INTRODUCTION

2019-20 WORKBOOK
IMPORTANT ACADEMIC DATES 2019-20

FALL 2019

Initial registration .......................................................... May 20–30
Fall term refunds available for those eligible ......................... September 27
Classes begin .................................................................. October 1
Last day to drop classes without a 'W' on your record ............... October 5
Last day to register and add classes ................................... October 6
Fall term census ............................................................... October 6
Last day to withdraw from classes .................................... November 17
Thanksgiving vacation* ..................................................... November 28–29
Last day of classes .......................................................... December 6
Final examinations .......................................................... December 9–13
Grades due (Tuesday noon) ............................................... December 17

WINTER 2020

First day to file FAFSA. ....................................................... October 1
Initial registration .......................................................... November 18–27
Winter term refunds available for those eligible ..................... January 3
Classes begin .................................................................. January 6
Last day to drop classes without a 'W' on your record ............. January 11
Last day to register and add classes ................................... January 12
Winter term census .......................................................... January 12
Martin Luther King Jr. holiday* ........................................ January 20
New Diversity Excellence Scholarship applicants must file FAFSA February 1
Last day to withdraw from classes .................................... February 23
Priority deadline for FAFSA filing ...................................... March 1
Last day of classes .......................................................... March 13
Final examinations .......................................................... March 16–20
Spring vacation ............................................................... March 21–29
Grades due (Monday noon) ............................................... March 23

SPRING 2020

Initial registration .......................................................... February 24–March 4
Spring term refunds available for those eligible ..................... March 26
Classes begin .................................................................. March 30
Last day to drop classes without a 'W' on your record ............. April 4
Last day to register and add classes ................................... April 5
Spring term census .......................................................... April 5
Last day to withdraw from classes .................................... May 17
Memorial Day holiday* ..................................................... May 25
Last day of classes .......................................................... June 5
Final examinations .......................................................... June 8–12
Spring Commencement ..................................................... June 15
Grades due (Tuesday noon) ............................................... June 16
Award letter for continuing students ................................ June 20

SUMMER 2020

Initial Registration .......................................................... May 4–8
Classes begin .................................................................. June 22
Independence Day holiday* ................................................ July 3—observed, no classes
Eight-week session ends ................................................... August 14
Labor Day holiday* .......................................................... September 7
Twelve-week session ends ................................................ September 11
Final exams ................................................................. Last day of class

* Observed: no classes held
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ADVISING SYLLABUS

MISSION
As the University of Oregon community of advisors, we collaborate with students to help them achieve their personal goals, academic potential, and professional success. Our coordinated approach to advising strives to be student-centered, caring, holistic, inclusive, and culturally-aware.

EXPECTATIONS

Your academic advisor will:
• Provide a safe, respectful, and confidential* space to ask questions, discuss your interests, and express your concerns
• Understand and effectively communicate UO degree requirements
• Assist and support you in making course and major decisions
• Make effective referrals that allow you to navigate the university successfully
• Encourage your sustained engagement in student and campus life to enhance the value of your college experience and develop your interpersonal and leadership abilities

Your academic advisor expects that you will:
• Come to appointments having viewed your Degree Guide on DuckWeb and prepared with a list of questions and/or topics to discuss
• Take notes during advising meetings and keep a record of your advising sessions
• Schedule an appointment with your advisor as needed in advance of your next term registration date and time (schedule appointments early!)
• Research programs, policies, procedures, and opportunities as appropriate
• Demonstrate understanding of student learning outcomes

STUDENT LEARNING OUTCOMES
Successful academic advising will lead to the following student outcomes:
• Exploration—learning about majors, minors, departments, and programs of interest to you and to determine how they fit with your life and career goals
• On-time registration for appropriate classes using DuckWeb: duckweb.uoregon.edu; for registration priority schedule refer to the Registrar’s website: registrar.uoregon.edu
• Creation of a long-term academic plan for on-time graduation
• Identification of co-curricular activities/opportunities to apply your skills outside of the UO classroom (i.e., internships, study abroad, research, volunteer services, etc.)
• Involvement in off-campus, experiential learning to help you explore and clarify your career options

ASSIGNMENTS
• View and/or print your Degree Guide on DuckWeb and create a list of questions to discuss with an advisor
• Due date: next advising appointment

HOW DO I CONTACT MY ACADEMIC ADVISOR?
You may find contact information for advising specific to your college, major, and/or co-curricular program (i.e. PathwayOregon) at findanadvisor.uoregon.edu.
HOW DO I CHANGE MY MAJOR?

Speak with your advisor for help discussing major options and how to declare your major.

* Please note academic advisors are mandatory reporters. Advisors cannot ensure confidentiality of information if it includes reports around child abuse or prohibited discrimination, including sexual harassment and sexual assault. Please be aware that some advisors work in shared offices or open lobby spaces.

HOW DO I GET INVOLVED OUTSIDE OF MY COURSEWORK?

There are an extraordinary amount of opportunities waiting for you. We encourage you to review opportunities listed on the website of your declared major(s), as well as on the UO’s Get Involved Page: getinvolved.uoregon.edu.

GENERAL ADVISING SCHEDULE

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before term</td>
<td>• Identify your goals for the term. Goals may include student engagement, campus life, career, graduate, and professional school pursuits</td>
</tr>
<tr>
<td></td>
<td>• Review your class schedule and log on to CANVAS</td>
</tr>
<tr>
<td>Week 1</td>
<td>• If necessary, make any last-minute changes to your current term schedule; check academic deadlines on the Registrar’s web site for important dates related to adding and dropping</td>
</tr>
<tr>
<td></td>
<td>• Review class syllabi and add important dates to your planner or calendar</td>
</tr>
<tr>
<td>Weeks 2-4, and</td>
<td>• Get to know your instructors, and visit them during their office hours throughout the term to discuss assignments, papers, and exams</td>
</tr>
<tr>
<td>ongoing</td>
<td>• Declare your major if known (freshmen must declare by sixth term of enrollment; transfer students by third term)</td>
</tr>
<tr>
<td>Weeks 5-7</td>
<td>• Prepare to register for next term. Consider making an appointment with an advisor in preparation for priority registration</td>
</tr>
<tr>
<td></td>
<td>• Review, discuss current and projected final course grade with instructor and consider deadlines to drop a class or change grade option (graded or P/NP)</td>
</tr>
<tr>
<td></td>
<td>• Look up your registration time on the Registrar’s web site (your specific time will be available in DuckWeb by the middle of week 7)</td>
</tr>
<tr>
<td></td>
<td>• Check DuckWeb for any holds you have and take action to clear them</td>
</tr>
<tr>
<td></td>
<td>• Update your Degree Guide in DuckWeb and review it (you can choose or change your BA/BS degree here)</td>
</tr>
<tr>
<td></td>
<td>• Start using the Class Schedule and schedule planning tools when the schedule is released on Friday of week 5: classes.uoregon.edu</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 any 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>Finals Week</td>
<td>• Good luck on your exams!</td>
</tr>
<tr>
<td>Before next term</td>
<td>• Check your grades on DuckWeb and make changes to your schedule if needed</td>
</tr>
<tr>
<td></td>
<td>• Review your goals from the beginning of the 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, and volunteering to develop your interests and goals</td>
</tr>
<tr>
<td></td>
<td>• Complete online self-assessment at 16personalities.com</td>
</tr>
</tbody>
</table>
YOUR ACADEMIC INTERESTS

To help you discover your major and other ways you can make the most of your college experience, answer these questions as completely as you can. Then refer to your answers as you plan your first-term schedule.

1. What was your favorite subject in school?

2. What was your least favorite subject?

3. What do you like to do in your free time?

4. What are some areas you are considering for your major?

5. What factors most influenced your decision to attend the UO?

6. How many total hours a week do you plan to spend on extracurricular activities? Consider work, student organizations, and all other commitments.

7. Please check any areas in which you would like to receive help at the UO:
   - Writing
   - Reading
   - Mathematics
   - Second language
   - Sciences
   - Unsire
   - None
   - Other ________________________
CORE EDUCATION

Your university education will help you develop comprehensive skills in writing, communication, reasoning, problem-solving, and understanding human diversity.

Courses you take toward your degree are divided into three parts: core education, major, and electives.

