature, philosophy, anthropology, and more. Visit a local temple and talk with a Buddhist priest about art in context. Take field trips to discover objects at the Jordan Schnitzer Museum of Art and Knight Library Special Collections.

ARTC 199
Raku
Sana Krusoe
Raku is a pottery technique that originated in Japan with the Raku family. It was used in the production of tea ceremony wares, and the ensuing cups were regarded as a celebration of Zen principles. Contemporary potters have embraced the raku process because of how accident, imperfection, and immediacy play into the production of the pieces. Historical raku produced quiet, contemplative pieces; contemporary raku is loved not for its quietness, but for its flashiness and luster, and for the intense excitement of the firing itself. Explore the philosophical underpinnings of both practices as you create work in the raku manner.

BI 199
Nutrition Concepts and Controversies
Pat Lombardi
What are “superfoods”? Which fats are healthy vs. harmful? How do we separate nutrition fact from fiction? Delve into nutrition quackery and arm yourself with knowledge to protect you from outlandish claims about your food. Learn to evaluate controversies by using the scientific method, peer-reviewed research and newsletters, and guidelines prepared by nationally accredited health-care and research organizations. Engage in group and class discussions, conduct personal dietary analyses, and research a controversy of your choice. Analyze nutrition labels on a field trip to a local grocery store.

ENG 199
Let the Games Begin! American Sports Poetry
Corbett Upton
“I’m gonna float like a butterfly and sting like a bee / His hands can’t hit what his eyes can’t see.”
—Muhammad Ali
Throughout the nineteenth and twentieth centuries, American poets have turned to popular (and not so popular) sports as subjects and figures to express themes of human achievement, love, struggle and suffering, and deep philosophical and spiritual contemplation. Explore a wide range of American poetry and the role of sports in our understanding of race, gender, class, sexuality, and public and private life. Talk with guest speakers, attend sporting events, compose original work, and conduct your own sports poetry research.

J 199
Oregon Travel Writing
Melissa Hart
Where can you hike to see bald eagles in the wild? Which lichen has earned the nickname of “backpacker’s toilet paper”? How fast can you fly down a coastal sand dune on a board? Through field trips,
readings, guest lectures, and your own travel blog, immerse yourself in the flora and fauna of Oregon, its history, and its amazing opportunities for people who love the outdoors. Learn wilderness survival skills as well as journalistic tools such as pretrip research, on-the-spot interviewing, and editing and submitting essays for newspaper and magazine publication.

LIB 199
Art of the Book: Scribes to Graphic Artists
James Fox and Marilyn Reaves
Imagine a medieval monk writing on animal skin with a bird's quill. Now picture a graphic novelist, using a computer or pen and ink to draw a sequence of images. Both play a role in the history and art of the book. How has the book evolved, and what does the book tell us about our culture? How has reading changed from a spoken activity to a silent one, perhaps on a smart phone or iPad? Illuminate these topics through reading, discussion, and practice. Make a sewn book, write calligraphic scripts, set type, and draw pen-and-ink illustrations. Explore rare books and medieval manuscripts found in the library's Special Collections.

PPPM 199
Food Connections: You Are What You Eat
Galen Martin
Most of our food comes to us packaged or prepared. The distance from field to table is vast and complex. Out of concern for human, animal, and environmental health, people are now asking, Where does our food come from? How do we create a more just and sustainable food system? Learn about the creation of the fast-food meal and the evolution of “food democracy” movements. Develop an understanding of food production and processing in the global economy. Examine the values, assumptions, and policies that shape our food system, and become familiar with emerging alternatives.

PSY 199
We Are the World: Children and Global Health
Jeffrey Measelle
Explore human development in vulnerable populations around the world, with an emphasis on the role that development during childhood plays in shaping long-term health, illness, and well-being. How do the human brain, the immune system, and the stress-response system develop in the face of early adversity? What factors influence infant mortality, life expectancy, and physical and psychosocial health? Hear guest presentations from scientists, government personnel, and NGO representatives working to advance the health of children in the developing world. Learn how volunteers and professionals are implementing global health programs that seek to build the capacity of developing countries.
Welcome! You are an important new member of our university community, and we want your experience here to be successful. Your prior college experience has provided you with a good foundation, but the transition to a new school can be challenging. You may discover differences in academic requirements and expectations, registration procedures, and the campus environment.

To get to know your professors, classmates, and academic advisors, we encourage you to ask questions. Feel free to ask about anything—from specific classes to how to find part-time work or daycare.

Whether you are transferring here directly from another college or university, are returning to school after a break, are a parent, or are over age twenty-four, special resources are available to support your transition to the UO. The following pages provide information on important campus resources as well as transfer seminars, a specialized academic program designed for transfer students, which you may wish to consider.

GETTING STARTED

In preparation for the academic advising workshop and advising appointment during IntroDUCKtion, the Week of Welcome, or Mid-Year Orientation, it is important for transfer students to understand how their previous academic work fits with the requirements to earn a UO degree. The following information provides a general overview of recommended action steps before registration for first term courses.

Before Workshop and Advising Appointment

The following steps are recommended before attending the introduction to academics workshop and your advising appointment:

1. **Verify transfer evaluation report details**
   All transfer course work is noted on a transfer evaluation report(s) (see pages 65–66), which can be accessed through DuckWeb in the student menu section. Questions regarding the evaluation of transfer credits are handled by the Office of the Registrar.

2. **Note UO grade point average computation**
   A UO grade point average (GPA) is computed only for work completed at the university. Grades earned at other colleges or universities are not included in UO GPA calculations.

3. **Review degree audit report and plan general course work completion**
   Begin planning completion of UO general-education course requirements by reviewing information in the degree audit (see pages 32–33), which is accessible from the student menu in DuckWeb. For more information about requirements, see the General Education section on pages 4–21.
   - **Associate transfer degrees—fulfilling UO writing and group requirements**
     Students with an associate of arts Oregon transfer degree (AAOT) or an associate of science Oregon transfer degree in business (ASOT) from Oregon community colleges have fulfilled the UO writing and group requirements. Those earning a Washington block transfer degree have fulfilled the writing requirements, and some or all of the group requirements. Completion of an AAOT or ASOT degree is noted in the degree audit.

4. **Review available majors and minors**
   Learn about available major and minor fields of study. For more information, see the Majors and Electives sections on pages 18–19.
5. Get academically connected

Transfer students can consider enrolling in a transfer seminar (see page 67) for the first term at the university.

6. Meet academic advisor with report and audit

For the advising appointment with academic department, or the Office of Academic Advising advisors, students should bring a copy of their latest transfer evaluation report and degree audit.

Requirements for UO Bachelor’s Degree

Students with transfer credits should be aware of these requirements to graduate with a UO bachelor’s degree:

• **Letter-grade credits**
  Earn at least 45 letter-graded (A, B, C, D) credits in residence at the UO.

• **Upper-division credits**
  Earn at least 62 upper-division (300- or 400-level) credits. Credits earned at two-year colleges are lower division (100- and 200-level).

• **Transfer credit limit**
  Only 124 credits from two-year colleges may satisfy minimum credits to earn a UO bachelor’s degree. Of this, only 90 credits may be transferred from an international junior college.

Due to the letter-grade and upper-division credit requirements, and transfer credit limit, the total number of UO credits students must complete for graduation may increase beyond the minimum credits required for a UO degree. For more information on requirements, see the Credit Hour Requirements for UO Bachelor’s Degrees section on pages 20–23.

Financial Aid Eligibility

Financial aid to attend the UO is only available for up to 150 percent of credits required for completing a major and earning an undergraduate degree. All attempted credits including accepted transfer credits, and earned (receive grades A, B, C, D) and unearned (receive grades of I, U, N, F, X, W) UO credits, are taken into account to determine eligibility to receive financial aid.
TRANSFER AND NONTRADITIONAL

TRANSFER EVALUATION AND DEGREE AUDIT

Every UO transfer student is issued a transfer evaluation report and a degree audit report; both documents may be accessed through the DuckWeb student menu. Transfer evaluation reports indicate how course work taken at other colleges or universities are accepted at the UO. The degree audit details the impact of transferred courses and completed UO course work on the progress of satisfying general education and major requirements to earn a baccalaureate degree. For a detailed explanation on understanding the degree audit, see pages 32–33. The Office of the Registrar handles all inquiries regarding the evaluation of transfer credits.

Reading the UO Transfer Evaluation Report

To understand components of the transfer evaluation report, refer to a sample report on page 66 and note the following:

- **Report for each institution attended**
  A separate report is made for each school attended.

- **Layout and content**
  All transfer courses—with corresponding terms they were completed in, subject codes, course numbers and titles, credits granted, and grades—are listed on the left side of the report. On the right side are the corresponding equivalent UO courses, symbols indicating group-satisfying courses (>), and the number of credits (converted to the UO quarter system) accepted for transfer. To check the official course equivalent information used to prepare reports, visit registrar.uoregon.edu/transfer-articulation.

- **Transfer courses with direct UO course equivalents**
  Many courses taken elsewhere have direct UO equivalents even though the course names and numbers may be different. If a transfer course has such an equivalent, the specific UO course for which it substitutes is shown.

  In the example on page 66, PSC 103 Principles of the American Constitution at ABC University is equivalent to PS 201 United States Politics at the UO, and it is a social science (>2) group-satisfying course. PSC 103 is a 3-credit semester-long course, and is equivalent to 4.50 quarter credits.

- **Transfer courses without direct UO course equivalents**
  Transfer courses without direct UO course equivalents might still count toward group or major requirements at either the lower-division level (100 or 200, indicated by 1xxT), or the upper-division level (300 and 400, indicated by 3xxT). In the example on the next page, AH 165 at ABC University transfers to the UO as ARH 1xxT, and counts toward the arts and letters (>1) group requirement.

  Transfer courses that do not count toward group requirements may instead count toward major requirements, or as elective credit (e.g., ELEC 1xxT or 3xxT) toward a bachelor’s degree. Students who believe their transfer course work should count toward UO major requirements should contact a respective major department advisor.

- **Total credits accepted for transfer**
  The overall transfer summary lists the total number of credits accepted for transfer at the university. In the example on the next page, the UO accepted all 45 credits for transfer from ABC University.
## University of Oregon

### Transfer Evaluation by Institution

#### ABC University

<table>
<thead>
<tr>
<th>Term</th>
<th>Subj</th>
<th>Crse</th>
<th>Title</th>
<th>CR</th>
<th>GR</th>
<th>Subj</th>
<th>Crse</th>
<th>Title</th>
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<tr>
<td>11S</td>
<td>BIO</td>
<td>003</td>
<td>Biology in Society</td>
<td>3.00</td>
<td>B</td>
<td>BI</td>
<td>1xxT</td>
<td>Science Group</td>
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<td>11S</td>
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<td>Composition</td>
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<td>B</td>
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<tr>
<td>11S</td>
<td>AH</td>
<td>165</td>
<td>Asian Art</td>
<td>3.00</td>
<td>B</td>
<td>ARH</td>
<td>1xxT</td>
<td>Arts and Letters Group</td>
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<td>4.50</td>
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<tr>
<td>11S</td>
<td>PSC</td>
<td>103</td>
<td>Prin Amer Const Gov</td>
<td>3.00</td>
<td>A</td>
<td>PS</td>
<td>201</td>
<td>United States Politics</td>
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<td>4.50</td>
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<tr>
<td>11F</td>
<td>FA</td>
<td>010</td>
<td>2-dim Design I</td>
<td>3.00</td>
<td>A</td>
<td>ART</td>
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<td>ART 100-level course</td>
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<td>102</td>
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<td>A</td>
<td>ARH</td>
<td>1xxT</td>
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<td>11F</td>
<td>GEOL</td>
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<td>Phys Geological Sci</td>
<td>3.00</td>
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<td>GEOL</td>
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<td>Science Group</td>
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</tr>
<tr>
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<tr>
<td>12S</td>
<td>JPAN</td>
<td>003</td>
<td>Int Japanese I</td>
<td>3.00</td>
<td>A</td>
<td>JPN</td>
<td>201</td>
<td>2nd Year Japanese</td>
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<td>4.50</td>
</tr>
<tr>
<td>12S</td>
<td>PHIL</td>
<td>114</td>
<td>Intro to Logic</td>
<td>3.00</td>
<td>C</td>
<td>PHIL</td>
<td>103</td>
<td>Critical Reasoning</td>
<td>&gt;1</td>
<td>4.50</td>
</tr>
</tbody>
</table>

Transfer Total: 30.00  
Equivalent Total: 45.00

### Overall Transfer Summary

<table>
<thead>
<tr>
<th>Transfer Institution</th>
<th>Transfer Hours</th>
<th>Accepted Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC University</td>
<td>45.00</td>
<td>45.00</td>
</tr>
</tbody>
</table>

Total Credits: 45.00  
Total Credits Accepted: 45.00
Transfer seminars are designed for students who have spent at least one term at another institution of higher education after high school graduation. Typically offered in fall and winter terms, these seminars offer the chance to explore either your intended major or other disciplines. In them, you’ll learn about campus resources including financial aid, internships, study abroad, and career opportunities, and receive advising help and tips for honing your library research skills. Each seminar is offered for 1 upper-division credit.

Seminars meet weekly in a small class with an instructor and an undergraduate academic teaching assistant (TA). Each TA is a junior or senior transfer student who will help you learn to navigate the university. These student mentors attend the seminar, organize review sessions, plan events with faculty members, and help address transfer students’ concerns and needs. You can register for a transfer seminar after meeting with an academic advisor during IntroDUCKtion, Week of Welcome, or Mid-Year Orientation for winter term.

Transfer Seminars with Connecting Courses
These transfer seminars are connected with specific courses that meet major requirements. Enrollment in any of the following seminars results in reservation of a space in the corresponding connecting course(s):

**Business**
- BA 399  Transfer Seminar
- DSC 240 Managing Business Information

**Journalism**
- J 399  Transfer Seminar
- J 101 Grammar for Communicators
- J 100 Media Professions

**Transfer Seminars without Connecting Courses**
For transfer students interested in natural science majors (biology, chemistry, computer sciences, geological science, human physiology, mathematics, physics and psychology), this seminar connects incoming students to research opportunities:

**Natural Sciences**
- PHYS 399 Transfer Seminar
COURSES

Group-Satisfying Courses: Arts and Letters

Following are the descriptions of arts and letters (>1, A&L) group-satisfying courses that will be offered in fall 2013 (subject to change). Refer to the online course schedule at classes.uoregon.edu for up-to-date course offerings, course descriptions, any available syllabuses, and contact information of academic departments. The online UO catalog provides details about academic departments and the majors and courses they offer.

First-Year Languages

First-year language courses (101, 102, 103 or 111, 112) are offered at the UO, but they count as elective credit rather than arts and letters course credit. Refer to page 14 for more information on languages.

Second-Year Languages

These second-year languages (201–203, except for Greek and Latin, for which the second year is 300 level) will be offered 2013–14: American Sign Language, Arabic, Chinese, Danish, French, German, Italian, Japanese, Portuguese, Russian, and Spanish.

Students must successfully complete the first year (or the equivalent) of the language to register for second-year language courses. Second-year language credits used to satisfy the bachelor of arts second-language requirement may not be used to satisfy the arts and letters group requirement.

Footnote *

Abbreviations following course titles and credits indicate these courses can also meet multicultural requirements in particular categories: AC = American cultures; IP = identity, pluralism, and tolerance; IC = international cultures.

American Sign Language

education.uoregon.edu

Courses explore American Sign Language, and international deaf culture.

ASL 201 SECOND-YEAR AMERICAN SIGN LANGUAGE (4)

Sequence: ASL 202, 203; begins with ASL 201 in fall term. Prerequisite: C– or better or P in ASL 103 or equivalent. Courses must be taken in order.

Applied conversational use of ASL through literature, narratives, poetry, and plays; explores various underlying metaphors found in ASL literature.

Arabic

arabic.uoregon.edu

Courses examine Arabic language, literature, and culture.

ARB 201 (4)

Sequence: ARB 202, 203; begins with ARB 201 in fall term. Prerequisite: ARB 103 or equivalent.

Development of Arabic speaking, reading, writing, and comprehension: study of short literary and cultural material.
ARB 301 LANGUAGE AND CULTURE (4) IC
**Sequence:** ARB 302, 303; begins with ARB 301 in fall term. **Prerequisite:** ARB 203.

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.

ARB 331 Reading Classical Arabic (4)
**Prerequisite:** ARB 202 or equivalent.

Teaches basic tools for research of classical Arabic studies—lexicons (medieval and modern), classical grammars, medieval biographical dictionaries and geographies, and scholarly encyclopedias—for application in reading and analyzing selected classical Arabic texts to explore major issues of the field. Examines complexities of interpreting texts as windows onto intellectual culture.

**Art**
art-uo.uoregon.edu

Art courses explore a variety of art forms and examine the process and practice of art as a tool of communication, personal inquiry, and expression.

**ART 101 UNDERSTANDING CONTEMPORARY MEDIA (4)**
*Lecture format. Series of presentations by resident faculty members of the Department of Art. Fulfills one required foundation course for art majors.*

Critical exploration of concepts surrounding and defining the experience of understanding contemporary art. How have new ideas about making, meaning, and experience changed artists’ work? Art faculty members, representing a broad range of ideas and media approaches, guide students through issues pertaining to their work and disciplines.

**Arts and Administration**
aad.uoregon.edu

Arts and administration courses combine knowledge in the visual and performing arts with social and cultural concerns pertaining to the appreciation and understanding of the arts.

**AAD 250 ART AND HUMAN VALUES (4) IP**
*Lecture-discussion format. Also offered online.*

Is art the mirror of human nature? Will an acquaintance with art improve us individually and as a society? Addresses theoretical and practical questions that result from viewing art as a powerful social and cultural force. Participants examine their own and others’ aesthetic values to understand art and to promote cross-cultural appreciation.

**AAD 251 THE ARTS AND VISUAL LITERACY (4) IP**
*Lecture-discussion format. Also offered online.*

How do we “read” art? By feeling its texture; looking intently; or analysis of our psychological responses? Course explores ways in which physical, perceptual, affective, and cognitive modes of learning interact when viewing, interpreting, and assessing designed visual information in sociocultural contexts.

**AAD 252 ART AND GENDER (4) IP**
*Lecture-discussion format with films, slides, and guest speakers. Also offered online.*

How do sociocultural factors influence roles of women and men in arts disciplines? Examines underlying social structures that affect the definitions of art and artists.
The field of classics embraces all aspects of Greek and Roman culture from the prehistoric to the modern period. Current ideas about politics, law, art, family life, and even science are rooted in an understanding of the classics.

**ENGLISH TRANSLATION**

**CLAS 110 CLASSICAL MYTHOLOGY (4) IP**
*Lecture format.*
Introduction to the world of Greek and Roman mythology, with an emphasis on the issues of personal and social identity.

**CLAS 301 GREEK AND ROMAN EPIC (4)**
*Lecture format.*
Analysis of the heroic tradition and epic themes in the Homeric poems, the works of Hesiod, and *The Aeneid.*

**CLAS 303 CLASSICAL GREEK PHILOSOPHERS (4)**
*Lecture-discussion format.*
Intellectual history of Greece from before the time of Hesiod to Plato (d. 347 B.C.E.), a period during which some of the major intellectual challenges of ancient thought were developed. Looks at theories about humans and the cosmos using literary, historical, medical, and philosophical texts.

**GREEK**

**GRK 301 AUTHORS: PLATO (4)**
*Sequence: GRK 302, 303; begins with GRK 301 in fall term. Translation and discussion format. Prerequisite: GRK 103 or equivalent.*
Introduction to reading Attic prose. Emphasizes improving speed and precision through translation, grammar review, and exercises in composition; examines the rhetorical goals and the legal and social context of speeches.

**LATIN**

**LAT 301 AUTHORS: CAESAR (4)**
*Sequence: LAT 302, 303; begins with GRK 301 in fall term; meets the second-year language requirements for the bachelor of arts. Lecture format. Prerequisite: LAT 103 or equivalent.*
Introduction to Latin prose. Study of Caesar’s wars and of Gallic customs.

**Comparative Literature**

**complit.uoregon.edu**

Comparative literature courses consider literatures from the English, European, Japanese, Chinese, and other traditions. Whereas the national literatures designate their subjects by language or nation, comparative literature allows a pluralistic approach to any material that can be considered to be—or to influence—literature.

**COLT 101 INTRODUCTION TO COMPARATIVE LITERATURE I (4) IP**
*Lecture-discussion format. Required for the major and open to all students.*
Introduction to the comparative study of literature. Address the idea of “literature” by tracing many possible paths through its history: the evolution of genres such as the epic, drama, the lyric, tragicomedy, the novel and certain types of essay. Examines “What is literature?” a question which writers from
Homer and Aristotle through Shakespeare, and on through twentieth- and twenty-first century figures such as Walter Benjamin, Gwendolyn Brooks and Horacio Castellanos Moya, will help to address—if not answer—in the course.

COLT 211 COMPARATIVE WORLD LITERATURE (4) IC
Explores literature from a global standpoint. Examines movement of literary form (e.g., genres, motifs, rhetorical modes) from one culture, region, historical epoch to the next.

COLT 212 COMPARATIVE WORLD CINEMA (4) IC
Introduces the principles of comparative analyses, exploring the aesthetic, ideological and socio-economic exchanges between “national” cinematic traditions. Themes vary by instructor. Recent themes include melodrama, zombies, and queer cinema.

COLT 301 APPROACHES TO COMPARATIVE LITERATURE (4) IP
Lecture-discussion format. Prerequisite: COLT 101 and one COLT 200-level course recommended. Required for the major.

Introduction to recent developments in comparative literature. Topics include the nature of the literary in recent theory and practice, the role of literature in the construction of national and group identity, the rise of postcolonial studies, and the relations of comparative literature and cultural studies to the national literatures.

COLT 360 GENDER AND IDENTITY IN LITERATURE (4) IP
Introduction to the study of gender in literature, from Asia to Europe to the Americas.

Dance
dance.uoregon.edu
Dance is an art form expressed through the human body and shaped by the spiritual vision and cultural values of a society.

DAN 251 LOOKING AT DANCE (4)
Lecture-discussion format, including visual and movement exploration. Required for the major and open to all students.

Investigates a variety of dance forms and styles encountered through multimedia and explored through reading, discussion, movement laboratories, and fieldwork. After an introduction to the world’s dance forms, the focus is dance as an art form in the Western theatrical tradition. Central questions include the following: how dance communicates, how to discuss a nonverbal medium, and what makes each style and form unique.

East Asian Languages and Literatures
eall.uoregon.edu
A rich and varied tradition of literature is rooted in the cultures of East Asia. Courses in East Asian languages and literatures (EALL) cover everything from Confucius to anime. Students may study premodern and modern Chinese, Japanese, and Korean, as well as traditional and contemporary East Asian literature and film.

EALL 209 LANGUAGE AND SOCIETY IN EAST ASIA (4) IC
Taught in English.

Introduction to language and society in East Asia. Topics include the structure of Chinese, Japanese, and Korean; politeness; intercultural communication; writing; minority and immigrant communities.
CHINESE

Students with exposure to Chinese should consult the instructor of the courses they want to take to ensure that credit can be earned.

CHN 152 INTRODUCTION TO CHINESE POPULAR CULTURE (4) IC
Lecture-discussion format. No background in Chinese necessary; readings and discussion in English.

Introduction to the Chinese popular culture that has circulated between mainland China, Taiwan, Hong Kong and the overseas Chinese populations throughout the twentieth century, specifically Mandarin and Shanghai pop music and martial arts cinema. Lectures and discussions focus on theories of popular culture along with issues of nationalism, globalization, identity, and gender.

CHN 201 SECOND-YEAR CHINESE (5)
Sequence: CHN 202, 203; begins with CHN 201 in fall term. Prerequisite: CHN 103 or equivalent.

Training in aural-oral skills designed to build listening comprehension and fluency. Development of proficiency in written Chinese.

CHN 301 THIRD-YEAR CHINESE (5)
Sequence: CHN 302, 303; begins with CHN 301 in fall term. Lecture format, laboratory, and some field trips. Prerequisite: CHN 103 or equivalent.

Develops oral skills to handle basic communicative tasks and social situations; listening skills to understand main ideas in conversation, movies, radio and television broadcasts; reading skills; skills for basic personal, work, and school needs in writing; and understanding Chinese culture, society, and history.

CHN 305 HISTORY OF CHINESE LITERATURE (4) IC
Lecture-discussion format. Readings and discussion in English.

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. Focuses on the formative period of Chinese civilization by examining the origin, rise, and nature of the Chinese writing system. Early texts explored and discussed include the poetry collection entitled Book of Songs, the Confucian Analects, the Daoist masterpieces Dao De Jing and Zhuangzi, and the great historical narrative Records of the Grand Historian. Issues discussed include the debate in early China about the nature and use of the past and the relationship between state power and the literary text.

CHN 350 GENDER AND SEXUALITY IN TRADITIONAL CHINESE LITERATURE (4) IP
Seminar format. No background in Chinese necessary; readings and discussion in English.

Examines the changing constructions of gender and sexuality in premodern China. Topics include the normative practices of gender, arranged marriage and concubinage, as well as attitudes toward courtesans, eunuchs, same-sex relationships, and transgender play.

CHN 380 SELF AND SOCIETY IN TRADITIONAL CHINESE LITERATURE (4)
Prerequisite: instructor confirmation of proficiency in modern Chinese. Taught in Chinese.

Examines the role of the self in premodern Chinese society through reading some of the most important works in traditional Chinese literature.

JAPANESE

Students with exposure to Japanese should consult the instructor of the courses they want to take to ensure that credit can be earned.

JPN 201 SECOND-YEAR JAPANESE (5)
Sequence: JPN 202, 203; begins with JPN 201 in fall term. Prerequisite: JPN 103 or appropriate placement score.
Additional training in aural-oral skills designed to build listening comprehension and fluency. Development of basic proficiency in reading and writing Japanese.

**JPN 301 THIRD-YEAR JAPANESE (5)**
*Sequence: JPN 302, 303; begins with JPN 301 in fall term. Lecture-discussion format. Prerequisite: JPN 203 with a grade of C or better.*
Continued development of speaking, listening, reading, and writing skills.

**JPN 305 INTRODUCTION TO JAPANESE LITERATURE (4) IC**
*Lecture-discussion format. Readings and discussion in English.*
Traditional Japanese literature from creation myths through the mid-nineteenth-century courtly romances, warrior tales, haiku.

**KOREAN**

**KRN 151 INTRODUCTION TO KOREAN CINEMA (4) IC**
*Lecture-discussion format. No background in Korean necessary; readings, discussion, and films subtitled in English.*
Surveys Korean national cinema from the earliest days of the medium to the present.

**KRN 201 SECOND-YEAR KOREAN (5)**
*Sequence: KRN 202, 203; begins with KRN 201 in fall term. Prerequisite: KRN 103 or equivalent.*
Continued development of skills in speaking, reading, and writing Korean. Introduction of additional characters.

**KRN 301 THIRD-YEAR KOREAN (5)**
*Sequence: KRN 302, 303; begins with KRN 301 in fall term. Prerequisite: KRN 203 or equivalent.*
Develops advanced language skills in Korean with focus on literary and cultural texts, writing, and oral skills.

**English**

**english.uoregon.edu**

English offers instruction in English and American expository writing, film and folklore, literary theory, and the literature of ethnic minorities. Courses emphasize the humanistic values that emerge from studying literature and allied disciplines analytically and in depth.

**ENG 104, 105, 106 INTRODUCTION TO LITERATURE (4, 4, 4)**
*Lecture format. Not for English majors. Introductory courses designed for the general student interested in reading literature with increased enjoyment and critical awareness. Courses need not be taken sequentially.*

**104:** Fiction. Introduces students to the elements and methods of fiction, including the short story and the novel. Examines a variety of fiction writers; considers narrative technique, imagery, theme, characterization, genre, and the historical and cultural context of fiction.

**105:** Drama. An introduction to the reading of plays, including representative works from various periods; emphasis on modern drama. Discussion of characterization and theme with attention to drama in performance and contemporary playwrights.

**106:** Poetry. An exploration of the place where environmentalism and poetry converge. Examines poems of nature and their authors’ emerging ecological awareness.
ENG 107 WORLD LITERATURE (4) IC
Lecture format.

Introduction to literature from ancient to modern times. Examines representative works from different countries and periods to develop critical reading skills and appreciation of various literary types.

Foundational works from three different ancient cultures: Greece, China, and Israel. Pays particular attention to the kinds of values that these foundational works were meant to instill in their ancient audiences. What, for each culture, constitutes the exemplary person? What do the literary works have to say about the nature of heroism, war, and peace?

ENG 110 INTRODUCTION TO FILM AND MEDIA (4)
Lecture format.

Basic critical approaches to film and media studies. Analysis and interpretation of film and media.

ENG 207, 208 SHAKESPEARE (4, 4)
Lecture format.

Introduction to Shakespeare’s plays in chronological order.
207: Early and middle plays through Hamlet.
208: Later plays beginning with Twelfth Night.

ENG 225 THE AGE OF ARTHUR (4)
Introduction to the literature of the Middle Ages set against the backdrop of medieval culture.

ENG 241 INTRODUCTION TO AFRICAN AMERICAN LITERATURE (4) IP
Examines African American literature and culture in relevant intellectual, social, and historical contexts.