**TABLE 1. Areas of Inquiry Requirements for Bachelor’s Degrees**

<table>
<thead>
<tr>
<th>Bachelor’s Degree</th>
<th>Areas of Inquiry Requirements: Arts and Letters, Social Science, and Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA, BS</td>
<td>Complete a minimum of 15 credits in each area for a total of 45 minimum credits. Credits in each area 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>Note</td>
<td>• To fulfill the 45-credit requirement</td>
</tr>
<tr>
<td></td>
<td>• no more than three courses in the same subject may be used</td>
</tr>
<tr>
<td></td>
<td>• only one course may be in the same subject as your major department</td>
</tr>
<tr>
<td></td>
<td>• Courses that fulfill the BA second-language requirement cannot also be used to fulfill the arts and letters requirement</td>
</tr>
<tr>
<td></td>
<td>• Courses that fulfill the BS mathematics requirement cannot also be used to fulfill the science requirement</td>
</tr>
<tr>
<td>BArch, BiArch, BLA, BEd, BMus, BFA</td>
<td>Complete 12 credits in each area for 36 total minimum credits. Credits for:</td>
</tr>
<tr>
<td></td>
<td>• two areas must include at least two courses from one subject</td>
</tr>
<tr>
<td></td>
<td>• each area must include at least two subjects</td>
</tr>
<tr>
<td>Note</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>

**DEGREE PLAN**

YOU WILL NEED

180 CREDITS (EXCEPT ARCHITECTURE), IF YOU AVERAGE

15 CREDITS PER TERM, IT WILL TAKE

4 YEARS TO COMPLETE YOUR DEGREE.
WRITING

• Writing courses are required.
• It is recommended that you start taking writing courses in your first year.
• Your writing requirements include the following courses:
  • WR 121 Composition I—Written Reasoning as Discovery and Inquiry
  • WR 122 Composition II—Written Reasoning as Process of Argument
  or
  • WR 123: Composition III—Written Reasoning in Context of Research
• International Students: Complete AEIS courses before taking writing. See page 20

<table>
<thead>
<tr>
<th>SAT Reading (R) and Writing/Language (W) (March 2016–present)</th>
<th>ACT</th>
<th>Writing Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT R 10-25 and SAT W 10-25</td>
<td>13-18</td>
<td>WR 121 concurrently with tutorial course WR 195. WR 195 is optional but highly recommended.</td>
</tr>
<tr>
<td>SAT R 26-36 and SAT W 26-36</td>
<td>19-31</td>
<td>WR 121</td>
</tr>
<tr>
<td>SAT R 37 and SAT W 37</td>
<td>32</td>
<td>Exempt from WR 121</td>
</tr>
</tbody>
</table>

Build a Schedule

I already have credit for writing ______________________ ______________________ (list course number).

I need to start with writing ______________________ (list course number).

Questions I have about writing:
SECOND LANGUAGE

- Language study offers many benefits:
  - Appreciation of what other cultures have to offer
  - Discovering new ways to see the world
  - Creating new career opportunities
- The UO offers more than 15 languages ranging from Arabic to Korean to Swahili!
- Examples of majors requiring language study include art history, cinema studies, classics, comparative literature, English, folklore, history, humanities, international studies, Judaic studies, linguistics, and medieval studies.
- If you did not take a language in high school, start with a 100-level course

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard year one</td>
<td>101</td>
<td>102</td>
<td>103</td>
</tr>
<tr>
<td>Standard year two</td>
<td>201</td>
<td>202</td>
<td>203</td>
</tr>
<tr>
<td>Intensive year one</td>
<td>111 (Spanish, French, Portuguese)</td>
<td>112 (Spanish, French, Portuguese)</td>
<td>105 (Italian, German)</td>
</tr>
<tr>
<td>Spanish heritage</td>
<td>218 Spanish</td>
<td></td>
<td>228 Spanish</td>
</tr>
</tbody>
</table>

Proficiency through a 203-level course helps you meet language requirements for a bachelor’s degree.

*Note: some language courses are offered summer session*

**Build a Schedule**

Languages I’m interested in studying include ____________________________ .

My placement for language is ________________ (list course number).

I already have language credit for ________________ (list course number).

I need to start with ________________ (list course number).

Questions I have about second language: ________________________________________ .
MATHEMATICS AND COMPUTER AND INFORMATION SCIENCE

- Many majors require one or more mathematics courses.
- Students earning a BS degree will take three college-level mathematics and/or computer and information science (CIS) courses (or equivalent proficiency).
- Examples of majors that require or recommend math include accounting, architecture, biochemistry, biology, business administration, chemistry, communication disorders and sciences, computer and information science, economics, environmental science, general science, geography, human physiology, marine biology, physics, psychology, and sociology.

Determine which mathematics or computer science course to take first based on placement score readiness:

<table>
<thead>
<tr>
<th>If your placement score indicates you’re ready for this class:</th>
<th>MATH 101</th>
<th>MATH 111</th>
<th>MATH 112</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then you should do the following to complete the BS requirement: (Your advisor will give you additional information about major-specific courses.)</td>
<td>Take MATH 101 first, then three additional courses. For example:  • MATH 111, 112, and 251  • MATH 111, 241, and 242  • MATH 111, CIS 111 and 122  • MATH 105, 106, and 107</td>
<td>Take three courses. For example:  • MATH 111, 112, and 251  • MATH 111, 112, and 246  • MATH 111, 241, and 242  • MATH 111, 241, and 243  • MATH 111, CIS 111 and 122  • MATH 105, 106, and 107</td>
<td>Take two courses. For example:  • MATH 112 and 251  • MATH 112 and 246  • MATH 112 and CIS 210  • MATH 241 and 242  • MATH 241 and 243</td>
</tr>
</tbody>
</table>

Advanced Placement (AP) Scores Generating University Credit

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
<th>Credit</th>
<th>Courses Awarded</th>
<th>Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>4</td>
<td>One MATH course</td>
<td>Science (&gt;3), BS Math</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>8</td>
<td>MATH 251, 252</td>
<td>Science (&gt;3), BS Math</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>8</td>
<td></td>
<td>Science (&gt;3), BS Math</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>8</td>
<td>MATH 251, 252</td>
<td>Science (&gt;3), BS Math</td>
</tr>
<tr>
<td></td>
<td>4 or 5</td>
<td>12</td>
<td>MATH 251, 252, 253</td>
<td>Science (&gt;3), BS Math</td>
</tr>
<tr>
<td>Statistics</td>
<td>4 or 5</td>
<td>4</td>
<td>MATH 243</td>
<td>Science (&gt;3), BS Math</td>
</tr>
<tr>
<td>International Baccalaureate (IB) Higher Level Exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>8</td>
<td>MATH 251 and one MATH course</td>
<td>Science (&gt;3) or BS Math</td>
</tr>
<tr>
<td>Further</td>
<td>5</td>
<td>12</td>
<td>MATH 251, 252, 243</td>
<td>Science (&gt;3), BS Math</td>
</tr>
</tbody>
</table>
Determine how your major affects mathematics course selection:

| Prerequisite to mathematics sequences is MATH 101 or a qualifying placement score |
|---|---|---|---|
| Math course options for the sciences, computer and information science, and mathematics | Math course options for business premajor and economics | Math course options for educational foundations premajor | Math/CIS course options to earn a BS (any combination of three courses that may be taken in any order) |
| • MATH 111  
• MATH 112  
• MATH 251 or 246  
• MATH 252 or 247 | • MATH 111  
• MATH 241  
• MATH 242  
• MATH 243 | • MATH 211  
• MATH 212  
• MATH 213 | • MATH 105, 106, 107  
• MATH 243  
• CIS 111, 122 |

Mathematics and Computer and Information Science course key

CIS 111 Introduction to Web Programming
CIS 122 Introduction to Programming and Problem Solving
MATH 105, 106, 107 University Mathematics I, II, III
MATH 111 College Algebra
MATH 112 Elementary Functions
MATH 211, 212, 213 Fundamentals of Elementary Mathematics I, II, III
MATH 241, 242 Calculus for Business and Social Science I, II
MATH 243 Introduction to Methods of Probability and Statistics
MATH 246, 247 Calculus for the Biological Sciences I, II
MATH 251, 252 Calculus I, II

Build a Schedule

My placement score for mathematics is ________________.

I already have credit for MATH ________________ (list course number).

I need to start with MATH ________________ (list course number).

Questions I have about mathematics/computer and information science:______________________________________________.
AREAS OF INQUIRY; US: DIFFERENCE, INEQUALITY, AGENCY (US); AND GLOBAL PERSPECTIVES (GP)

- Students take courses in Areas of Inquiry, as well as a US: Difference, Inequality, Agency (US) and a Global Perspectives (GP) course.
- Area-satisfying courses are often also US and GP courses.
- These courses are a great way to explore a possible major.

Flip to page 36 to view possible area courses. Examples of subjects include:

**Arts and Letters (A&L), >1**
- Art history
- English
- Folklore
- Languages (200-level)
- Music history
- Philosophy

**Social Science (SSC), >2**
- Economics
- Ethnic studies
- History
- Political science
- Sociology
- Psychology

**Science (SC), >3**
- Astronomy
- Biology
- Environmental science
- Geology
- Human physiology
- Psychology

**Build a Schedule**

Courses and subjects I'd like to explore in each area are:

<table>
<thead>
<tr>
<th>Arts &amp; Letters (A&amp;L) &gt;1</th>
<th>Social Science (SSC) &gt;2</th>
<th>Science (SC) &gt;3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**US: Difference, Inequality, Agency (US) Global Perspectives (GP)**

|                         |                         |                 |
|                         |                         |                 |
|                         |                         |                 |
|                         |                         |                 |

Questions I have about area, US, and GP courses:______________________________________________________________
ELECTIVES

CHOOSING ELECTIVES

- Every student needs electives to complete a degree, however the amount of elective credits needed will vary depending on your major.
- Electives allow you to:
  - **explore** new subjects
  - **consider** a minor or second major
  - **earn** credits for research or internship experience

**Examples:**
- Academic English for International Students (AEIS) courses
- Career planning
- Second majors or minors
- Physical education
- Study skills
- 100-level language

**Build a Schedule**

Subjects or courses I would like to explore are ________________________________________________

Questions I have about electives: ____________________________________________________________
MAJORS

CHOOSING A MAJOR

- Your major allows you to gain in-depth knowledge in a field of your interest
- Majors marked with an asterisk (*) require an additional application
- For details on undergraduate majors, visit the UO Catalog at uocatalog.uoregon.edu/majors

Circle the majors you’d like to explore:

College of Arts and Sciences (CAS)

- Anthropology BA, BS
- Asian studies BA
- Biochemistry BA, BS
- Biology BA, BS
- Chemistry BA, BS
- Chinese BA
- Cinema studies BA
- Classics BA
- Comparative literature BA
- Computer and information science BA, BS
- Earth sciences BA, BS
- Economics BA, BS
- English BA
- Environmental science BA, BS
- Environmental studies BA, BS
- Ethnic studies BA, BS
- Folklore and public culture BA
- French BA
- General science BA, BS
- General social science BA, BS
- Concentrations in
  - Applied Economics and business
  - Crime, law, and society
  - Globalization, environment, and policy
- Social studies teaching
- Geography BA, BS
- German BA
- History BA, BS
- Humanities BA
- Human physiology BA, BS
- International studies* BA, BS
- Italian BA
- Japanese BA
- Judaic studies BA
- Latin American studies BA
- Linguistics BA
- Marine biology BA, BS
- Mathematics BA, BS
- Mathematics and computer science BA, BS
- Medieval studies BA
- Philosophy BA, BS
- Physics BA, BS
- Political science BA, BS
- Psychology BA, BS
- Religious studies BA, BS
- Romance languages BA
- Russian, East European, and Eurasian studies BA
- Sociology BA, BS
- Spatial data science and technology BA, BS
- Spanish BA
- Theater arts BA, BS
- Women’s, gender, and sexuality studies BA, BS

Charles H. Lundquist College of Business (BUS)

- Accounting* BA, BS
- Business administration* BA, BS
- Concentrations in
  - Entrepreneurship
  - Finance
  - Operations and business analytics
  - Marketing
  - Sports business
- Art history BA
- Arts management BA, BS
- Ceramics BFA
- Fibers BFA
- Interior architecture* BIArch
- Landscape architecture* BLA
- Metallurgy and jewelry BFA
- Painting BFA
- Photography BFA
- Planning, public policy and management* BA, BS
- Printmaking BFA
- Product design* BFA
- Sculpture BFA

College of Education (ED)

- Communication disorders and sciences BA, BS
- Family and human services* BA, BS, BEd

School of Journalism and Communication (J&C)

- Journalism* BA, BS
- Journalism advertising* BA, BS
- Journalism media studies* BA, BS
- Journalism public relations* BA, BS

School of Music and Dance (MUS)

- Dance BA, BS
- Music* BA, BS
- Music composition* BMus
- Music education* BMME
- Music jazz studies* BMus
- Music performance* BMus
MINOR OPTIONS

• In addition to majors, many students consider completing a minor. Courses in these fields may count for core education or elective credits. Minors are not required to earn a degree.

Circle any minors you would like to explore:

- African studies (CAS)
- Anthropology (CAS)
- Arabic studies (CAS)
- Architecture (CAS)
- Art (Design)
- Art history (Design)
- Arts management (Design)
- Audio production (MUS)
- Biochemistry (CAS)
- Biology (CAS)
- Business administration (BUS)
- Chemistry (CAS)
- Chinese (CAS)
- Classical civilization (CAS)
- Comics and cartoon studies (CAS)
- Comparative literature (CAS)
- Computer and information science (CAS)
- Computer information technology (CAS)
- Creative writing (CAS)
- Dance (MUS)
- Earth sciences (CAS)
- East Asian studies (CAS)
- Economics (CAS)
- English (CAS)
- Environmental studies (CAS)
- Ethics (CAS)
- Ethnic studies (CAS)
- European studies (CAS)
- Folklore (CAS)
- Food studies (CAS)
- French (CAS)
- Geography (CAS)
- German (CAS)
- German studies (CAS)
- Greek (CAS)
- Historic preservation (Design)
- History (CAS)
- Interior architecture (Design)
- Italian (CAS)
- Japanese (CAS)
- Judaic studies (CAS)
- Korean (CAS)
- Landscape architecture (Design)
- Latin (CAS)
- Latin American studies (CAS)
- Legal studies (LAW)
- Linguistics (CAS)
- Mathematics (CAS)
- Media studies (J&C)
- Medieval studies (CAS)
- Middle East–North Africa studies (CAS)
- Multimedia (Design)
- Music (MUS)
- Music technology (MUS)
- Native American studies (CAS)
- Nonprofit administration (Design)
- Peace studies (CAS)
- Philosophy (CAS)
- Physics (CAS)
- Planning, public policy and management (Design)
- Political science (CAS)
- Product design (Design)
- Psychology (CAS)
- Queer studies (CAS)
- Religious studies (CAS)
- Russian, East European, and Eurasian studies (CAS)
- Scandinavian (CAS)
- Sociology (CAS)
- South Asian studies (CAS)
- Southeast Asian studies (CAS)
- Spanish (CAS)
- Special education (ED)
- Theater arts (CAS)
- Women’s, gender, and sexuality studies (CAS)
- Writing, public speaking, and critical reasoning (CAS)

Undergraduate Certificates

- Educational foundations—secondary (ED)
- Film studies (CAS)
- Folklore (CAS)
- Global management (BUS)
- Second-language acquisition and teaching (CAS)
- Special education (ED)
- Writing, public speaking, and critical reasoning (CAS)
INTERNATIONAL STUDENTS

WELCOME!
As a new international student, this might be your first time in the US higher education system. We want you to be successful in your transition, so our professors, classmates, and advisors want to get to know you. If you have questions, please check in with them. They are your resources.

Because you have unique circumstances and requirements, it is important that you
• register for a full course load of at least 12 credits each term
• consult with an International Student and Scholar Services (ISSS) advisor in the event a reduced-course load may be necessary or advisable due to initial academic difficulties, medical necessity, or concurrent enrollment
• consult regularly with ISSS staff members about financial assistance, tax issues, student visa regulations, and adjustment to the UO and to American cultures
• consult regularly with an advisor in your major/college or with an advisor in Tykeson Hall
• go during faculty office hours and communicate regularly with your instructor for any questions or support

ACADEMIC ENGLISH FOR INTERNATIONAL STUDENTS (AEIS)
All international students must satisfy their AEIS requirement upon enrolling at the UO. It is part of an international student’s degree requirement.