ENG 243 INTRODUCTION TO CHICANO AND LATINO LITERATURE (4) IP
Examines Chicano and Latino literature and culture in relevant intellectual, social, and historical contexts.

ENG 265 HISTORY OF THE MOTION PICTURE (4)
Lecture-discussion format and movie viewing.

Surveys the 100-year history of world cinema by studying the major kinds of films, national cinemas, and significant directors. Includes the Golden Age of Hollywood and traces its origins from silent cinema and other national film movements. From beginnings to 1945, including gangster films, melodramas, and musicals.

ENG 321, 322 ENGLISH NOVEL (4, 4)
Prerequisite: sophomore standing or above.

Development of the novel in Britain; emphasizes theme, characterization, historical and cultural context, narration, and the novel as genre.

321: Novelists may include Defoe, Haywood, Richardson, Fielding, Sterne, Smollett, Radcliffe, and Austen.

322: Authors selected from Scott, Dickens, the Brontës, Thackeray, Trollope, George Eliot, and Hardy.

ENG 335 INVENTING ARGUMENTS (4)
Prerequisite: WR 122 or equivalent.

Analysis and use of patterns of reasoning derived from the disciplines of rhetoric, informal logic, cognitive science, and the theory of argumentation.
ENG 380 FILM, MEDIA, AND HISTORY (4)
Lecture format. Prerequisite: sophomore standing or above.
Study of the history of institutions and industries that shape production and reception of film and media.

ENG 385 GRAPHIC NARRATIVES AND CULTURAL THEORY (4)
Prerequisite: sophomore standing or above.
Survey of twentieth- and twenty-first-century graphic novels in the context of cultural theory.

ENG 391, 392 AMERICAN NOVEL (4, 4)
Lecture format. Prerequisite: sophomore standing or above.
391: From the late 1700s to about 1900. Typical novelists include Rowlandson, Brown, Cooper; romantic novelists such as Hawthorne, Melville, Poe, Stowe; and realists such as Twain, Howells, Crane, Jewett, Chopin, James.

ENG 394, 395 20th-CENTURY LITERATURE (4, 4)
Lecture format. Prerequisite: sophomore standing or above.
Survey of British, American, and some European literature from 1890 to the present. Attention divided among the three major genres: poetry, drama, and fiction. Study of connections between literary developments and historical developments.
394: 1890 to 1940.
395: World War II to the present.

Environmental Studies
envs.uoregon.edu
Environmental studies courses challenge students to look at the relationship between humans and their environment from an interdisciplinary perspective, including social sciences, policy studies, humanities, and natural sciences.

ENVS 203 INTRODUCTION TO ENVIRONMENTAL STUDIES: HUMANITIES (4)
Lecture-discussion format. Required for the major and open to all students.
Contributions of the humanities and arts to understanding of the environment. Emphasis on diverse ways of thinking, writing, creating, and engaging in environmental discourse.

ENVS 345 ENVIRONMENTAL ETHICS (4)
Key concepts and contemporary positions surveyed. Includes anthropocentrism, individualism, ecocentrism, deep ecology, and ecofeminism. Exploration includes case studies and theory.

Folklore
pages.uoregon.edu/flr
Folklore courses explore the extent to which tradition continues to enrich and express the dynamics of human behavior throughout the world, through such expressive forms as mythology, legend, folktale, art, music, dance, food ways, ritual, and ceremony.

FLR 250 INTRODUCTION TO FOLKLORE (4) IP
Lecture-discussion format.
Approaches tradition, myth, and folklore (including popular beliefs, folk speech, folk architecture, custom) by emphasizing folklore forms such as legends, folktales, games, dance, and music.
FLR 255 FOLKLORE AND UNITED STATES POPULAR CULTURE (4) IP
*Lecture-discussion format.*
Introduces theories and methods used in the study of folklore and popular culture (e.g., legends, rituals, fan cultures). Special focus on the ways that folklore and popular culture reflect and shape dominant ideologies, and how people may use mass cultural products to create new, personal, and sometimes subversive meanings.

**German and Scandinavian**
*pages.uoregon.edu/gerscan*
Courses examine German and Scandinavian language, literature, and culture.

**GERMAN**
Students with experience in German must take a placement examination. Students in doubt about choosing more advanced German courses should consult an advisor in the Department of German and Scandinavian.

**GER 201 GERMAN (4)**
*Sequence: GER 202, 203; begins with GER 201 in fall term. Prerequisite: GER 103, GER 105, or appropriate placement score.*
Review of grammar, composition, and conversation; readings from representative authors.

**GER 221 POSTWAR GERMANY: NATION DIVIDED (4) IC**
*Lecture-discussion format. Readings and discussion in English.*
Introduction to literary and cultural movements of public dissent, including 1960s student revolutions, in postwar Germany. Conducted in English.

**GER 259 GERMAN CULTURE AND THOUGHT (4) IC**
*Lecture-discussion format. Readings and discussion in English.*
Introduction to German literature, art, music, philosophy, and history through analysis and discussion of selected documents from different genres, and media during the Weimar Republic.

**GER 311 INTERMEDIATE LANGUAGE TRAINING (4)**
*Prerequisite: GER 203 or equivalent.*
Extensive practice in speaking and writing German; complex grammatical structures in writing.

**GER 340 INTRODUCTION TO GERMAN CULTURE AND SOCIETY (4)**
*Lecture-discussion format. Prerequisite: GER 311. Readings, discussion, and written assignments in German.*
Introduces writings by such figures as Kant, Marx, Freud, and Weber, with focus on the German crisis of modernization.

**GER 355 GERMAN CINEMA: HISTORY, THEORY, PRACTICE (4) IC**
*Lecture-discussion format. Readings and discussion in English.*
In-depth analysis of various facets of German cinema. Topics include film and the Third Reich, cinema and technology, German filmmakers in American exile, and the German new wave.

**GER 366 THEMES IN GERMAN LITERATURE (4)**
*Prerequisite: GER 311.*
Significant literary texts organized by theme—crime and society, travels and explorations, nature and technology, relationships between the sexes, the Nazi past.
SCANDINAVIAN

*Scandinavian literature courses may be taken out of sequence.*

**SCAN 251 TEXT AND INTERPRETATION (4) IC**

*Lecture-discussion format. Readings and discussion in English. Students may not receive credit for SCAN 250 and SCAN 251.*

Introduction to textual analysis; explores the relationship between experience, description, and identity through the reading and viewing of Scandinavian literature and film.

**SCAN 316 NORDIC CINEMA (4) IC**

*A survey of Nordic cinema from the silent era to the present. Films will be viewed and analyzed within their aesthetic and historical contexts.*

SWEDISH

**SWED 201 SECOND-YEAR SWEDISH (5)**

*Sequence: SWED 202, 203; begins with SWED 201 in fall term. Prerequisite: SWED 103.*

Review of grammar; composition, conversation. Readings from contemporary texts in Swedish.

History of Art and Architecture

[arthistory.uoregon.edu](http://arthistory.uoregon.edu)

History of art and architecture offers study in the principal art and architectural traditions of the United States, Europe, and Asia.

**ARH 204 HISTORY OF WESTERN ART (4)**

*Lecture-discussion format. Recommended that majors take the courses in sequence.*

Why have people always felt impelled to make art? Examines the characteristics of painting, sculpture, architecture, and other arts in relation to the cultures producing them. Focus on the visual arts from the ancient period from Stone Age cave paintings to the humanistic art of classical Greece to Roman Empire propagandistic art.

**ARH 209 HISTORY OF JAPANESE ART (4)**

*Lecture-discussion format.*

How can we begin to understand Asian religions, histories, and aesthetics? The art of Japan offers a fascinating window through which we can pursue this quest for understanding. Explores Japanese art—Buddhist art and its function in the Buddhist temple, lacquer and textiles, secular hand-scroll painting, seasonal screen painting, tombs and rituals associated with burial, woodblock prints, domestic and religious architecture, and landscape gardens.

**ARH 314 HISTORY OF WESTERN ARCHITECTURE I (4)**

*Lecture-discussion format.*

Covers several millennia of creative human activity in the development of built environments for religious, social, and military purposes. Begins with prehistoric architecture of Egypt and ends with the great cathedrals erected in France during the Gothic era, analyzed and discussed in terms of form (style), structure, and function.

**ARH 323 ART OF ANCIENT ROME (4)**

Introduction to major traditions, functions, and styles of the art of ancient Italy and the Roman Empire, from the Etruscans through the Republic to the art of Constantine the Great.
ARH 351 19th-CENTURY ART (4)
Lecture-discussion format.
Traces developments in the visual arts in nineteenth-century Europe, focusing on such issues as the legacy of the classical world, new conceptions of nature and the self, the public and political roles of art, the impact of the Industrial Revolution and the new urbanism, the rise of photography, and the search for a new language.

ARH 358 HISTORY OF DESIGN (4)
Design from the late eighteenth century to the present considered in relation to social, political, and technological developments.

ARH 387 CHINESE BUDDHIST ART (4) IC
Lecture-discussion format.
Introduction to the history of Chinese Buddhist art. Topics covered include sculpture and painting at important cave sites; sutra illustration and the evolution of printing; Buddhist architecture; representations of paradise and Hell; Chan painting; and later Buddhist art. Examines stylistic features, Buddhism as a cultural force in China, and interactions between Buddhist art and Chinese art.

Humanities
pages.uoregon.edu/humprog
Through the study of literature, philosophy, history, the arts, and religion, the humanities provides opportunities for the student seeking intellectual coherence, awareness of cultural contexts and traditions, and the connection of humanistic theory to practice.

HUM 101 INTRODUCTION TO THE HUMANITIES I (4)
Lecture-discussion format. Recommended for the major.
Introduction to the great ideas, literature, and art of the ancient world, both Western and non-Western. Readings include Homer, the Bible, Greek tragedy, Indian spiritual literature, Latin erotic poetry, and Roman epic.

HUM 300 THEMES IN THE HUMANITIES (4)
Lecture format, with musical examples. Recommended for students who declare the major in the junior or senior year.
Interdisciplinary approach to western European art forms from the Middle Ages to the end of the Baroque era. Focus on music and the visual arts within their historical contexts to illustrate developments in style.

HUM 354 THE CITY (4) IC
Examines the urban experience in reference to law, culture, and systems of belief (e.g., classical Athens, Renaissance Florence, twentieth-century Berlin, New York).

Journalism and Communication
journalism.uoregon.edu
Journalism and communication students learn to tell effective stories across multiple media platforms through ethical professional practice, creative and critical thinking, solid writing, multimedia presentations, and reflective analysis of the impact of media on society. In addition to learning skills needed for success in journalism and communication, students study the role of communication media in society, the history of journalism, visual communication, media ethics, new technologies, media economics, and legal and social responsibilities of media professions in a diverse global environment.
J 397 MEDIA ETHICS (4)
Lecture format, interactive case analysis. Prerequisite: J 201; sophomore standing required.
Explores ethical problems in the mass media: truth, harm, conflict of interest, privacy, free speech, morally offensive content, economic pressure, media codes, public interest, accountability. Includes ethical theory and its practical application in communication media.

Landscape Architecture
landarch.uoregon.edu
Landscape architecture is an environmental design discipline whose central concern is the wise use of land. Land design, development, and planning activities are examined from the perspective of ecological understanding and human value systems.

LA 260 UNDERSTANDING LANDSCAPES (4)
Lecture format, evaluation based on creative projects. Required for the major and open to all students.
Perception, description, and explanation of landscapes as environmental sets, biophysical processes, and cultural values.

Linguistics
logos.uoregon.edu
Linguistics is the study of human language, the structural variety of individual languages, the methods used to conduct linguistic investigation, and the application of our results in education, cognition, and social awareness.

LING 150 STRUCTURE OF ENGLISH WORDS (4)
Lecture and web format.
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.

Music
music.uoregon.edu
The music school is dedicated to furthering creativity, knowledge, pedagogy, and performance in music. Music provides the opportunity to explore composition, theory, history, education, conducting, ethnomusicology, jazz studies, music technology, and performance from a variety of perspectives.

MUS 125 UNDERSTANDING MUSIC (4)
Lecture format. No musical background is required.
Familiarizes the student with the many aspects of music, including the elements of music, historical periods of music, the development of jazz, and popular music. Uses many audio and video materials.

MUS 267 SURVEY OF MUSIC HISTORY (4)
Lecture format. Prerequisite: WR 121, MUS 133. Required for the major.
Study of the history and evolution of music, principally Western art music, from the early Middle Ages to the present.
MUS 270 HISTORY OF THE BLUES (4) AC
Lecture format, extensive listening. No musical background is required; open to nonmajors.
Traces blues music from its African and African American roots through its twentieth-century history and its influence on the values of jazz, country-western, and rhythm and blues music.

MUS 353 SURVEY OF OPERA (4)
Introduces great operas including works by Mozart, Wagner, and Verdi.

MUS 358 MUSIC IN WORLD CULTURES (4) IC
Lecture format. Required for all entering music majors and open to nonmajors with no musical background.
The study and appreciation of music from sub-Saharan Africa, Eastern Europe, and Indonesia. Students open their minds to aesthetics and ways of organizing music that differ from Western approaches. Melodic, rhythmic, formal, and textural elements are analyzed in conjunction with patterns of daily life, performance contexts, worldview and value systems, politics and power, religious and philosophical ideas, and cognitive processes. Listening, analysis, reading, and discussion are supplemented with films, participation, live demonstrations, and concert attendance.

MUS 360 HIP-HOP: HISTORY, CULTURE, AESTHETICS (4) IC
Lecture format.
Hip-hop has gone from ghettoized music to global phenomenon, reshaping the way millions of people experience the world around them. Examines the history and evolution of hip-hop and rap music, tracing its movements and meanings in different social contexts from the Bronx streets to Madison Avenue and beyond.

JAZZ STUDIES
MUJ 350 HISTORY OF JAZZ, 1900–1950 (4) AC
No musical background is required.
History, biography, multiculturalism, and racism in early jazz and swing through modern jazz. Includes Louis Armstrong, Duke Ellington, Charlie Parker, Dizzy Gillespie, and Miles Davis.

Philosophy
philosophy.uoregon.edu
Philosophy asks fundamental questions about human experience, from the nature of knowledge, the self, and mind to concerns about human meaning and moral values. (Refer to Social Science section for additional philosophy courses.)

PHIL 101 PHILOSOPHICAL PROBLEMS (4)
Lecture-discussion format.
Explores the nature of philosophical reflection and its significance for our lives. What role should reason play in how we live? What are the limits of our knowledge? Is there a meaning to human existence?