If you are an undergraduate student whose native language is not English, you must take the placement test unless you meet one of the following conditions:
• You have a bachelor’s degree or higher from an accredited United States college or university
• You are an undergraduate or graduate student with a PBT TOEFL score of 575 (88 iBT, 7 IELTS) or above

However, students who have satisfied the requirement but would like to continue improving their English language skills are permitted to take AEIS courses. These students should take the AEIS placement test to identify suitable courses.

Students who test into AEIS courses must complete all of the courses within their first academic year at the UO.

Students may be placed into some or all of the following courses (all AEIS credits count towards the degree):
• AEIS 101 Introductory Academic Oral Communication (4 credits)
• AEIS 102 Advanced Academic Oral Communication (4 credits)
• AEIS 107 Reading Academic Discourse (4 credits)
• AEIS 108 Advanced Reading Academic Discourse (4 credits)
• AEIS 110 Written Discourse I (4 credits)
• AEIS 111 Written Discourse II (4 credits)
• AEIS 112 Written Discourse III (4 credits)

Students who complete their AEIS courses in the first year typically have higher GPAs and are more successful at the University of Oregon.

Don’t forget to complete all AEIS courses before taking WR 121.
Build a Schedule

View your AEIS course placement information on DuckWeb.

I need to start with AEIS ______________________    ______________________    ______________________

I have fulfilled AEIS requirements for ______________________    ______________________    ______________________

______________________    ______________________    ______________________

Questions I have: _______________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________
Welcome! You are an important new member of our university community, and we want you to be successful here. 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 courses 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 24 years old, special resources are available to support your transition to the UO.

GETTING STARTED

In preparation for the academic advising workshop and advising appointment during 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 registering 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 (or reports), which can be accessed through DuckWeb in the student menu section. Questions regarding the evaluation of transfer credits should be directed to the Office of the Registrar.

2. **A note on 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.

3. **Review degree guide and plan general course work completion.** Begin planning completion of UO core education course requirements by reviewing information in the degree guide, which is accessible from the student menu in DuckWeb. For more information about requirements, see the Core Education section. 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 area requirements. Those earning a Washington block transfer degree have fulfilled the writing requirements, and some or all of the area 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.

5. **Meet academic advisor with report and degree guide.** For the advising appointment, students should bring a copy of their latest transfer evaluation report and degree guide.

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.
TRANSFER EVALUATION AND DEGREE GUIDE

Every UO transfer student is issued a transfer evaluation report and a degree guide; both documents may be accessed through the DuckWeb student menu. Transfer evaluation reports indicate how course work taken at other colleges or universities is accepted at the UO. The degree audit details the impact of transferred courses and completed UO coursework on the progress of satisfying core education and major requirements to earn a baccalaureate degree. 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, 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 areas of inquiry courses (e.g., >2), 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.

- **Transfer courses without direct UO course equivalents**
  Transfer courses without direct UO course equivalents might still count toward area 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). Transfer courses that do not count toward core education 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.
BUILD YOUR FIRST-TERM SCHEDULE

Follow the steps on the following pages to create a list of possible courses (include subject code, course number, and titles) you wish to take in your first term. You will work with your academic advisor to select courses from this list that you will take next term. Most students register for four courses (16 total credits) each term. For assistance in using DuckWeb and registering for courses, see page 23.

### Steps to consider

<table>
<thead>
<tr>
<th>Courses and questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. First-Year Interest Groups (FIGs), Academic Residential Communities (ARCs), and Runways</strong>&lt;br&gt;Transfer students should skip step 1. If you are registered for or are considering a first-year interest group (FIG), list each course (e.g., World within Us: ANTH 161 Introduction to Cultural Anthropology, PSY 202 Mind and Society, ANTH 199 College Connections). See pages 30–31 for the list of FIGs.</td>
</tr>
<tr>
<td>Transfer Students&lt;br&gt; If you have&lt;br&gt; • completed all the writing requirements, skip step 2 and proceed to step 3&lt;br&gt; • earned credits for only WR 121, complete step 2; you are eligible to register for WR 122 or 123</td>
</tr>
<tr>
<td><strong>2. Writing</strong>&lt;br&gt;List the writing courses you are eligible to take. See page 11 to determine which writing course to take first.</td>
</tr>
<tr>
<td><strong>3. Second Language</strong>&lt;br&gt;List the language course(s) you would like to take. See pages 12–13 to determine if you must take a language placement test.</td>
</tr>
<tr>
<td><strong>4. Mathematics/Computer and Information Science</strong>&lt;br&gt;List the mathematics course(s) you would like to take. See pages 14–15 to determine if you must take a mathematics placement test.</td>
</tr>
<tr>
<td><strong>5. Area-Satisfying</strong>&lt;br&gt;Choose several courses from each of the core education area-satisfying areas that appeal to you.&lt;br&gt;Transfer students: Choose courses for remaining core education area requirements. See page 16.</td>
</tr>
<tr>
<td><strong>6. US: Difference, Inequality, Agency (US); Global Perspectives (GP)</strong>&lt;br&gt;Choose several courses from each of the core education multicultural categories that appeal to you.&lt;br&gt;Transfer students: Choose courses for remaining core education US and GP requirements. See page 16.</td>
</tr>
<tr>
<td><strong>7. Majors</strong>&lt;br&gt;Choose a course in your major or majors that you wish to explore. See page 18.</td>
</tr>
<tr>
<td><strong>8. Explore Possibilities</strong>&lt;br&gt;Without considering specific requirements, list courses or subject areas you would enjoy.&lt;br&gt;See page 17 (electives).&lt;br&gt;See page 30 (first-year opportunities).</td>
</tr>
</tbody>
</table>
DuckWeb Class Registration Instructions

1. Go to 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. The first time you log into DuckWeb to register for courses, a PIN is required. If your advisor did not already remove the PIN for you, you’ll need to enter the six-digit PIN they provided you and then click “Submit.”

5. You may add courses by entering the course reference number (CRN) of the courses you wish to take, or you may also scroll to the bottom of the screen and click “Class Search” to search for courses by subject, core education requirements, course number, and so forth.
CURRICULUM

The Clark Honors College offers students a balanced curriculum that includes science, humanities, and social science, which emphasizes the development of fundamental intellectual skills. For honors college students, the honors college curriculum replaces the core education course work that other UO 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. Honors college students also satisfy the regular university requirements for area courses (Global Perspectives and US: Difference, Inequality, Agency), mathematics, and second-language coursework.

COURSES

Enrollment in all honors college courses, designated “HC,” is limited to 19 or fewer students. In their first two years, students typically complete two social science courses, two arts and letters courses, four mathematics and science courses, a research course, and the second-language requirement (waived for some majors). During their third and fourth years of attendance, students complete five interdisciplinary, discussion-based colloquia courses. Clark Honors College students have access to priority registration beginning winter term.

HONORS COLLEGE CURRICULUM

<table>
<thead>
<tr>
<th>Core Education Required Curriculum (satisfies UO core education requirements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 CHIP COURSE</td>
</tr>
<tr>
<td>5 200-LEVEL ARTS &amp; LETTERS AND SOCIAL SCIENCE COURSES</td>
</tr>
<tr>
<td>4 APPROVED SCIENCE AND MATH COURSES</td>
</tr>
<tr>
<td>1 THESIS</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>2 SECOND-YEAR, THIRD-TERM LANGUAGE</td>
</tr>
<tr>
<td>2 AREA OF INQUIRY COURSES</td>
</tr>
<tr>
<td>5 400-LEVEL COLLOQUIA</td>
</tr>
<tr>
<td>Major</td>
</tr>
</tbody>
</table>

CLARK HONORS INTRODUCTORY PROGRAM

The student-created and student-led Clark Honors Introductory Program (CHIP), fuses academic interests with social activities to introduce first-year students to the honors college, the university, and the greater community.

First-year students register for a 1-credit CHIP interest group, HC 199H Special Studies, which meets once per week during fall term. Upper-division students lead group meetings, and activities which can include group readings, sporting events, movie nights, meetings with faculty members, and information sessions about campus resources as well as topic-specific opportunities.

The CHIP course replaces First-Year Interest Group (FIG) courses. Honors college students generally do not enroll in a FIG, with two exceptions:

1. Honors college students may choose to enroll in the Carnegie Global Oregon FIG if they have an interest in ethics. Note that Carnegie Global Oregon is a residential FIG, which is not housed in the Global Scholars Hall.

2. Honors college students may choose to enroll in the Human Genome Honors Chemistry FIG if they are majoring in biology, chemistry, or human physiology.
## Lower-Division Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course Special Studies: CHIP Group (first-year students, fall term only)</td>
<td>HC 199H (1 credit)</td>
</tr>
<tr>
<td><strong>Arts and Letters and Social Science Requirement—Five Courses by the End of Second Year</strong></td>
<td></td>
</tr>
<tr>
<td>Two courses CHC Arts and Letters</td>
<td>HC 221H (4)</td>
</tr>
<tr>
<td>Two courses CHC Social Science</td>
<td>HC 231H (4)</td>
</tr>
<tr>
<td>One course Arts and Letters Research or Social Science Research (spring only)</td>
<td>HC 223H (4) or HC 233H (4)</td>
</tr>
<tr>
<td><strong>Science and Mathematics Requirement—Four Courses</strong></td>
<td></td>
</tr>
<tr>
<td>(View CHC website for approved courses and exceptions)</td>
<td></td>
</tr>
<tr>
<td>One course CHC lab science or CHC science</td>
<td>HC 207H (4) or 209H (4)</td>
</tr>
<tr>
<td>One course Quantitative reasoning or mathematics</td>
<td>See website</td>
</tr>
<tr>
<td>Two courses Additional approved science or mathematics</td>
<td>See website</td>
</tr>
<tr>
<td><strong>Second-Language Requirement</strong></td>
<td></td>
</tr>
<tr>
<td>Students must take the second-year, third-term language class (for most languages, this is course number 203) for a letter grade. For Latin, Greek, and Hebrew (which do not have a 200-level sequence), please consult your CHC faculty advisor. The second-language required is waived for certain majors. You can view the full list at honors.uoregon.edu/second-language-course-requirements</td>
<td></td>
</tr>
</tbody>
</table>

## Upper-Division Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area Requirements—Two Courses</strong></td>
<td></td>
</tr>
<tr>
<td>One course each from two different categories—Global Perspectives (GP) and US: Difference, Inequality, and Agency (DIA) Some HC courses satisfy both colloquium and area requirements. GP and DIA courses must be chosen from university-approved courses or from the following honors college colloquia.</td>
<td></td>
</tr>
<tr>
<td>CHC Global Perspectives (GP)</td>
<td>HC 434H (4)</td>
</tr>
<tr>
<td>CHC US: Difference, Inequality, and Agency (DIA)</td>
<td>HC 444H (4)</td>
</tr>
<tr>
<td><strong>Colloquia Requirements—Five Courses</strong></td>
<td></td>
</tr>
<tr>
<td>One course each of the following colloquia:</td>
<td></td>
</tr>
<tr>
<td>CHC Arts and Letters Colloquium</td>
<td>HC 421H (4)</td>
</tr>
<tr>
<td>CHC Social Science Colloquium</td>
<td>HC 431H (4)</td>
</tr>
<tr>
<td>CHC Science Colloquium</td>
<td>HC 441H (4)</td>
</tr>
<tr>
<td><strong>Two Elective Colloquia (any colloquium may be used to fulfill this requirement)</strong></td>
<td></td>
</tr>
<tr>
<td>Thesis—two courses:</td>
<td></td>
</tr>
<tr>
<td>CHC Thesis Orientation</td>
<td>HC 408H (1)</td>
</tr>
<tr>
<td>CHC Thesis Prospectus</td>
<td>HC 477H (2)</td>
</tr>
<tr>
<td>CHC Thesis and Defense</td>
<td></td>
</tr>
</tbody>
</table>

Based on my major, do the science, mathematics, and second-language requirements apply to me? ______________________

Any questions about the Clark Honors College graduation requirements?______________________________________________________
MAJOR
Honors college students may choose any major or majors offered at the UO. Coursework in the major is taken outside of the Clark Honors College and follows major requirements. Honors college students are encoded with an “HC major” for registration purposes only.

FACULTY
The Clark Honors College includes 20 core faculty members and 40 affiliated faculty members from departments around campus, selected for their excellence in teaching. Honors college core faculty members design the curriculum, and teach, advise, and mentor students. Core faculty host open-door office hours for at least four hours per week and will set individual appointments if students cannot come during those times.

ADvising
Incoming students are individually assigned to a honors college faculty advisor who remains that student’s advisor throughout their undergraduate years and also serves as the faculty leader of the student’s first-year CHIP group. Honors college faculty advisors assist with course scheduling and further mentoring. In addition, the honors college director of undergraduate advising is available to assist students with applying for distinguished scholarships and locating other resources across campus.

Who is my advisor?______________________________

FACILITIES
Most incoming students will be part of the Clark Honors College Academic Residential Community residing in the Global Scholars Hall or in the newly renovated Bean Hall. However, honors college students may choose to live in any of the residence halls on campus.

WRITING
The honors college is committed to excellence in writing. The core curriculum integrates instruction and practice in fundamental rhetorical skills—writing, reading, speaking, and listening—with the subject matter of the courses. Students who complete the five lower-division honors college social science and arts and letters courses satisfy the university writing requirement as long as they remain in the honors college.

Do I still need to take Writing 121/122?________________

AP/IB CREDITS
Depending on courses and test scores, students may use AP or IB credits toward honors college math, science, area of inquiry, and second language requirements, applicable major requirements, and/or university electives. Advanced Placement (AP) or International Baccalaureate (IB) credits may not be used to count toward lower-division honors college arts and letters or social science courses or upper-division colloquia.

Why don’t all of my AP/IB credits count for honors college requirements? Do I lose them?________________________

GRADING
Note that all courses taken to satisfy honors college requirements must be graded, unless P/NP is the only option. While the honors college allows some second language courses to be taken P/NP, students must be mindful of the maximum number of P/NP credits allowed for their degree, and they must take the third-term, second-year second-language course for a letter grade. Only courses with grades of C- or higher can fulfill honors college requirements. Students who leave the honors college may be required to complete additional coursework to satisfy university graduation requirements.
CLARK HONORS COLLEGE CANVAS SITE

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

Where can I get more information?_________________________

_________________________

PLANNING MY FIRST-TERM SCHEDULE IN THE CLARK HONORS COLLEGE

Most students register for four academic courses each term while at the university for a total of 16–17 credits per term: one to two courses in the honors college and two to three other UO courses. Follow the steps below to create a list of possible courses to discuss with your IntroDUCKtion advisor. Prepare your list in advance of your advising appointment. Be sure to view the online class schedule and the course descriptions. Refer to the yellow pages for assistance in using DuckWeb and for registering for classes.

Step 1 Which CHIP group do you like? Do you have a second choice?_____________________________________________

_________________________

Step 2 Honors college arts and letters or honors college social science? Did you read the course descriptions? Do you have a second choice?___________________________________

_________________________

Step 3 Taking a second or a third language? Have you taken the online language placement test?_________________

_________________________

Step 4 Do you plan to take mathematics or science? If you have declared a major already, how does it affect this requirement? Have you taken the online math placement test?_____________________________________

_________________________

Step 5 Choose a course in your major or an introductory course in a major you want to explore. What are you interested in taking? ________________________________

_________________________

Step 6 Consider taking an elective. ________________________

_________________________


FIRST-YEAR OPPORTUNITIES

FIRST-YEAR INTEREST GROUPS (FIGS)

A great way to jump-start your college experience is to join a FIG during fall term. FIGs engage cohorts of 20 freshman students in a unique academic experience. FIG students take three courses together during fall term: two lecture courses that count toward your degree no matter which major you choose, and a one-credit College Connections seminar.