PHIL 102 ETHICS (4)
Lecture-discussion format.
Philosophical study of moral reasoning, right action, virtue, self-respect, and integrity. Discussion of some of the main types of ethical theory, especially those of Aristotle, Kant, and Mill.
PHIL 110 HUMAN NATURE (4) IP  
_Lecture-discussion format._

Examines the question, “What does it mean to be a human being, and who’s asking, anyway?” Perspectives considered include genetics, psychoanalysis, classical Indian philosophy, Euro-American philosophy (including feminism, as well as Latin American thought). Problem areas include the nature of sexuality, racial identity, embodiment, intersubjectivity, and projects of personal meaning.

PHIL 216 PHILOSOPHY AND CULTURAL DIVERSITY (4) AC  
_Lecture-discussion format._

Investigates some of the philosophical issues raised by the recognition of the culturally diverse character of American society, from the perspective of a number of philosophical traditions in America: European, African, Asian, Islamic, Latin, and Native. Considers the practice of philosophy where philosophy is understood, in part, as a mode of inquiry that can contribute to the resolution of social conflict.

PHIL 310 HISTORY OF PHILOSOPHY: ANCIENT TO MEDIEVAL (4)  
_Lecture-discussion format. Prerequisite: one philosophy course. Required for the major and open to all students._

Introduction to Greek thinkers and texts, including Parmenides, Heraclitus, Plato, and Aristotle. Themes discussed include the nature of reality, justice, the good life, and the role of philosophy in politics.

**Religious Studies**  
text: [pages.uoregon.edu/religion](http://pages.uoregon.edu/religion)

Religious Studies is an interdisciplinary field that examines the teachings and practices of the world’s major religions, focusing on the history and philosophy of religions, including their origins, sacred texts, rituals and practices, beliefs, and subgroups.

REL 101 WORLD RELIGIONS: ASIAN TRADITIONS (4) IC  
_Lecture-discussion format._

Introduction to related religious traditions of Asia, including Hinduism, Buddhism, Daoism, Confucianism, and Shinto. Readings in sacred texts and scholarly literature.

REL 233 INTRODUCTION TO ISLAM (4) IP  
_Lecture-discussion format._

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 305 HINDUISM: MYTH AND TRADITION (4) IC  
_Lecture-discussion format._

A survey of Hinduism, examining its complex system of doctrines, myths, rituals and spiritual practices, and their historical development.

REL 318 WOMEN IN JUDAISM (4) IP  
Women and their roles in Judaism; emphasis on early modern and contemporary eras. Texts read include historical, literary, and theoretical documents.
Romance Languages
rl.uoregon.edu

Romance Languages provide students with the opportunity to study the languages, literatures, and cultures of French-, Italian-, Portuguese- and Spanish-speaking countries.

FRENCH

Students with more than one year of high school French (or its equivalent) must take a placement examination. Students in doubt about choosing more advanced French courses should consult an advisor in the Department of Romance Languages.

FR 150 CULTURAL LEGACIES OF FRANCE (4) IC
Lecture format. Readings and discussion in English.
French civilization in France and beyond. Possible topics are Francophone Africa; the Caribbean; Vietnam; North America; modern France; French film, architecture, and painting.

FR 201 SECOND-YEAR FRENCH (4)
Sequence: FR 202, 203; begins with FR 201 in fall term. Prerequisite: FR 103 or 112, or appropriate placement score.
Development of reading, writing, and speaking skills; study of short literary and cultural texts; considerable attention paid to oral use of the language.

FR 301 CULTURE ET LANGAGE: LA FRANCE CONTEMPORAINE (4) IC
Prerequisite: FR 203; WR 122 or 123. Conducted in French.
Training in language and culture of modern France using newspapers, short stories, poetry, and film. Vocabulary enrichment activities.

FR 303 CULTURE ET LANGAGE: IDENTITÉS FRANCOPHONES (4) IC
Lecture and group-participation format. Prerequisite: FR 203 or equivalent; WR 122 or 123 or equivalent.
Explores through readings and films the societies and cultures of the French-speaking world, the cultural legacies of colonialism, and evolving national and linguistic identities. Guided research on Francophone societies: crucial historical movements, cultural practices, artistic production, social and political issues. Review vocabulary, reading, writing, and speaking skills in French.

FR 317 FRENCH SURVEY: MEDIEVAL AND RENAISSANCE (4)
Prerequisite: FR 301, 303, or equivalent.
Introduction to major themes and ideas in French literature from the Medieval and Renaissance periods through the reading of representative texts.

FR 318 FRENCH SURVEY: BAROQUE AND ENLIGHTENMENT (4)
Prerequisite: FR 301, 303, or equivalent.
Introduction to major themes and ideas in French literature from the Baroque and Enlightenment periods through the reading of representative texts.

FR 319 FRENCH SURVEY: 19th AND 20th CENTURIES (4)
Prerequisite: FR 301, 303, or equivalents.
Representative literary works from the nineteenth and twentieth centuries with attention to literary analysis and literary history.
FR 333 FRENCH NARRATIVE (4)
Prerequisite: FR 301, 303 or equivalents.
Covers important aspects of French narrative. Reading texts from different periods. Emphasis on formal aspects and critical reading.

FR 362 FRENCH FILM (4) IC
Prerequisite: FR 301, 303 or equivalents.
Uses Paris as the centerpiece of a series of spokes that launch inquiries into the values and legacies of French culture on the continent and in the former colonies as reflected in recent French films and novels.

ITALIAN
Students with one or more years of high school Italian or its equivalent must take a placement examination. Students in doubt about choosing more advanced Italian courses should consult an advisor in the Department of Romance Languages.

ITAL 150 CULTURAL LEGACIES OF ITALY (4) IC
Lecture format. Readings and discussion in English.
Explores various contributions of the Italian peninsula to world cultures. Sample topics include ancient Rome; Italians in America; opera; Italian film and its influence; Renaissance painting and architecture; immigration into Italy; and others.

ITAL 201 ITALIAN (4)
Sequence: ITAL 202, 203; begins with ITAL 201 in fall term. Prerequisite: first-year language competency.
Strengthens language skills (real-world, or instrumental, use of Italian); deepens knowledge of the diversity of cultures of the regions of Italy; uses the second language to improve overall literacy (reading and writing) and digital literacy.
By the end of the sequence, the average student should be able to converse with native speakers on many topics of everyday interest. Corresponds roughly to the Intermediate-Mid level of the American Council on the Teaching of Foreign Languages proficiency guidelines.

ITAL 301 CULTURA E LINGUA: L’ITALIA CONTEMPORANEA (4) IC
Prerequisite: ITAL 203; WR 122 or 123 or equivalent.
Explores contemporary Italian society through contemporary fiction, mass media, and film. Develops listening, speaking, reading and writing skills with emphasis on cultural aspects of contemporary Italian society: the changing family, social structure, education system, and work environment.

ITAL 319 ITALIAN SURVEY: 19th AND 20th CENTURIES (4)
Prerequisite: ITAL 203. Conducted in Italian.
Representative literary works from the nineteenth and twentieth centuries with attention to literary analysis and literary history.

PORTUGUESE
PORT 150 LUSOFONIA: THE PORTUGUESE-SPEAKING WORLD (4) IC
Topics in the history and contemporary cultures of the regions where Portuguese is spoken (Portugal, Brazil, Africa, Asia, and North America).

PORT 201 (5)
Sequence: PORT 202, 203; begins with PORT 201 in fall term. Prerequisite PORT 103 or equivalent.
Development of Brazilian Portuguese speaking, reading, writing, and comprehension; study of short literary and cultural materials.
SPANISH

Students with experience in Spanish must take a placement exam before registering. Students in doubt about choosing more advanced Spanish courses should consult an advisor in the Department of Romance Languages.

SPAN 150 CULTURES OF THE SPANISH-SPEAKING WORLD (4) IC

*Lecture format. Readings and discussion in English.*

Explores the vast geographical and social differences in the Spanish language, focusing on the historical sources of modern-day dialects, the lexical and grammatical features that distinguish them, the social factors that determine current usage, and the future of the language in the different contexts where it is used.

SPAN 201, 202 INTERMEDIATE SPANISH (4, 4)

*Sequence: SPAN 203. Prerequisite: SPAN 103 or 112, or appropriate placement score.*

Strengthens your language skills (real-world, or instrumental, use of Spanish); deepens knowledge of the diversity of cultures of the Spanish-speaking world; uses the second language to improve overall literacy (reading and writing) and digital literacy.

By the end of the sequence, the average student should be able to converse with native speakers on many topics of everyday interest. Corresponds roughly to the Intermediate-Mid level of the American Council on the Teaching of Foreign Languages proficiency guidelines.

SPAN 218 LATINO HERITAGE I (5) AC

*Prerequisite: placement through self-identification, or placement by Spanish heritage language placement test. Cannot be combined with SPAN 201, 202, 203 for more than 15 credits of second-year Spanish.*

Basic oral and reading skills for heritage language learners—students whose first language is Spanish, but whose knowledge of the language is minimal because of their switch to English. Content focuses on personal experiences in U.S. Latino communities.

SPAN 228 LATINO HERITAGE II (5)

*Winter, spring. Prerequisite: SPAN 218 or placement by Spanish heritage language placement test. Cannot be combined with SPAN 201, 202, 203 for more than 15 credits of second-year Spanish.*

Intermediate-level language development (oral skills, academic Spanish) for heritage language learners of Spanish, with focus on the U.S. Latino experience and the larger Spanish-speaking world.

SPAN 301 CULTURA Y LENGUA: IDENTIDADES HISPÁNAS (4)

*Fall, winter, spring. Lecture and group-participation format. Prerequisite: Lecture and group-participation format. Prerequisite: SPAN 203 or 228.*

Language skills with emphasis on strategies for reading different types of text in Spanish (e.g., current press, short stories, and poetry).

SPAN 303 CULTURA Y LENGUA: EXPRESIONES ARTÍSTICAS (4)

*Fall, winter, spring. Lecture and group-participation format. Prerequisite: SPAN 203 or 228.*

Development of advanced language skills (reading, writing, listening, and speaking) through the investigation and analysis of artistic expressions of Spanish-speaking societies.

SPAN 305 CULTURA Y LENGUA: CAMBIOS SOCIALES (4) IC

*SPAN 203 or 228.*

Development of advanced language skills (reading, writing, listening, and speaking) through the investigation and analysis of major currents of change in modern Spanish-speaking societies, such as gender issues, immigration, technology, revolution, and counterrevolution.
SPAN 316 SURVEY OF PENINSULAR SPANISH LITERATURE (4)
Lecture format. Prerequisite: two of SPAN 301, 303, 305, 308.
An introduction to major themes and ideas from the medieval period through 1800. Addresses the cultural diversity of Spain, taking as its point of departure the three main cultures of the Spanish medieval period: Jewish, Muslim, and Christian.

SPAN 318, 319 SURVEY OF SPANISH AMERICAN LITERATURE (4, 4) IC
Lecture format. Prerequisite: two from SPAN 301, 303, 305, 308.
318: Introduces indigenous and colonial literatures of Latin America, focusing on the period of Spanish conquest to independence. Promotes a multicultural understanding of the foundations of modern Latin American society.
319: Introduces Latin American literature from approximately 1850 to the present, providing a background in modern Latin American literary and intellectual history. Drawing on diverse genres, including poetry, short stories, essays, and films; themes addressed include the development of distinct national identities within Latin America, major literary movements, and cultural processes.

SPAN 330 INTRODUCTION TO SPANISH POETRY (4)
Lecture-discussion format. Prerequisite: two from SPAN 301, 303, 305, 308.
Important aspects of Spanish poetry. Reading poems from different periods of Spanish and Spanish American literature. Emphasis on formal aspects and critical reading.

SPAN 331 INTRODUCTION TO SPANISH THEATER (4)
Lecture-discussion format. Prerequisite: two from SPAN 301, 303, 305, 308.
Important aspects of Spanish theater. Reading texts from different periods of Spanish and Spanish American literature. Emphasis on formal aspects and critical reading.

SPAN 333 INTRODUCTION TO SPANISH NARRATIVE (4)
Lecture-discussion format. Prerequisite: two from SPAN 301, 303, 305, 308.
Important aspects of Spanish narrative. Reading texts from different periods of Spanish and Spanish American literature. Emphasis on formal aspects and critical reading.

Russian, East European, and Eurasian Studies
rees.uoregon.edu
Russian, East European, and Eurasian studies is devoted to the study of the languages, literatures, and cultures of peoples living in the eastern third of Europe, throughout the northern steppes of Central Asia, and across Siberia to the Pacific Ocean.

RUSS 201 SECOND-YEAR RUSSIAN (5)
Sequence: RUSS 202, 203; begins with RUSS 201 in fall term. Prerequisite: RUSS 103 or equivalent.
Intermediate Russian grammar, reading, conversation, and composition; study of representative literary works.

RUSS 204 INTRODUCTION TO RUSSIAN LITERATURE (4) IC
Readings, lectures, and discussions in English.
Survey of Russian literature from its origins to the present; emphasis on Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and contemporary works.
RUSS 316 THIRD-YEAR RUSSIAN (5)
Sequence: RUSS 317, 318; begins with RUSS 316 in fall term.
Intermediate-to-advanced level course of Russian. Further development of all four basic language skills, with special attention to developing reading comprehension, conversational competence, grammatical accuracy, and cultural sophistication.

RUSS 334 DOSTOEVSKY (4) IC
Readings and instruction in English.
Introduction to the novels and short stories of Dostoevsky, focusing on his literary, ethical, and political development.

Swahili
africa.uoregon.edu
Courses examine Swahili language, literature, and culture.

SWAH 201 SECOND-YEAR SWAHILI (5)
Sequence: SWAH 202, 203; begins with SWAH 201 in fall term. Prerequisite: SWAH 103 or equivalent.
Second-year Swahili. Continued development of Swahili language skills with emphasis on African culture.

SWAH 301 ADVANCED SWAHILI (5)
Sequence: SWAH 302, 303; begins with SWAH 301 in fall term. Prerequisite: SWAH 203 or equivalent.
Explores the noun class system, nominalization, styles in language use, genres, and literary devices; vowel system including vowel extensions; idioms; specialized language.

Theater Arts
theatre.uoregon.edu
Theater arts courses provide active instruction in developing various skills of theater production and advanced studies: acting, design, direction, stagecraft, dramaturgy, and critical theory. Students are encouraged to develop a balance of expertise in both practical experience and cultural understanding in the practice of theater.

TA 271 INTRODUCTION TO THEATER ARTS (4)
Fall. Lecture-discussion format. Required for the major and open to all students.
Surveys the foundations and many forms of theater, emphasizing recent and multicultural examples, especially as theater serves community and social changes.

TA 367 HISTORY OF THE THEATER I (4)
Lecture format. Required for the major and open to all students.
Surveys theater’s role in formation and transmission of different cultures and periods. Focuses mainly on Western developments and from Western origins through the Renaissance.
Social Science (>2, SSC)

Following are the descriptions of social science (>2, SSC) group-satisfying courses that will be offered in fall 2013 (subject to change). Refer to the online course schedule at classes.uoregon.edu for up-to-date course offerings, course descriptions, any available syllabuses, and contact information of academic departments. The online UO catalog provides details about academic departments and the majors and courses they offer.