Your College Connections course is where you will work with the other FIG students, your College Connections faculty, and your undergraduate FIG assistant (FA). College Connections faculty teach topics they are passionate about and employ innovative methods to connect their students to the content of both the FIG courses. Their campus experience and academic position equip them to help students find their best path both in and out of the classroom. The FIG assistant (FA) is a current student at the UO and will offer extensive expertise and insight into making the most of your time here.

Why you should take a FIG?

• Learn time management and gain study skills
• Utilize strategic analysis, problem solving, and creative thinking
• Gain experience expressing your ideas in writing and presentations
• Form important and lasting connections with faculty members, ask more questions, and gain deeper insight
• Establish your academic team and learn how to utilize it
• Explore majors and minors, find your academic passions, and plan your academic career

While each FIG is distinct (with different course pairings and academic topics), FIGs are grouped together by overarching themes into seven categories. Find themes that interest you—then start exploring your FIG options.

2019 THEME CATEGORIES AND FIG LIST

Art of Storytelling: Make sense of the world around us through stories and art
• Finding Your Voice ±
• My Visual Story
• Night Out: Eugene Theatre*
• Our Storied Past

Becoming Human: Discover our humanity through science
• Animal Behavior*
• Human Genome
• Humans: An Origin Story
• Paging Dr. Darwin √
• Oregon Outside*
• Speak Your Mind

Breaking Barriers: Investigate how different perspectives shape communities
• (Anti)Social Media ±
• Breaking the Wall
• Brilliant Imperfections*
• Face to Face
• Human Hierarchies
• Media Mirror
• Money & Me
• Students without Borders √
• This is Me
• Tomato, Tomäto±

Culture in Review: Examine cultures and subcultures through a discerning lens
• Conflicting Experiences √
• Edible Activism*
• Education Revolution
• Enduring Tensions
• Hidden History
• Hip Hop & Politics of Sampling*
• Just Futures
• Pass the Mic*
• Social Progress, Social Change

• Remixing Media, Critiquing Culture*
• Stories We Tell
• Tales and Traditions: Africa
• Thinking Media
• War and Peace
**Going Green:** Delve in to how we affect the environment and how it affects us

- Analyzing Our Environment
- Buses, Bikes & Automobiles
- Chemistry of Sustainability
- Edible History
- Food and the Garden
- Food Matters
- Inside Architecture*

**Passport to World Cultures:** Explore a region and start on your path to studying abroad

- Becoming Bilingual
- Bella Italia!
- Carnegie Global Oregon +
- Development Safari
- Gurus and Governors
- International Outlook
- Maps that Tell Stories
- Say What?

**Science and Society:** Solve problems and make an impact on the world through science

- A Trip Down Memory Lane*
- Exploring Planets
- Making Sense of Numbers
- Science in the News
- Startups from the Ground Up
- The Secrets to Success in STEM

Deep Dive FIGs(*) create an immersive learning environment. Some of the DEEP-DIVE FIGs have an intermediate course (300 level) or projects, students groups, performances and more that allow students to really dive deep into subject matter.

FIG Runways(±)will begin as a FIG in the fall and continue through the runway in winter and spring terms. Please visit fyp.uoregon.edu for more details.

Cluster FIGs(√) consist of only one general education course. A second 4–5 credit course is required, but students will choose one from a list of options.

* Carnegie Global Oregon FIG (The CGO) is unique because it continues for three terms. Please visit carnegieglobal.uoregon.edu

Clark Honors College students can enroll in the Carnegie Global Oregon FIG. If you are planning to major in biology, chemistry, or human physiology and are interested in joining a Chemistry FIG, we encourage you to see us at IntroDUCKtion.

**WANT TO KNOW MORE?**

To get additional information on FIGs available for fall term, including learning more about the faculty member and FA, which lecture courses are in the FIG, etc., go online to fyp.uoregon.edu/2019-fall-FIGs or come meet with FIG Programs staff in 107 Oregon Hall.
ACADEMIC RESIDENTIAL COMMUNITIES

WHAT ARE ACADEMIC RESIDENTIAL COMMUNITIES?

Academic residential communities (ARCs) offer students with shared academic interests, creative passions, cultural identities, or majors an opportunity to live together in the residence halls and contribute to building their own unique community. ARC students take one course together each term throughout their first year. Many of these courses are specially designed for the community and immerse students in exciting problem-solving and community-based projects that connect to events, programs, trips, and other out-of-class activities students help to imagine. For more information, visit housing.uoregon.edu/communities

ACADEMIC RESIDENTIAL COMMUNITIES

• Art + Design
• Business
• Carnegie Global Ethics
• Environmental Leaders
• Global Engagement
• Health Sciences
• Latinx Scholars
• LGBTQIA+ Scholars
• Media and Social Action
• Native American and Indigenous Studies
• Performing Artists Collective
• Robert D. Clark Honors
• Social Activism
• Umoja Scholars

RUNWAYS

WHAT ARE RUNWAYS?

The Runway Program is an opportunity for you to connect with other first-year students and learn more about navigating the UO community, all while working to answer a "big question" that centers around themes relevant to our world today.

The Runway Program is a great way to connect to the UO community and you don’t need to live on campus to participate! Statistics show that students who participate in first-year programs like Runways tend to stay on track toward graduation and are more successful in their classes.

Runways include a seminar course each term (1 credit in fall, 1 credit in winter, and 2 credits in spring — ALL Core Education credits) taught by the same professor every term and with the same 20 classmates. In addition to the seminar courses, you will take two core education classes each term linked to the themes focused on by your big question. All of the classes you’ll take will count toward graduation, no matter what major you choose.

To sign up, visit the FIG Registration table on Day 2 of IntroDUCKtion.

For more information, visit uess.uoregon.edu/runways
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 US 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 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 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 the following:
     i. Mailing and permanent address(es) and telephone number(s)
     ii. Enrollment status (e.g., full-time, half-time)
     iii. Class level and academic major or minor

2. **What rights do parents have to educational records information?**

   - Once a student reaches age 18 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 the records to be disclosed, whom to disclose them to, and the purpose of the 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, the parent’s 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. In addition, students may set up proxy access accounts through DuckWeb and authorize access to some nondirectory information for their parents to view.
HELP FOR STUDENTS

The University of Oregon is committed to providing a safe environment for its students and does not tolerate sexual harassment or other sexual misconduct. As a result, the UO takes seriously all reported incidents of unwelcome sexual conduct. The intent of the university is to provide a comprehensive and integrated response to students who have experienced any form of sexual harassment or violence, including sexual assault, dating or interpersonal violence, and stalking. Our goal is to ensure that all students who report to the university are met with a caring and compassionate response and are provided with access to all available resources and supports necessary to continue their academic program. The UO is equally intent on holding accountable those who engage in any sexual misconduct through administrative proceedings that ensure due process for those involved. The university’s routine protocol for responding to reported incidents of any form of sexual misconduct includes efforts to support those who have been affected and to hold accountable those whose behavior violates university policy prohibiting any form of sexual harassment or other sexual misconduct.

541-346-SAFE

Students may call our 24-hour hotline to receive support and to learn of their options to report their situation and receive help. The hotline is staffed by trained counselors who provide confidential services consistent with federal and state law.*

SAFE.UOREGON.EDU

Students may also visit our website at safe.uoregon.edu to learn more about their options to receive help and/or report the incident. A variety of support services are available on the UO campus including counseling, health services, academic accommodations, housing accommodations, and other support to ensure that students can continue to be successful in their academic program.

* The hotline is not confidential for university employees

SUBSTANCE ABUSE PREVENTION

The University of Oregon has a long-standing commitment to proactively addressing high-risk drinking and substance abuse on the campus. The UO is a celebratory place, and we all love that about our community. We are committed to addressing high-risk drinking behavior and drug use so that our community can be free of the potentially harmful and dangerous effects of alcohol and drug misuse. The goal of current prevention, assessment, and treatment efforts at the UO is to change this culture of drinking. The Substance Abuse Prevention and Student Success program promotes responsible behavior around alcohol use including awareness, education, and compliance with campus policies and state and federal law. To learn more about the prevention work on campus, visit prevention.uoregon.edu.

The university requires every incoming freshman and transfer student younger than 21 to complete AlcoholEdu and Haven, the UO online alcohol abuse prevention and sexual violence prevention program.

Students should check their UO e-mail account in August for an e-mail with instructions on how to complete AlcoholEdu. Students will need their Duck ID and password to enter the website. Students who do not complete AlcoholEdu will have a hold placed on their account restricting their ability to register for classes.

For questions about the program, e-mail alcoholedu@uoregon.edu.

For information on substance abuse prevention, visit the Office of the Dean of Students website, dos.uoregon.edu.
STUDENT CONDUCT CODE

The University of Oregon is committed to the pursuit of academic excellence and encourages the 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 Conduct Code 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.

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 to avoiding plagiarism at researchguides.uoregon.edu/citing-plagiarism.

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 life coordinator, 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 the Office of 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 a student is 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 14 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, resident assistants and other staff members, faculty members, officers of public safety, the Eugene Police Department, and community members. To file a complaint, write a report of what happened including the date, time, and location of the incident; names of the individuals involved; and 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. Students are not prosecuted as they 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. The student may have someone present—a friend, faculty member, or attorney—to assist and advise them, but they cannot speak for you or question witnesses for them.
**AREAS OF INQUIRY**

This list is from May 2019. For updated information please visit registrar.uoregon.edu/current-students/group-satisfying-and-multicultural-courses. Note: Many courses below also count for Global Perspectives (GP) and US: Difference, Inequality, and Agency (US) requirements.

**Arts and Letters (1: A&L)**

- AAD 250 Art and Human Values
- AAD 251 The Arts and Visual Literacy
- AAD 252 Art and Gender
- AAD 301 Understanding Arts and Creative Sectors
- ARB 201 Second-Year Arabic
- ARB 202 Second-Year Arabic
- ARB 203 Second-Year Arabic
- ARB 301 Language and Culture
- ARB 302 Language and Culture
- ARB 303 Language and Culture
- ARB 331 Reading Classical Arabic
- ARB 353 Arab Cinema
- ARH 101 Global Masterpieces: Monuments in Context
- ARH 208 History of Chinese Art
- ARH 209 History of Japanese Art
- ARH 210 Contemporary Asian Art and Architecture
- ARH 211 Survey of Latin American Arts
- ARH 314 History of World Architecture I
- ARH 315 History of World Architecture II
- ARH 317 Romanesque Architecture
- ARH 322 Art of Ancient Greece
- ARH 323 Art of Ancient Rome
- ARH 327 Medieval Art
- ARH 348 Rome in Age of Bernini
- ARH 351 19th-Century Art
- ARH 352 Art of the Enlightenment
- ARH 353 Modern Art, 1880-1950
- ARH 354 Art since 1945
- ARH 358 History of Design
- ARH 359 History of Photography
- ARH 372 Arts of Colonial Latin America
- ARH 387 Chinese Buddhist Art
- ART 101 Understanding Contemporary Media
- ART 111 The Artist Experience
- ASIA 111 Great Books on Modern Asia
- ASL 201 Second-Year American Sign Language
- ASL 202 Second-Year American Sign Language
- ASL 203 Second-Year American Sign Language
- CHN 150 Introduction to Chinese Narrative
- CHN 151 Introduction to Chinese Film
- CHN 152 Introduction to Chinese Popular Culture
- CHN 201 Second-Year Chinese
- CHN 202 Second-Year Chinese
- CHN 203 Second-Year Chinese
- CHN 204 Accelerated Second-Year Chinese I
- CHN 205 Accelerated Second-Year Chinese II
- CHN 206 Accelerated Second-Year Chinese III
- CHN 301 Third-Year Chinese
- CHN 302 Third-Year Chinese
- CHN 303 Third-Year Chinese
- CHN 305 History of Chinese Literature
- CHN 306 History of Chinese Literature
- CHN 307 History of Chinese Literature
- CHN 308 Literature of Modern Taiwan
- CHN 350 Gender and Sexuality in Traditional Chinese Literature
- CHN 351 Gender and Sexuality in Modern Chinese Literature
- CHN 380 Self and Society in Traditional Chinese Literature
- CINE 110M Introduction to Film and Media
- CINE 111 How to Watch TV
- CINE 151M Introduction to Korean Cinema
- CINE 230 Remix Cultures
- CINE 265 History of Motion Picture I
- CINE 266 History of Motion Picture II
- CINE 267 History of Motion Picture III
- CINE 268 United States Television History
- CINE 330 Film Festivals
- CINE 335 Exhibition and Audiences
- CINE 340 Production Studies
- CINE 345 Stars
- CINE 350 Queer European Cinema
- CINE 360 Film Theory
- CINE 362M Contemporary Korean Film
- CINE 365 Digital Cinema
- CINE 381M Film, Media, and Culture
- CLAS 110 Classical Mythology
- CLAS 201 Greek Life and Culture
- CLAS 202 Roman Life and Culture
- CLAS 301 Greek and Roman Epic
- CLAS 302 Greek and Roman Tragedy
- CLAS 303 Classical Greek Philosophers
- CLAS 310 Early China, Ancient Greece
- CLAS 311 Death and Rebirth in Greece and India
- CLAS 314 Gender and Sexuality in Antiquity
- COLT 101 Introduction to Comparative Literature
- COLT 102 Introduction to Comparative Literature
- COLT 103 Introduction to Comparative Literature
- COLT 211 Comparative World Literature
- COLT 212 Comparative World Cinema
- COLT 231 Literature and Society
- COLT 232 Literature and Film
- COLT 301 Approaches to Comparative Literature
- COLT 305 Cultural Studies
- COLT 360 Gender and Identity in Literature
- COLT 370 Comparative Comics
- DAN 241 Scenendence: History and Theory
- DAN 251 Looking at Dance
- DAN 301 African Dance Aesthetics
- EALL 209 Language and Society in East Asia
- EALL 210 China: A Cultural Odyssey
- EALL 211 Japan: A Cultural Odyssey
- EALL 360 East Asian Cinema
- ENG 104 Introduction to Literature: Fiction
- ENG 105 Introduction to Literature: Drama
- ENG 106 Introduction to Literature: Poetry
- ENG 107 World Literature
- ENG 108 World Literature
- ENG 109 World Literature
- ENG 110M Introduction to Film and Media
- ENG 207 Shakespeare
- ENG 208 Shakespeare
- ENG 216 Survey of American Literature
- ENG 225 Age of King Arthur
- ENG 230 Introduction to Environmental Literature
- ENG 240 Introduction to Disability Studies
- ENG 241 Introduction to African American Literature
- ENG 242 Introduction to Asian American Literature
- ENG 243 Introduction to Chicano and Latino Literature
- ENG 244 Introduction to Native American Literature
- ENG 250 Literature and Digital Culture
- ENG 280 Introduction to Comic Studies
- ENG 321 English Novel
- ENG 322 English Novel
- ENG 323 English Novel
- ENG 350 Oral Controversy and Advocacy
- ENG 355 Inventing Arguments
- ENG 340 Jewish Writers
- ENG 380 Film, Media, and History
- ENG 381M Film, Media, and Culture
- ENG 385 Graphic Narratives and Cultural Theory
- ENG 386 Bodies in Comics
- ENG 391 American Novel
- ENG 392 American Novel
- ENG 394 20th-Century Literature
- ENG 395 20th-Century Literature
- ENVS 203 Introduction to Environmental Studies: Humanities
- ENVS 345 Environmental Ethics
- FLR 225 Voices of Africa
- FLR 235 Folklore and the Supernatural
- FLR 236 Magic in the Middle Ages
- FLR 245 Folklore and the Pacific Northwest
- FLR 250 Introduction to Folklore
- FLR 255 Folklore and United States Popular Culture
- FLR 320 Car Cultures
- FLR 350 Folklore and the Bible
- FLR 370 Folklore and Sexuality
- FR 150 Cultural Legacies of France
- FR 201 Second-Year French
- FR 202 Second-Year French
- FR 203 Second-Year French
- FR 301 Culture et langage: la France contemporaine
- FR 302 Culture et langage: Le monde francophone contemporain
- FR 312 French Survey: Francophone Literature
- FR 317 French Survey: Medieval and Renaissance
- FR 318 French Survey: Baroque and Enlightenment
- FR 319 French Survey: 19th and 20th Centuries
- FR 330 French Poetry
- FR 331 French Theater
- FR 333 French Narrative
- FR 361 French Cinema for Nonmajors
- FR 362 French Film
- GER 201 Second-Year German
- GER 202 Second-Year German
Areas of Inquiry continued