Footnote *
Abbreviations following course titles and credits indicate these courses can also meet multicultural requirements in particular categories: AC = American cultures; IP = identity, pluralism, and tolerance; IC = international cultures.

Anthropology
pages.uoregon.edu/anthro

Anthropology is the study of human development and diversity, and includes archaeology, biological anthropology, and cultural anthropology.

ANTH 150 WORLD ARCHAEOLOGY (4) IC
Lecture-discussion format.
How do archeologists obtain knowledge of the prehistoric past? Reviews the world prehistoric record from the earliest toolmakers in Africa more than two million years ago through early civilizations such as the Mayan.

ANTH 161 WORLD CULTURES (4) IC
Lecture-discussion format.
A first look into the work of cultural anthropology and an introduction to the cultural diversity of our world. Students will explore central topics in cultural anthropology: gender, marriage, and family; gift giving, exchange, and economics; leadership, politics, and resistance; religion, magic, and ritual; human development and health.

ANTH 329 IMMIGRATION AND FARMWORKERS POLITICAL CULTURE (4) IP
Introductory social science course recommended.
Examines the experience of Mexican farmworkers in the United States, their history and living and working conditions within the political culture of immigration.

ANTH 330 HUNTERS AND GATHERERS (4) IC
Lecture format. Prerequisite: ANTH 161.
Survey of contemporary hunter-gatherer societies: foraging, decision-making, exchanges, prestige, marriage, gender roles, parenting, and history.

ANTH 343 PACIFIC ISLANDS ARCHAEOLOGY (4) IC
Lecture format. Prerequisite: ANTH 150 or 250.
Examines the archaeology and prehistoric cultural development of the Pacific Islands from the earliest human settlement through historically known island chiefdoms.

ANTH 344 OREGON ARCHAEOLOGY (4) AC
Explores the environmental and ecological factors that condition adaptations and contemporary cultural resource protection, through the examination of Native American cultural history of Oregon based on archaeological evidence.
From a solid foundation in the arts and sciences, business students are encouraged to think creatively, solve problems, and take risks—individually and in teams—in the same way business leaders do today.

**BA 101 INTRODUCTION TO BUSINESS (4)**
Lecture. Required for major or minor and open to all students.
Explores the role of business in society and the interrelationship of the functional areas of business (e.g., marketing, accounting, product development, finance, and general management). Students manage companies that compete in simulated markets. Provides insight into how business people think.

**Economics**
Economics is the social science that addresses the problem of using scarce resources to satisfy society’s unlimited wants. The discipline is divided into two general areas: microeconomics and macroeconomics.

**EC 101 CONTEMPORARY ECONOMIC ISSUES (4)**
Lecture-discussion format. Open to all students.
Examines contemporary public policy using economic principles. Topics may include balanced budgets and tax reform, unemployment, health care, poverty and income distribution, environmental policy, and international trade policy.

**EC 201 INTRODUCTION TO ECONOMIC ANALYSIS: MICROECONOMICS (4)**
Lecture-discussion format or computer-based individualized study. MATH 111 recommended preparation. Required for the major and open to all students.
Examines how individuals, firms, and governments make decisions when facing scarce resources (such as time and money), and how those decisions affect market outcomes. Students develop the ability to understand the economic phenomena reported daily.

**EC 202 INTRODUCTION TO ECONOMIC ANALYSIS: MACROECONOMICS (4)**
Lecture-discussion format or computer-based individualized study. Prerequisite: EC 201. Required for the major and open to all students.
How can you judge the economic merits of various proposals by policymakers? Examines the aggregate (macro) performance of a market economy, reviews the overall performance of the economy, and examines the role of monetary policy. Studies international economic links between nations, including the role of exchange rates.

**EC 327 INTRODUCTION TO GAME THEORY (4)**
Prerequisite: EC 201.
Develops game-theoretic methods of rationale decision-making and equilibriums, using many in-class active games.

**EC 340 ISSUES IN PUBLIC ECONOMICS (4)**
Lecture format. Prerequisite: EC 201, 202.
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.
EC 350 LABOR MARKET ISSUES (4)
Lecture format. Prerequisite: EC 201, 202.
Topics may include the changing structure of employment, the minimum wage, the dual labor hypothesis, collective bargaining, discrimination, and health and safety regulation.

EC 380 INTERNATIONAL ECONOMIC ISSUES (4)
Lecture-discussion format or computer-based individualized study. Prerequisite: EC 201, 202.
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.

EC 390 PROBLEMS AND ISSUES IN THE DEVELOPING ECONOMIES (4) IC
Lecture format. Prerequisite: EC 201, 202.
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.

Educational Foundations
education.uoregon.edu
The educational foundations major provides students with the foundation to become a teacher in preschool-to-sixth grade schools, and is one avenue students may use in preparation to apply to a graduate-level licensure and master's degree program.

EDST 111 EDUCATIONAL ISSUES AND PROBLEMS (4)
Lecture-discussion format. Required for the major and open to all students.
Examines the major issues and problems facing educators in a variety of educational settings, from primary to postsecondary education. Focuses on our changing society in relation to educational and social service reform.

Environmental Studies
envs.uoregon.edu
Environmental studies challenges students to look at the relationships between humans and their environment from an interdisciplinary perspective that includes social sciences, policy studies, humanities, and natural sciences.

ENVS 201 INTRODUCTION TO ENVIRONMENTAL STUDIES: SOCIAL SCIENCES (4)
Lecture-discussion format. Required for the major and open to all students.
Surveys contributions of the social sciences to analysis of environmental problems. Topics include human population, relations between social institutions and environmental problems, and appropriate political, policy, and economic processes.
Ethnic Studies
ethnic.uoregon.edu

Ethnic studies gives you a way to explore the dynamics and relationships between ethnic groups, with a primary focus on Americans of African, Asian, Chicano-Latino, and Native American descent.

**ES 101 INTRODUCTION TO ETHNIC STUDIES (4) AC**
*Lecture-discussion format. Required for the major and open to all students.*

A multidisciplinary course for the major and the general student. Topics include group identity; language in society and culture; forms of resistance, migration, and social oppression.

**ES 250 INTRODUCTION TO AFRICAN AMERICAN STUDIES (4) AC**

Focuses on historical, cultural, and social issues for African Americans and surveys scholarship in African American studies.

**ES 254 INTRODUCTION TO CHICANO AND LATINO STUDIES (4) AC**

Focuses on historical, cultural, and social issues in Chicano and Latino communities and surveys scholarship in Chicano and Latino studies.

Family and Human Services
education.uoregon.edu/fhs

The family and human services major provides students with the foundation to become a human services professional and pursue a career in community service, child development, or juvenile justice. Learn ways to provide resources and support for individuals and families in culturally diverse communities.

**FHS 213 ISSUES AND PROBLEMS WITH CHILDREN AND FAMILIES (4)**

Examines issues and problems confronting children and families in modern society. Issues such as disability, poverty, health care, addictions, racism, and violence are addressed.

Geography
geography.uoregon.edu

Geography is the study of the natural and human landscapes of various regions of the world and an investigation of the processes that form them.

**GEOG 142 HUMAN GEOGRAPHY (4) IC**
*Lecture-discussion format. Required for the major and open to all students.*

Examines the ways various people value and use their environments. Discussing the distribution of major cultural elements in the evolution of cultural landscapes is of particular importance since these visible building blocks of culture have shaped the world as we know it today.

**GEOG 181 OUR DIGITAL EARTH (4)**
*Lecture-discussion format. Required for major and open to all students.*

Explores how web-based mapping, social media, and crowd sourcing are collectively changing our lives and shaping society.

**GEOG 209 GEOGRAPHY OF THE MIDDLE EAST AND NORTH AFRICA (4) IC**
*Lecture-discussion format.*

Local, subnational, national, and international issues relating to the Middle East and North Africa are investigated. Using the information available through modern literature, film, images of landscape, and traditional academic texts, participants discern patterns in the rural and urban landscapes of the region and explore its richness and complexity.
GEOG 214 GEOGRAPHY OF LATIN AMERICA (4) IC  
Lecture-discussion format.
Explores the legacies of conquest and colonialism in Latin America, and cultural, economic, political, and environmental geographies of the region. Examines the rapid growth of cities and migration, twentieth-century transformations, and the dynamics of contemporary “free-trade” globalization.

GEOG 341 POPULATION AND ENVIRONMENT (4) IC  
Lecture format. Prerequisite: GEOG 142.
Analyzes population growth throughout history and examines current policies and trends in the United States and other parts of the world. Discussions about issues related to relationships between population growth and the natural environment are emphasized.

History  
history.uoregon.edu

History creates a framework to understand social and cultural events. By examining changes in the past, students gain a better understanding of the present and aspects of the future.

HIST 101 WESTERN CIVILIZATION I (4)  
Lecture-discussion format. Recommended that students take the courses in sequence. Students who want to continue the survey of Western history should enroll in Modern Europe (HIST 301, 302, 303).
Introduction to the origins of Western civilization in the ancient Near East, the development of city-states in Greece, and the rise of the Roman Empire. Includes the fall of Rome, the survival of Western learning in the monasteries of Ireland, and the emergence of the early medieval period.

HIST 104 WORLD HISTORY I (4) IC  
Lecture-discussion format.
Introductory course of human history around the globe from the origins of agriculture to approximately the year 1500 C.E. Concentrates on several key themes: agriculture and economic development, relations between sedentary and non-sedentary peoples, rise and fall of empires, origins of major belief systems.

HIST 190 FOUNDATIONS OF EAST ASIAN CIVILIZATIONS (4) IC  
Lecture-discussion format; may include films.
Introduction to the societies and cultures of premodern China, Korea, and Japan, countries that make up the geographic and cultural sphere of what is now known as East Asia. What are the shared cultural, religious, and institutional spheres of these countries? How are their cultural identities distinct? Examines major themes and dominant characteristics in the history of these countries’ development up through the late eighteenth century.

HIST 201 UNITED STATES (4)  
Lecture-discussion format.
Development of the United States socially, economically, politically, and culturally, including a look at Native America, European colonization, colonial development, the origins of slavery, the American Revolution, and the early years of the republic.

HIST 240 WAR AND THE MODERN WORLD I (4)  
Lecture format.
Evolution of the conduct of war in the nineteenth and twentieth centuries as a reflection of social, political, and technological developments.
HIST 301 MODERN EUROPE (4)
Lecture format. Prerequisite: sophomore standing or above; HIST 101, 102, 103 recommended preparation.
Surveys the development of European societies since the French Revolution. Examines forces that shaped the modern world, economic and social transformations associated with industrialization, and the forms of political life that express the new claims of the middle and working classes. Major revolutions, the world wars, the rise of the totalitarian systems, and the phenomena of imperialism and decolonization. Cultural developments and the role of creative artists and thinkers in providing critical perspectives on significant phases of European development.

HIST 309 HISTORY OF WOMEN IN THE UNITED STATES II (4) IP
Lecture-discussion format.
Emphasizes diversity and change among the various social classes and races that comprise our history. Reconstruction to the present. Topics include immigration; industrialization; female sexuality; women and the Depression; women, work, and war; civil rights.

HIST 319 EARLY MIDDLE AGES IN EUROPE (4)
Emergence, from the remains of the late Roman Empire, of a uniquely medieval Christian culture in the Germanic kingdoms of northern Europe between the fourth and ninth centuries.

HIST 325 PRECOLONIAL AFRICA (4) IC
Trade, power, and production in Africa from roughly 1000 to 1880. Themes include the spread of Islam, state formation, cultural and material exchange, social reproduction and gender dynamics, slavery and the slave trades, and the rise of Afro-European mercantile links.

HIST 345 EARLY RUSSIA (4) IC
Kievan Rus and Byzantium; Christianization; Mongol dominance; rise of Moscow and the two Ivans, one Great, one Terrible; crisis of modernization and subsequent religious dissent.

HIST 380 LATIN AMERICA (4)
Lecture format. Prerequisite: sophomore standing or above.
Traces major economic, political, and cultural trends from pre-Columbian time through the late colonial period.

International Studies
int/dept.uoregon.edu
International Studies is an interdisciplinary field that examines cross-cultural communication and understanding, globalization and related processes associated with international development, and a societal and cultural perspective on international relations.

INTL 101 INTRODUCTION TO INTERNATIONAL ISSUES (4) IC
Required for the major and open to all students.
Course surveys major political, economic, and cultural themes in international studies through in-class debates on key contemporary issues.

INTL 240 PERSPECTIVES ON INTERNATIONAL DEVELOPMENT (4) IC
Lecture-discussion format. Required for the major and open to all students.
Introduction to major ideologies, theories, historical processes, and contemporary challenges in international development.
INTL 250 VALUES SYSTEMS IN CROSS-CULTURAL PERSPECTIVE (4) IC
Lecture-discussion format. Required for the major and open to all students.

How do values relate to worldview and religion, identity and group affiliation, and patterns of conflict resolution and ethical decision-making?

Journalism and Communication
jcomm.uoregon.edu

Journalism and communication students learn to tell effective stories across multiple media platforms through ethical professional practice, creative and critical thinking, solid writing, multimedia presentations, and reflective analysis of the impact of the mass media on society. In addition to learning skills needed for success in journalism and communication, students study the role of communication media in society, the history of journalism, visual communication, media ethics, new technologies, media economics, and legal and social responsibilities of media professions in a diverse global environment.

J 201 MEDIA AND SOCIETY (4)
Lecture format; discussion encouraged. Required for students who plan a major in the School of Journalism and Communication, and open to all students.

An introduction to the history, character, and issues of media and a critical examination of their role in society. How did media systems evolve? Who determines the content of media messages? Study communication media at a time of profound change: diverse and global audiences, emerging technologies, concentration of media ownership, and redefinition of news.

J 209 UNDERSTANDING MEDIA (4)
Lecture format; discussion encouraged. Not required for students who plan a major in the School of Journalism and Communication, and open to all students.

Enhances media literacy through examination of contemporary issues in media use and practice, the media as popular culture, and ways the media affect participation in public discourse. Examines how phenomena such as Google and Facebook have changed our daily lives as consumers of digital media.

J 385 COMMUNICATION LAW (4)
Lecture format. Prerequisite: J 201; sophomore standing or above required.

First Amendment theory, the legal system, and areas of media law of greatest interest to the producers of information for mass communication: access to information, libel, privacy, regulation of digital media, commercial speech, free press, and fair trial. Papers require use of law library and electronic databases.

J 387 COMMUNICATION HISTORY (4)
Lecture format. Prerequisite: J 201; sophomore standing or above required.