SPAN 228 Latino Heritage II
SPAN 301 Cultura y Lengua: Identidades Hispanas
SPAN 303 Cultura y lengua: expresiones artísticas
SPAN 305 Cultura y lengua: cambios sociales
SPAN 341 Hispanic Cultures through Literature I
SPAN 342 Hispanic Cultures through Literature II
SPAN 343 Hispanic Cultures through Literature III
SPAN 344 Hispanic Cultures through Literature IV
SPAN 348 United States Latino Literature and Culture
SPAN 350 Introduction to Poetry
SPAN 351 Introduction to Theater
SPAN 353 Introduction to Narrative
SWAH 201 Second-Year Swahili
SWAH 202 Second-Year Swahili
SWAH 203 Second-Year Swahili
SWAH 301 Advanced Swahili
SWAH 302 Contemporary Swahili Literature
SWAH 303 Language and Culture: Swahili Nation
SWED 201 Second-Year Swedish
SWED 202 Second-Year Swedish
SWED 203 Second-Year Swedish
SWED 301 Third-Year Swedish
SWED 302 Third-Year Swedish
SWED 303 Third-Year Swedish
TA 271 Introduction to Theater Arts
TA 367 History of the Theater I
TA 368 History of the Theater II
TA 369 History of the Theater III
WGS 250 Gender, Literature, and Culture
WGS 322 Queer Theory

Social Science (>2: SSC)
AFR 215 Introduction to African Studies
ANTH 114 Anthropology of Pirates and Piracy
ANTH 119 Anthropology and Aliens
ANTH 150 World Archaeology
ANTH 161 Introduction to Cultural Anthropology
ANTH 162 Introduction to Medical Anthropology
ANTH 165 Sexuality and Culture
ANTH 223 Anthropology of Chocolate
ANTH 224M Introduction to Anthropology of the African Diaspora
ANTH 250 Introduction to Middle East Studies
ANTH 280 Introduction to Language and Culture
ANTH 311 Anthropology of Globalization
ANTH 314 Gender in Cross-Cultural Perspective
ANTH 315 Gender, Folklore, Inequality
ANTH 320 Native North Americans
ANTH 322 Anthropology of the United States
ANTH 326 Caribbean Societies
ANTH 328 New Guinea
ANTH 329 Immigration and Farmworkers Political Culture
ANTH 330 Hunters and Gatherers
ANTH 331 Cultures of India and South Asia
ANTH 342 Archaeology of Egypt and Near East
ANTH 343 Pacific Islands Archaeology
ANTH 344 Oregon Archaeology
ANTH 345 Archaeology of East Asia
ANTH 347 Archaeology of Ancient Cities
ANTH 373 Psychoactive Substances in Ancient Societies
ARCH 253 Introduction to Arabic Culture
BA 101 Introduction to Business
CLAS 188 Introduction to Classical Archaeology
DSGN 321 Inclusive Urbanism
EC 101 Contemporary Economic Issues
EC 201 Introduction to Economic Analysis: Macroeconomics
EC 202 Introduction to Economic Analysis: Microeconomics
EC 327 Introduction to Game Theory
EC 330 Urban and Regional Economic Problems
EC 333 Resource and Environmental Economic Issues
EC 340 Issues in Public Economics
EC 350 Labor Market Issues
EC 360 Issues in Industrial Organization
EC 370 Money and Banking
EC 380 International Economic Issues
EC 390 Problems and Issues in the Developing Economies
EDST 111 Educational Issues and Problems
ENVS 201 Introduction to Environmental Studies: Social Sciences
ENVS 225 Introduction to Food Studies
ENVS 335 Allocating Scarce Environmental Resources
ES 101 Introduction to Ethnic Studies
ES 224M Introduction to Anthropology of the African Diaspora
ES 250 Introduction to African American Studies
ES 252 Introduction to Asian American Studies
ES 254 Introduction to Chicano and Latino Studies
ES 256 Introduction to Native American Studies
ES 258 Introduction to Pacific Islander Studies
ES 345M Music, Politics, and Race
ES 352 Social Equity and Criminal Justice
ES 354 Environmental Racism
ES 380 Race, Migration and Rights
FHS 213 Issues for Children and Families
GEOG 142 Human Geography
GEOG 181 Our Digital Earth
GEOG 201 World Regional Geography
GEOG 202 Geography of Europe
GEOG 204 Geography of Russia and Neighbors
GEOG 205 Geography of Pacific Asia
GEOG 208 Geography of the United States and Canada
GEOG 209 Geography of the Middle East and North Africa
GEOG 214 Geography of Latin America
GEOG 341 Population and Environment
GEOG 342 Geography of Globalization
GEOG 343 Society, Culture, and Place
GEOG 391 Social Science Inquiry and Research
HC 233H Honors College History
HC 234H Honors College History
HC 235H Honors College History
HIST 101 Western Civilization
HIST 102 Western Civilization
HIST 103 Western Civilization
HIST 104 World History
HIST 105 World History
HIST 106 World History
HIST 121 Women in World History
HIST 186 Cultures of India
HIST 190 Foundations of East Asian Civilizations
HIST 191 China, Past and Present
HIST 192 Japan, Past and Present
HIST 201 Inventing America
HIST 202 Building the United States
HIST 203 American Century
HIST 205 Ancient Sports
HIST 211 Reacting to the Past
HIST 215 Food in World History
HIST 221 Sex in History
HIST 239 Classical and Medieval Warfare
HIST 240 War in the Modern World I
HIST 241 War in the Modern World II
HIST 245 Russia, America, and the World
HIST 248 Latinos in the Americas
HIST 250 African American History
HIST 251 African American History
HIST 273 Introduction to Environmental History
HIST 286 Cities in India and South Asia
HIST 301 Modern Europe
HIST 302 Modern Europe
HIST 303 Modern Europe
HIST 308 History of Women in the United States I
HIST 309 History of Women in the United States II
HIST 319 Early Middle Ages in Europe
HIST 320 High Middle Ages in Europe
HIST 321 Late Middle Ages in Europe
HIST 325 Precolonial Africa
HIST 326 Colonial and Postcolonial Africa
HIST 340 US Military History
HIST 345 Early Russia
HIST 346 Imperial Russia
HIST 347 Soviet Union and Contemporary Russia
HIST 352 The United States in the 1960s
HIST 361 Early Modern Science
HIST 368 American West in Popular Culture
HIST 378 American Environmental History to 1890
HIST 379 American Environmental History, 1890-Present
HIST 380 Latin America
HIST 381 Latin America
HIST 382 Latin America
HIST 383 Soccer and Society in Latin America
HIST 387 Early China
HIST 396 Samurai in Film
INTL 101 Introduction to International Issues
INTL 240 Perspectives on International Development
INTL 250 Value Systems in Cross-Cultural Perspective
INTL 260 Culture, Capitalism, and Globalization
INTL 280 Global Environmental Issues
INTL 340 Global Health and Development
INTL 360 International Cooperation and Conflict
INTL 370 International Human Rights
J 201 Media and Society
J 209 Understanding Media
J 385 Communication Law
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<td>CIS 212</td>
<td>Computer Science III</td>
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<td>DAN 260</td>
<td>Anatomy of Human Movement</td>
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Contact information for various academic units, programs, and resource offices is provided below.

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

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

**American English Institute**  
541-346-3945  
aei.uoregon.edu

**Robert D. Clark Honors College**  
541-346-5414  
honors.uoregon.edu

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

**Health Professions Program**  
541-346-3211  
healthprofessions.uoregon.edu

**Information Services**  
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it.uoregon.edu

**Office of International Affairs**  
541-346-3206  
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**University of Oregon Libraries**  
541-346-3053  
library.uoregon.edu

**Center for Multicultural Academic Excellence**  
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cmae.uoregon.edu

**PathwayOregon**  
541-346-3211  
pathwayoregon.uoregon.edu

**Office of the Registrar**  
541-346-2935  
registrar.uoregon.edu

**Student Support Services (TRIO)**  
541-346-3211  
triosss.uoregon.edu

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

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

**Tykeson Hall**  
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**Yamada Language Center**  
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