Examines key elements of mass media history: freedom of expression, access to marketplace of ideas, influence of the media on public opinion, and the media and technological change.

Judaic Studies
pages.uoregon.edu/jdst

Judaic studies is an interdisciplinary field that examines Jewish society, thought, and creative traditions considered in the context of the history of Western culture.

JDST 340 ISRAELIS AND PALESTINIANS (4) IC
Examines the political struggles between Israelis and Palestinians over the past century and related human, societal, and cultural issues. Explores contemporary attempts at resolution.
Linguistics
logos.uoregon.edu

Linguistics is the study of human language, the structural variety of individual languages, the methods used to conduct linguistic investigation, and the application of our results in education, cognition, and social awareness. (Refer to Arts and Letters for additional linguistics courses.)

LING 201 LANGUAGE AND POWER (4) IP
Lecture and discussion format.
Explores the nature of language dialects, accents, and multilingualism, and relates these to issues of political, educational, and other forms of social power.

LING 296 LANGUAGE AND SOCIETY IN THE UNITED STATES (4) AC
Explores English and non-English language diversity in the U.S., including regional varieties, African American English, Latino English. Topics covered include language and social structure, policy, and educational issues.

LING 301 INTRODUCTION TO LINGUISTIC ANALYSIS (4)
Lecture-discussion format. Required for the major and open to all students.
General introduction to human language and to linguistics as a scientific and humanistic discipline. Universals of human language structure, function, and use. Basic concepts of the lexicon, phonology, morphology, syntax, semantics, and language change. Relation of linguistics to the humanities and the sciences.

Philosophy
philosophy.uoregon.edu

Philosophy asks fundamental questions about the human experience, from the nature of knowledge, the self, and mind to concerns about human meaning and moral values.

PHIL 307 SOCIAL AND POLITICAL PHILOSOPHY (4)
Lecture-discussion format.
Explores the philosophical questions that are most central to our lives as citizens of political states, subjected to political authority and power. What is sovereignty and where does it come from? How is political power organized and what role does it play in the life of an individual? Students will consider major social and political theorists from Plato to Marx and investigate the ideas of justice, natural law, natural rights, and the social contract.

Planning, Public Policy and Management
pppm.uoregon.edu

Planning, Public Policy and Management (housed in the School of Architecture and Allied Arts) integrates the theory and practice of governments, nonprofit organizations, and other institutions as they address public problems. Students explore how policy analysis and research influence and inform public decision-making and how leadership and change affect communities and systems of governance.

PPPM 201 INTRODUCTION TO PLANNING, PUBLIC POLICY AND MANAGEMENT (4)
Fall. Lecture-discussion format.
Introduces the related fields of planning, public policy, and the management of public and nonprofit organizations.
PPPM 340 CLIMATE-CHANGE POLICY (4)
Overview of climate-change policy, including physical bases of climate change, bases of climate-change economics, cap-and-trade programs, carbon taxation, fuel efficiency, and other topics.

Political Science
polisci.uoregon.edu

As a discipline, political science covers a variety of subjects, including U.S. politics, international relations, comparative politics, political theory, and methods of social science research.

PS 201 UNITED STATES POLITICS (4)
Lecture-discussion format or computer-based individualized study.
Who rules America and how? Provides a basic introduction to the major institutions and policymaking processes of American government. Examines America’s political culture and socialization process; the structure of our Constitution; federalism; and the workings of Congress, the courts, the presidency, and the electoral process.

PS 204 INTRODUCTION TO COMPARATIVE POLITICS (4)
Lecture-discussion format or computer-based individualized study.
Provides an introductory survey of the political regions of the world focusing on each region’s “political setting” (e.g., history, geography), its political institutions and processes, and the problems and prospects of key nations in six regions.

PS 205 INTRODUCTION TO INTERNATIONAL RELATIONS (4)
Lecture-discussion format or computer-based individualized study.
Introduction to the analysis of international politics: anarchy, war, terrorism, pollution, free trade, prosperity, and starvation. Reviews the major schools of thought on the causes of war and peace, and examines the sharply contrasting perspectives on how to limit and avoid conflict in the twenty-first century. Topics include nuclear proliferation, international economics, the European Union, and global interdependence.

PS 208 INTRODUCTION TO THE TRADITION OF POLITICAL THEORY (4)
Lecture-discussion format.
What is the best form of government? Introduction to political theory through an exploration of classic and contemporary works of political philosophy. Topics include political obligation, rationality, diversity, and relativism.

PS 260 PUBLIC POLICY AND DEMOCRACY (4)
Explores how American political ideals, interests, institutions, and history shape public policy, focusing on issues such as education, immigration, welfare, and civil liberties.

PS 275 LEGAL PROCESS (4)
Lecture-discussion format.
Overview of the United States legal system. Covers a range of sociological writing and provides a context for the legal system under which the United States operates.

PS 321 INTRODUCTION TO POLITICAL ECONOMY (4)
Winter, spring. Lecture format.
Systematic comparison of markets and political processes and their outcomes.
PS 324 EUROPEAN POLITICS (4) IP
Lecture format.
Overview of the formation and current dynamics of national politics in Western Europe.

PS 326 UNITED STATES FOREIGN POLICY I (4)
Lecture format.
Basic concepts underlying the formulation and implementation of U.S. foreign policy, relationships between American society and foreign policy, the relationship of the United States to its international environment, disputes over policy, and reasons for policy failures.

PS 352 POLITICAL PARTIES AND INTEREST GROUPS (4)
Lecture format.
Overview of current developments in political parties and interest groups in the United States.

PS 386 UNITED STATES SOCIAL MOVEMENTS AND POLITICAL CHANGE (4) IP
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.

Psychology
psychweb.uoregon.edu
Psychology is the study of the human mind and behavior. The discipline is divided into four areas: cognitive psychology and neuroscience; clinical and psychopathology; social and personality psychology; and developmental psychology.

PSY 202 MIND AND SOCIETY (4)
Lecture format. Required for the major and open to all students.

PSY 330 THINKING (4)
Lecture format.
Psychological methods used in problem-solving, complex learning, and various forms of rational and irrational reasoning and belief systems. Emphasis on implications for thinking rationally.

PSY 366 CULTURE AND MENTAL HEALTH (4) IP
Lecture format.
Course explores the role of culture in the definition and maintenance of mental health and mental illness. Examines what our culture and various cultures of the world have to say about mental health, mental illness, and treatment of mental illness. Addresses questions such as the following: What is a mental illness? Do different cultures define mental illness differently? Are there different kinds of mental illness in different cultures of the world? Does depression look different in China than it does here? Does schizophrenia occur all over the world? How do different cultures approach the healing of mental illness?

PSY 376 CHILD DEVELOPMENT (4)
Lecture format.
Surveys social and personality development, including aggressiveness (or its lack) and gender identification; intellectual development, including how very young children acquire language and the development of shared mental conceptions unique to humans.
PSY 380 PSYCHOLOGY OF GENDER (4) IP
*Lecture format.*

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.

**Religious Studies**
*pages.uoregon.edu/religion*

Religious studies is an interdisciplinary field that examines the teachings and practices of the world’s major religions, focusing on the history and philosophy of religions, including their origins, sacred texts, rituals and practices, beliefs, and subgroups.

**REL 211 EARLY JUDAISM (4) IP**

Study of Jewish history, literature, culture, and religion from biblical times to the completion of the Babylonian Talmud. Emphasizes institutions, ideas, family life, and ritual.

**REL 321 HISTORY OF CHRISTIANITY (4)**
*Lecture-discussion format.*

Focuses on ideas about god, personal religious practices, mysticism, worship, politics, and the relation of church and state in the ancient period, from the Apostolic Fathers to the Islamic conquests (90–650 C.E.).

**Romance Languages**
*rl.uoregon.edu*

Romance languages provide students with the opportunity to study the languages, literatures, and cultures of French-, Italian-, Portuguese- and Spanish-speaking countries.

**SPANISH**

**SPAN 308 CULTURA Y LENGUA: COMUNIDADES BILINGUES (4) IP**
*Prerequisite: SPAN 203 or 228. Sequenced with SPAN 301, 303, 305. Taught in Spanish.*

Develops advanced language skills through the analysis of social and linguistic dynamics of communities in Spain, Latin America, and the United States, where Spanish encounters another language.

**Sociology**
*sociology.uoregon.edu*

Sociology is the analytical study of the development, structure, and function of human groups and societies. It is concerned with the scientific understanding of human behavior as it relates to, and is a consequence of, interaction within groups.

**SOC 204 INTRODUCTION TO SOCIOLOGY (4)**
*Lecture-discussion format. Open to all students.*

How does the study of sociology help us understand human society? Examines the sociological perspectives, with emphasis on fundamental concepts, theory, terminology, and methods of research. Emphasizes how social phenomena can be differently understood, sometimes creating myths.

**SOC 207 SOCIAL INEQUALITY (4) IP**
*Lecture-discussion format. Open to all students.*

Presents ways of thinking about inequality in American society. Students evaluate ideas and policies related to inequality. How does race affect people’s life chances? Gender? What your parents do for a living? Does education make a difference?
SOC 301 AMERICAN SOCIETY (4)
Lecture format. Prerequisite: SOC 204 or 207.
Introduction to American society and culture, examining aspects of American culture and institutions that shape modern human experience and the ways in which they are changing.

SOC 303 WORLD POPULATION AND SOCIAL STRUCTURE (4) IC
Lecture format. Prerequisite: SOC 204 or 207.
Relates technical aspects of research to the analysis of population problems. Overview of techniques employed by demographers and population analysts. Attempts to make the social importance of demographic development comprehensible to nonspecialists.

SOC 304 COMMUNITY, ENVIRONMENT, AND SOCIETY (4)
Lecture format. Prerequisite: SOC 204.

SOC 345 RACE, CLASS, AND ETHNIC GROUPS (4) AC
Lecture format. Prerequisite: SOC 204 or 207.
Examines race, gender, and class relations from the perspectives of African Americans, Latinos, Native Americans, and Asian Americans, including the ways that each of these groups represents European Americans to themselves. Examines processes of domination, objectification, and institutional racism.

SOC 355 SOCIOLOGY OF WOMEN (4) IP
Lecture format. Prerequisite: SOC 204 or 207.
Analysis of women’s experiences in a variety of roles, institutions, and life events. How gender structures women’s lives and how race, ethnicity, sexuality, class, and culture differentiate women’s opportunities and access to power and resources.

SOC 380 INTRODUCTION: DEVIANCE, CONTROL, AND CRIME (4)
Lecture format. Prerequisite: SOC 204 or 207.

Women’s and Gender Studies
pages.uoregon.edu/wgs
Women’s and gender studies is an interdisciplinary field that examines the past and present achievements and experiences of women, as well as their experiences of difference to understand more clearly the decisive role that gender plays in human societies.

WGS 101 WOMEN, DIFFERENCE, AND POWER (4) IP
Lecture-discussion format. Films, panels, real-life exercises, guest speakers, student presentations. Required for the major and open to all students.
What have been the contributions of women in U.S. society and culture? Interdisciplinary examination of the diverse experiences, status, and contributions of women. Topics include social constructions of gender, body image, sexuality, work and class, violence, health, social activism, spirituality, and creativity.

WGS 303 WOMEN AND GENDER IN AMERICAN HISTORY (4) IP
Focuses on women and gender in America, highlighting how diverse women have experienced gender roles and sexism since the seventeenth century. Examines specific, historical dimensions of gendered society in America through topics such as witch-hunting; slavery; work and class; pregnancy, birth, and
abortion; immigration; sexuality; radicalism and politics; marriage and motherhood; and feminisms. Also emphasizes the diversity and change among the various social classes and races that comprise U.S. women’s history, as well as explore representative voices from varying social and cultural standpoints.

WGS 341 WOMEN, WORK, AND CLASS (4) IP
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.

Science (>3, SC)

Following are the descriptions of science (>3, SC) group-satisfying courses that will be offered in fall 2013 (subject to change). Refer to the online course schedule at classes.uoregon.edu for up-to-date course offerings, course descriptions, any available syllabuses, and contact information of academic departments. The online UO catalog provides details about academic departments and the majors and courses they offer.

Footnote *
Abbreviations following course titles and credits indicate these courses can also meet multicultural requirements in particular categories: AC = American cultures; IP = identity, pluralism, and tolerance; IC = international cultures.

Anthropology
pages.uoregon.edu/anthro

Anthropology is the study of human development and diversity, and includes archaeology, biological anthropology, and cultural anthropology.

ANTH 163 ORIGIN OF STORYTELLING (4) IC
Lecture-discussion format.
Application of evolutionary thinking to the origins and function of literature. Focuses on the socio-ecological context in which storytelling emerged, the role it played in ancestral environments, and the evolved cognitive capacities that make it possible. Examines evolutionary theory, human life history, and the evolution of the human mind, with an emphasis on the relationship between prolonged childhood and social learning in humans.

ANTH 171 INTRODUCTION TO MONKEYS AND APES (4)
Lecture-discussion format.
Humans are more closely related to nonhuman primates than they are to any other group of animals. We share with them an array of important adaptive features such as high intelligence, complex communications systems, diverse feeding adaptations and diets, lengthened periods of infant attachment, strong mother-infant bonds, and a reliance on social groups. Throughout the course, discussion revolves around these behavioral and evolutionary features that define the order Primates.

ANTH 173 EVOLUTION OF HUMAN SEXUALITY (4) IP
Lecture-discussion format.
Draws on new evidence from the mating and reproductive patterns of our close relatives, monkeys and apes, to chart the changes that led humans to use sex to bind males and females into cooperating reproductive and economic pairs. Discusses the difference between male and female strategies and how these strategies evolved through our vertebrate, mammalian, and primate ancestors.

ANTH 175 EVOLUTIONARY MEDICINE (4)
Focuses on the application of evolutionary thinking to the study of human health and disease.
**ANTH 270 INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY (4)**  
*Lecture-lab format. Required for majors and open to all students.*

Examines the biological aspects of the human species from comparative, ecological, and evolutionary perspectives. Explores theoretical and methodological issues in biological anthropology.

**ANTH 340 FUNDAMENTALS OF ARCHAEOLOGY (4)**  
*Prerequisite: ANTH 150.*

Examines methods of modern archaeology used to reconstruct the past, including background research, field methods, laboratory analysis, and interpreting data.

**ANTH 341 FOOD ORIGINS (4)**

Examines the biological, ecological, and social dimensions of plant-animal domestication, and the environmental impact of agriculture in the Late Pleistocene-Holocene epochs.

**ANTH 375 PRIMATES IN ECOLOGICAL COMMUNITIES (4)**  
*Prerequisite: ANTH 170 or 270.*

Examines the basic principles of ecology, particularly as they apply to the extent of primates, and primate diversity in terms of major radiations and how they differ in their basic biology. Explores how primates interact with other species at evolutionary and ecological scales, and what factors influence differences and similarities in primate communities.

**Biology**  
[bio.uoregon.edu](http://bio.uoregon.edu)

Biology investigates a broad spectrum of questions about living organisms and life processes: the physical and chemical bases of life, how cells and organisms function, how structure and function are related, how organisms interact with their environment and with each other, and how organisms have evolved.

**BI 121 INTRODUCTION TO HUMAN PHYSIOLOGY (4)**  
*Lecture-laboratory format. Designed for nonmajors.*

Normal body function studied at the organ level. Lectures cover cell physiology, genetics, nervous system, muscle contraction and adaptation, heart and vessels, blood, lungs, digestion, nutrition, and exercise physiology. Laboratory topics include human adult and fetal anatomy, genetics, histology (microscopic anatomy), cardiovascular disease, blood pressure and heart rate, blood chemistry, lung function, and computer nutritional analysis.

**BI 130 INTRODUCTION TO ECOLOGY (4)**  
*Lecture-discussion format. Designed for nonmajors.*

Examines the interactions between organisms and their environment at the population, community, and ecosystem level; considers the impacts of human activities on ecosystems.

**BI 132 INTRODUCTION TO ANIMAL BEHAVIOR (4)**  
*Lecture-discussion format. Designed for nonmajors.*

Examines the evolution, development, and underlying mechanisms of animal behavior. Topics include biological clocks, sex, intelligence, communication, and animal consciousness.

**OVERVIEW OF THE INTRODUCTORY SEQUENCE**

The biology department offers two introductory course sequences with associated laboratories. Both provide a strong foundation in molecular, cellular, organismal, evolutionary, and ecological biology. Either sequence is appropriate for students with interests in any area of biology:

**General Biology (BI 211, 212, 213, 214):** standard four-course sequence.
Honors Biology (BI 281H, 282H, 283H): three-course sequence for students with strong preparation in high school chemistry and mathematics; sequence moves faster and delves more deeply into mechanisms than does the general biology sequence.

BI 211 GENERAL BIOLOGY I: CELLS (4)
Lecture, laboratory-discussion format. Prerequisite: Grade C– or better or P in CH 111 or 113, 221 or 224H.

Considers how cells carry out the functions of living organisms; genetic basis of inheritance; how genes and proteins work.

BI 213 GENERAL BIOLOGY III: POPULATIONS (4)
Lecture, laboratory-discussion format. Prerequisite: Grade C– or better or P in BI 211.

Considers how organisms interact with their environments and with each other; ecology, evolution, and behavior.

BI 214 GENERAL BIOLOGY IV: MECHANISMS (4)
Lecture-laboratory format. Prerequisite: Grade C– or better or P in BI 211 and CH 223 or 226.

The relationship between structure and function of proteins and nucleic acids; gene structure and regulation; molecular mechanisms of development.

BI 281H HONORS BIOLOGY I: CELLS, BIOCHEMISTRY, AND PHYSIOLOGY (5)
Prerequisite: Grades B– or better in CH 223 or CH 226H, and B– or better in MATH 111. Lecture-laboratory format.

Focuses on the cellular structures and chemical reactions that allow cells to grow, to transform energy, and to communicate.

BI 307 FOREST BIOLOGY (4)
Lecture-laboratory, field-trip format. Prerequisite: BI 213 or 283H or equivalent.

Explores forest ecology and forest management from a biological perspective. Topics include forest biology, wood anatomy, soils, nutrient cycles, productivity and energetics of forest systems, decomposition and microorganisms, succession and disturbance, diseases, insects, forest genetics, and landscape ecology.

Chemistry
pages.uoregon.edu/chem
Chemistry is the study of matter and the changes it undergoes. It is a science that is central to our understanding of the natural world, and it serves as a foundation for all other scientific disciplines. It’s truly amazing how the behavior of atoms, molecules, and ions determines the sort of world we have to live in, our shapes and sizes, and even how we feel on a given day.

CH 111 INTRODUCTION TO CHEMICAL PRINCIPLES (4)
Lecture format. Prerequisite: MATH 95. Recommended for students with little or no background in chemistry.

Explores various chemistry topics including atomic structure and theory, reactivity, green chemistry, polymers, and macromolecular structure and function. Nonscience majors will gain knowledge and critical thinking skills to analyze current and future technical challenges. Provides necessary chemical background for BI 211 and 212 for biology majors, and psychology courses discussing drugs, medicines, and physiology for psychology majors.
CH 114 GREEN PRODUCT DESIGN (4)
Prerequisites: MATH 95 or higher.
Introduces students to the process of scientific reasoning by studying the central role chemists play in developing chemicals and materials used in consumer products. Focuses on the use of green chemistry and life-cycle thinking to design greener consumer products (e.g., products that have minimal impacts on human health and the environment).

CH 221 GENERAL CHEMISTRY (4)
Sequence: CH 222, 223; must be taken in sequence beginning fall term. Lecture format. Concurrent registration in CH 227, 228, 229 (General Chemistry Laboratory) recommended. Prerequisite: high school chemistry and mathematics placement in MATH 111 or higher. Students may not receive credit for both CH 221–223 and CH 224–226. Preprofessional sequence appropriate for students intending to major in biology, chemistry, geological sciences, or physics.
Sequence introduces the experimental and theoretical foundations of chemistry. Students gain knowledge about the terminology and language of chemistry and understanding of underlying reasons why chemical processes occur. They are expected to interpret, reason, and solve problems using fundamental chemical principles.
Upon successful completion of the first course in the sequence, students gain an understanding of the basic scientific measurement system, chemical calculations, the components of matter, the use of formulas and equations in relation to chemical calculations, the major classes of chemical reactions, heat changes associated with chemical reactions, and atomic structure. Emphasis on development of the problem-solving skills fundamental for success in future science courses. Sequence prepares students for organic chemistry.

CH 224H HONORS GENERAL CHEMISTRY (4)
Sequence: CH 225, 226; must be taken in sequence beginning fall term. Lecture format. Concurrent registration in CH 237, 238, 239 (Advanced General Chemistry Laboratory) recommended. Corequisite: calculus sequence for science majors and high school chemistry and physics. Students may not receive credit for both CH 221–223 and CH 224–226. Appropriate for chemistry majors and other students considering careers in science.
Topics include molecular structure, equilibrium dynamics, reactions, thermodynamics, and an introduction to quantum chemistry. Smaller class size facilitates interaction. Prepares students for organic chemistry.

Computer Information Science
cs.uoregon.edu
Computer and information science is the study of computers and computer programming with strong mathematical and scientific foundations. The entry-level courses use a project-based approach to learning widely applicable twenty-first century computing skills.

CIS 105 EXPLORATIONS IN COMPUTING (4)
Lecture-laboratory format. Designed for nonmajors and potential majors.
Introduces the field of computer science. Broad overview of computer science principles and computational thinking. How computation can be used to solve a variety of interesting and important real-world problems.
CIS 110 FLUENCY WITH INFORMATION TECHNOLOGY (4)
Lecture-laboratory format. Designed for nonmajors. First course in computer information technology (CIT) minor.

Introduction to the study of computer-based information systems, including the Internet and the World Wide Web, and social and ethical aspects of information technology. Lab includes website creation tools XHMTL and CSS.

CIS 111 INTRODUCTION TO WEB PROGRAMMING (4)
Lecture laboratory format. CIS 110 recommended preparation, or knowledge of basic HTML. Alternate first or second course for the CIT minor.

Project-based approach to learning computer programming by building interactive web pages using JavaScript and XHTML. Programming concepts covered include structures and object-oriented program design.

CIS 122 INTRODUCTION TO PROGRAMMING AND PROGRAM-SOLVING (4)
Lecture-laboratory format. Designed for nonmajors and premajors.

Introduction to computer-based problem-solving, and general purpose programming languages (e.g., Python, Ruby), which have great expressive power and are used in many fields. Programming concepts include structured program design and testing. May be used as introduction to programming for students intending to major or minor in computer and information science (CIS).

CIS 210, 212 COMPUTER SCIENCE I, III (4, 4)
Lecture-laboratory format. Prerequisite: MATH 112. Concurrent registration in MATH 231, 232 for CIS majors. For students with strong analytical and math skills. Open to all majors. Required for mathematics and computer science majors and CIS majors and minors.

Grounds students in core concepts and programming practices of computer science. Topics include systematic problem-solving, levels of abstraction, object-oriented design and programming, software organization, analysis of algorithms, and data structures. Students intending to major in CIS may begin at this level if they have some experience writing medium-sized programs in a high-level language such as Java, C++, Python, Ruby, or Perl.

Geography
geography.uoregon.edu

Geography is the study of the natural and human landscapes of various regions of the world and an investigation of the processes that form them.

GEOG 141 THE NATURAL ENVIRONMENT (4)
Lecture-laboratory format. Required for the major and open to all students.

Examines Earth’s physical landscapes, vegetation patterns, weather, and climate, with emphasis on the dynamic interactions among climate, landforms, vegetation, and soils.

GEOG 323 BIOGEOGRAPHY (4)
Lecture-discussion format, weekly labs. Prerequisite: GEOG 143.

A study of plant and animal distributions worldwide and the present and historical processes that explain the patterns of life on Earth. An investigation of patterns of biodiversity, connection between modern biotic interactions, and long-term evolutionary patterns is conducted through lecture, discussions, and field experiences.
Geological Sciences
geology.uoregon.edu

Geological 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.

GEOL 101 EARTH’S DYNAMIC INTERIOR (4)
Taking GEOL 101, 102 and 103 in sequence is recommended. Lecture-discussion format, films, optional field trip. Designed for students not majoring in physical science who want to understand their environment. Students may not receive credit for both GEOL 101–103 and GEOL 201–203.

Introduces the earth as an evolving planet. Mountains, earthquakes, volcanoes, and the magnetic field are planet surface expressions of interactions that occur well beyond human reach. Through class lectures and laboratory exercises, students discover both how we learn about the dynamic interactions that occur deep beneath us and the ways in which they influence the surface environment in which we live.

GEOL 201 EARTH’S INTERIOR HEAT AND DYNAMICS (4)
Taking GEOL 201, 202 and 203 in sequence is recommended. Lecture-laboratory format, occasional field trips. Designed for science majors, Clark Honors College students, and other students with science backgrounds. Students may not receive credit for both GEOL 101–103 and GEOL 201–203.

Introduces physical geology with emphasis on plate tectonics as the unifying concept for understanding the processes that cause earthquakes, volcanism, and mountain-building on Earth. Topics covered include minerals, the formation of igneous and metamorphic rocks, volcanic activity, how rocks are deformed as mountains grow, why earthquakes occur, the composition and structure of the Earth’s interior, and the ways by which geologic time can be measured.

GEOL 213 GEOLOGY OF NATIONAL PARKS (4)
Lecture-discussion format.

Uses a select group of national parks in the American West to illustrate a broad range of geological processes that have created their spectacular scenery. These parks include Crater Lake, Grand Canyon, Yellowstone, and Death Valley. Topics covered include volcanism, plate tectonics, geological time and history, mountain-building, and alpine glaciations.

GEOL 304 THE FOSSIL RECORD (4)
Introduces the evolution of life on Earth as revealed by fossil records, which are a superb and unique natural experiment of both the dynamics of evolutionary processes and extinctions. Beginning with the concept of fossils and how things are fossilized, the course marches through the long record of life on Earth.

GEOL 305 DINOSAURS (4)
Introduces the prehistoric world of dinosaurs. Topics explored include the concepts of how fossil bones are preserved, collected, and curated, and how the dinosaurs evolved through time.

GEOL 306 VOLCANOES AND EARTHQUAKES (4)
Lecture format. Background in science is not required.

Introduces plate tectonics, how rocks melt within the earth and make volcanoes, why there is such a variety of volcano types, and how volcanoes behave while active. Topics explored include how faults make earthquakes and mountains, and how earthquake waves shake the ground and allow us to image the interior of the earth.

GEOL 307 OCEANOGRAPHY (4)
Lecture format.

As the single most defining feature of Earth, the oceans play a key role in the geologic evolution of the planet, the existence of life, and the regulation of global climate. The ocean is Earth’s largest living space, contains most of its biomass, and most photosynthesis occurs there. The ocean thus moderates our cli-
mate to keep Earth habitable, and it processes our wastes. Designed for nonscientists, this course strives to provide an intellectual as well as aesthetic appreciation of the central role that oceans play in a variety of planetary processes.

**GEOL 308 GEOLOGY OF OREGON AND THE PACIFIC NORTHWEST (4)**
*Lecture format with slide presentations; weekend field trip.*

The Pacific Northwest, and Oregon in particular, is one of the most diverse geological localities on Earth with features ranging from the active volcanoes of the Cascade Range to the high lava plains of Central Oregon; from the glaciated terrain of the Wallowa Mountains to the metamorphic terrains of the North Cascades and Olympic Peninsula; from the agricultural Willamette Valley to the spectacular coast line. Explores geological features in a plate tectonic context and examines how these features have formed through geologic time.

**GEOL 310 EARTH RESOURCES AND THE ENVIRONMENT (4)**
*Lecture format. Background in science is not required. Laboratory optional for nonmajors.*

Explores the geographic distribution and geologic characteristics of metal ore deposits, coal seams, oil and gas reservoirs, potential nuclear waste repositories, geothermal systems, windy places, aquifers, and deposits of industrial minerals, and we evaluate environmental problems that result from their exploitation and use. Half of the course is devoted to energy resources and half to minerals and water.

**Human Physiology**
*physiology.uoregon.edu*

“The physiology of today is the medicine of tomorrow.”
—Ernest Henry Starling, physiologist (1926)

Human physiology is the study of the structure and function that underlies human health, disease, and performance. It is the basis for fields such as medicine, physical therapy, athletic training, and personal fitness. Our 100-level courses provide students with a chance to better understand their own personal health, and use the guiding principles of physiology as a model for understanding the world around them.

**HPHY 101 EXERCISE AS MEDICINE (4)**
*Lecture-discussion format. Designed for nonmajors.*

Provides an overview of exercise and its contribution to health and longevity, for students interested in careers in the health professions. Explores the pathophysiology of major diseases faced by society today.

**Mathematics**
*math.uoregon.edu*

Mathematics provides basic mathematical and statistical training for students in the social, biological, and physical sciences and in the professional schools; preparation for teachers of mathematics; and advanced work for students specializing in the field.

**MATH 105, 106 UNIVERSITY MATHEMATICS I, II (4, 4)**
*Prerequisite: MATH 95 or satisfactory placement test score. Designed for students whose majors do not require calculus and who want to meet the mathematics requirement for a BS.*

MATH 105, 106, and 107 are survey courses covering many different topics in an introductory way.

**MATH 105:** Topics include logic, sets, counting, probability, and statistics.

**MATH 106:** Topics include mathematics of finance, geometry, exponential growth and decay.
MATH 211, 213 FUNDAMENTALS OF ELEMENTARY MATHEMATICS I, III (4, 4)
Prerequisite for 211: MATH 111 or satisfactory placement test score; prerequisite for 213: grade of C– or better in MATH 212.
Sequence covers the mathematics needed to teach grades K–8, specifically the structure of the number system, logical thinking, geometry, simple functions, and basic statistics and probability. Calculators, physical representations of abstract ideas, and problem-solving are used when appropriate.

MATH 231, 232, 233 ELEMENTS OF DISCRETE MATHEMATICS I, II, III (4, 4, 4)
Prerequisite for 233: MATH 112 or satisfactory placement test score.
Sequence is aimed at students majoring in computer and information science (CIS), mathematics and computer science (MACS), and mathematics. It is required for CIS majors, and 231–232 is required for MACS majors. The sequence is recommended for mathematics majors, to be taken concurrently with calculus.
231: Sets, mathematical logic, induction, sequences, and functions.
232: Relations, theory of graphs and trees with applications, permutations and combinations.
233: Discrete probability, Boolean algebra, elementary theory of groups and rings with applications.

MATH 241 CALCULUS FOR BUSINESS AND SOCIAL SCIENCE I (4)
Sequence with MATH 242. Prerequisite: MATH 111 or appropriate mathematics placement score.
Sequence designed for students in business and social science who do not plan to take more mathematics in the future. Students should be cautious about choosing this sequence because it effectively closes the door to more advanced mathematics courses that require MATH 251 and 252. For example, business majors who want to pursue a minor (or another major) in mathematics or science are advised to take MATH 251, 252, and 243.

MATH 243 INTRODUCTION TO METHODS OF PROBABILITY AND STATISTICS (4)
Prerequisite: MATH 95. Not open to students with credit for MATH 425. For majors in the social sciences or business.
Course covers probability and statistics applications for business, including discrete and continuous probability, sampling distributions; emphasizes confidence intervals and hypothesis testing.

MATH 246 CALCULUS FOR BIOLOGICAL SCIENCES I (4)
Sequence with 247. Prerequisite for 246: MATH 112 or satisfactory placement test score. Students cannot receive credit for more than one of MATH 241, 246, 251 or more than one of MATH 242, 247, 252.
Sequence is designed for students in the biological sciences. It covers the same material as MATH 251–252 but emphasizes applications to the life sciences. Covers differential calculus and applications.

MATH 251, 252, 253 CALCULUS I, II, III (4, 4, 4)
Prerequisite: MATH 112 or satisfactory placement score. MATH 251, 252 not open to students with credit for MATH 241, 242.
Standard calculus sequence recommended to most students in the natural sciences and mathematics. It is also the best choice for students in other fields who are likely to take more mathematics in the future. For instance, students who plan on graduate work in economics should take this sequence. MATH 251–253 meets any requirement that would be met by an alternate sequence, and also leaves doors open for taking subsequent courses.

MATH 261 HONORS CALCULUS I (4)
Sequence with MATH 262, 263.
Sequence covers the same material as MATH 251–253 but includes the theoretical background and is designed for strong mathematics students. Successful completion of this sequence satisfies the MATH 315 requirement for math majors.
MATH 307 INTRODUCTION TO PROOF (4)

Prerequisite: MATH 247, 252, or 262.

The discipline of mathematics includes two related strands: calculation and proof. Investigates techniques of mathematical proof and formalism as they naturally arise for working mathematicians, while trying to understand interesting problems. Fundamental questions covered include the following: what is a proof and how are basic proofs constructed; what is mathematical induction, and what different kinds of proofs are there; how does one understand and use logical constructions such as converse and contrapositive; what does it mean to prove some fact which is already familiar and believable; how does one start with an interesting problem, work through examples to form a strategy for a proof capturing the essence of the problem.

Physics

physics.uoregon.edu

Physics is concerned with the discovery and development of the laws that describe our world, including, for example, those that govern how lasers work, how computer CPUs function, how the universe expands over time, and the relationships between subatomic particles.

PHYS 101 ESSENTIALS OF PHYSICS (4)

Lecture format, frequent demonstrations, laboratories. Prerequisite: high school algebra. For majors outside the sciences, including elementary education majors.

Introduction to the principle concepts of physics, including motion, force, work and energy, electricity and magnetism, heat and temperature, sound and light, color and waves. Concepts are related to everyday experience.

PHYS 152 PHYSICS OF SOUND AND MUSIC (4)

Lecture format, frequent demonstrations. For majors outside the sciences, including music and architecture majors.

Introduction to the wave nature of sound, hearing, how musical instruments make sounds, scales, and auditorium acoustics. Includes background on technologies to transmit, store, and reproduce sound such as CD players, speakers, and stereos.

PHYS 156M SCIENTIFIC REVOLUTIONS (4)

Multilisted with GEOL 156M. For nonscience majors.

Surveys several major revolutions in our views of the natural and technological world, focusing on scientific concepts and methodological aspects.

PHYS 162 SOLAR AND OTHER RENEWABLE ENERGIES (4)

Lecture format, frequent demonstrations. For majors outside the sciences, including environmental studies majors.

Introduction to the physics underlying the capture and conversion of solar energy. Explores the use of solar energy as the chief source of alternative energy; active and passive heating systems; efficiency of energy conservation; and alternative energy sources such as wind power.

PHYS 201 GENERAL PHYSICS (4)

Sequence with PHYS 202, 203; begins with 201 in fall term. Lecture format, frequent demonstrations. Prerequisite or corequisite: MATH 111, 112, or equivalents; concurrent registration in PHYS 204, 205, 206 (Introductory Physics Laboratory) recommended.

Introductory sequence for science, prehealth science, and architecture students: kinematics, force, energy, momentum, and fluids.
PHYS 251 FOUNDATIONS OF PHYSICS I (4)
Sequence with PHYS 252, 253; begins with 251 in fall term. Lecture format, frequent demonstrations. Pre-requisite or corequisite: MATH 251, 252, 253, or equivalents (corequisite for PHYS 251 is MATH 251, and so forth). Recommended for preengineering, chemistry, and biochemistry majors: kinematics, including relativistic treatments, force, energy, momentum.

PHYSICS: ASTRONOMY
ASTR 121 THE SOLAR SYSTEM (4); ASTR 122 BIRTH AND DEATH OF STARS (4); ASTR 123 GALAXIES AND THE EXPANDING UNIVERSE (4)
Lectures, audiovisual material, viewing opportunities, trips to the planetarium. Introductory astronomy for nonscience students. Taking courses in sequence is recommended.
Focuses on naked-eye astronomy; the origin of astronomical concepts; the structure and evolution of stars, galaxies, and the universe.

Psychology
psychweb.uoregon.edu
Psychology is the study of the human mind and behavior. The discipline is divided into four areas: cognitive psychology and neuroscience; clinical and psychopathology; social and personality psychology; and developmental psychology.

PSY 201 MIND AND BRAIN (4)
Lecture format. Required for the major and open to all students.
Analyzes perception and learning and the specific cognitive functions of attention, memory, thinking, and language. Discusses modern techniques of neuroimaging and the role of neuropsychology in discovering the relationship between mind and brain.

PSY 304 BIOPSYCHOLOGY (4)
Lecture-lab format. Prerequisite: previous work in biology recommended.
Surveys brain and behavior relationships with coverage in neuronal function, synaptic events, the visual system, and hormonal influences and their relationship to behavior, learning, and higher cognitive functions. Stronger biological focus than PSY 201.

PSY 348 MUSIC AND THE BRAIN (4)
Lecture format.
Uses music as a unifying theme to introduce fundamental concepts and open questions in a broad range of approaches to brain science. Explores music at several levels of analysis, ranging from individual notes to melody, harmony, and rhythm. Examines how these different levels are processed by neurons, the brain, and the mind.
MULTICULTURAL COURSES

Following are lists of multicultural group-satisfying courses that will be offered in fall 2013 (subject to change). American cultures is denoted by AC; identity, pluralism, and tolerance is denoted by IP; and international cultures is denoted by IC. Refer to the online course schedule at classes.uoregon.edu for up-to-date course offerings, course descriptions, any available syllabuses, and contact information of academic departments. The online UO catalog provides details about academic departments, and the majors and courses they offer.

Category A: American Cultures

ANTHROPOLOGY
ANTH 344  OREGON ARCHAEOLOGY >2
ANTH 442  NORTHWEST COAST ARCHAEOLOGY

ETHNIC STUDIES
ES 101*  INTRODUCTION TO ETHNIC STUDIES >2
ES 250  INTRODUCTION TO AFRICAN AMERICAN STUDIES >2
ES 254  INTRODUCTION TO CHICANO AND LATINO STUDIES >2
ES 330  WOMEN OF COLOR: ISSUES AND CONCERNS

HISTORY OF ART AND ARCHITECTURE
ARH 463  NATIVE AMERICAN ARCHITECTURE

HONORS COLLEGE (HC)
HC 444 (H)  RACE AND ETHNICITY IN THE AMERICAN WEST

LINGUISTICS
LING 296  LANGUAGE AND SOCIETY IN THE UNITED STATES >2

MUSIC
MUS 264  ROCK HISTORY, 1950–1970
MUS 270*  HISTORY OF THE BLUES >1
MUS 360  HIP-HOP: HISTORY, CULTURE, AESTHETICS >1

MUSIC: JAZZ STUDIES
MUJ 350*  HISTORY OF JAZZ, 1900–1950 >1

PHILOSOPHY
PHIL 216  PHILOSOPHY AND CULTURAL DIVERSITY >1

ROMANCE LANGUAGES: SPANISH
SPAN 218  LATINO HERITAGE I >1

SOCIOLOGY
SOC 345  RACE, CLASS, AND ETHNIC GROUPS >2
SOC 445  SOCIOLOGY OF RACE RELATIONS
Category B: Identity, Pluralism, and Tolerance

ANTHROPOLOGY
ANTH 173  EVOLUTION OF HUMAN SEXUALITY >3
ANTH 329  IMMIGRATION AND FARMWORKERS POLITICAL CULTURE >2

ARTS AND ADMINISTRATION
AAD 250  ART AND HUMAN VALUES >1
AAD 251  THE ARTS AND VISUAL LITERACY >1
AAD 252  ART AND GENDER >1

CLASSICS IN ENGLISH TRANSLATION
CLAS 110  CLASSICAL MYTHOLOGY >1

COMPARATIVE LITERATURE
COLT 101  INTRODUCTION TO COMPARATIVE LITERATURE >1
COLT 301  APPROACHES TO COMPARATIVE LITERATURE >1
COLT 360  GENDER AND IDENTITY IN LITERATURE >1

EAST ASIAN LANGUAGES AND LITERATURES: CHINESE
CHN 350  GENDER AND SEXUALITY IN TRADITIONAL CHINESE LITERATURE >1

ENGLISH
ENG 241  INTRODUCTION TO AFRICAN AMERICAN LITERATURE >1
ENG 243  INTRODUCTION TO CHICANO AND LATINO LITERATURE >1
ENG 360  AFRICAN AMERICAN WRITERS

ETHNIC STUDIES
ES 370  RACE, ETHNICITY, AND CINEMA: [TOPIC]

FOLKLORE
FLR 250  INTRODUCTION TO FOLKLORE >1
FLR 255  FOLKLORE AND UNITED STATES POPULAR CULTURE >1

HISTORY
HIST 309  HISTORY OF WOMEN IN THE UNITED STATES II >2
HIST 358  AMERICAN JEWISH HISTORY
HIST 414  ANCIENT ROME: [TOPIC]

HONORS COLLEGE
HC 424 (H)  HONORS COLLEGE IDENTITIES COLLOQUIUM

JOURNALISM AND COMMUNICATION
J 320  GENDER, MEDIA, AND DIVERSITY

LINGUISTICS
LING 201  LANGUAGE AND POWER >2
# Courses

**PHILOSOPHY**
- PHIL 110  HUMAN NATURE >1
- PHIL 452  PHILOSOPHY AND RACE

**POLITICAL SCIENCE**
- PS 324  EUROPEAN POLITICS >2
- PS 348  WOMEN AND POLITICS
- PS 386  UNITED STATES SOCIAL MOVEMENTS AND POLITICAL CHANGE >2

**PSYCHOLOGY**
- PSY 366  CULTURE AND MENTAL HEALTH >2
- PSY 380  PSYCHOLOGY OF GENDER >2

**RELIGIOUS STUDIES**
- REL 211  EARLY JUDAISM >2
- REL 233  INTRODUCTION TO ISLAM >1
- REL 318  WOMEN IN JUDAISM >1

**ROMANCE LANGUAGES: SPANISH**
- SPAN 308  CULTURA Y LENGUA: COMUNIDADES BILINGUES >2

**SOCIOLOGY**
- SOC 207  SOCIAL INEQUALITY >2
- SOC 355  SOCIOLOGY OF WOMEN >2
- SOC 455  ISSUES IN SOCIOLOGY OF GENDER: [TOPIC]

**WOMEN’S AND GENDER STUDIES**
- WGS 101  WOMEN, DIFFERENCE, AND POWER >2
- WGS 303  WOMEN AND GENDER IN AMERICAN HISTORY >2
- WGS 341  WOMEN, WORK, AND CLASS >2
- WGS 411  FEMINIST PRAXIS

## Category C: International Cultures

**ANTHROPOLOGY**
- ANTH 150  WORLD ARCHAEOLOGY >2
- ANTH 161  WORLD CULTURES >2
- ANTH 163  ORIGIN OF STORYTELLING >3
- ANTH 330  HUNTERS AND GATHERERS >2
- ANTH 343  PACIFIC ISLANDS ARCHAEOLOGY >2
- ANTH 434  NATIVE SOUTH AMERICANS

**ARABIC**
- ARB 301  LANGUAGE AND CULTURE >1

**ART HISTORY**
- ARH 209*  HISTORY OF JAPANESE ART >1
- ARH 387  CHINESE BUDDHIST ART >1

**COMPARATIVE LITERATURE**
- COLT 211  COMPARATIVE WORLD LITERATURE >1
- COLT 212  COMPARATIVE WORLD CINEMA >1
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UNIVERSITY HOUSING

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Bean Complex (Caswell, DeBusk, Ganoe, Henderson, Moore, Parsons, Thornton, Willcox) K5
Carson Hall H7
Earl Complex (McClure, Morton, Sheldon, Stafford, Young) H5
East Campus Graduate Village L5
Global Scholars Hall I4
Hamilton Complex (Boynton, Burgess, Cloran, Collier, Dunn, McClain, Robbins, Spiller, Tingle, Watson) J6
Riley Hall C9
Spencer View, 2250 Patterson St.
Walton Complex (Adams, Clark, DeCou, Douglass, Dyment, Hawthorne, McAlister, Shafer, Smith, Sweetser) I5

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