Faculty Senate Monthly Packet April 2000

Portland State University Faculty Senate

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TO: Senators and Ex-officio Members to the Senate
FR: Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on April 3, 2000, at 3:00 p.m. in room 53 CH.

AGENDA

A. Roll
*B. Approval of the Minutes of the March 6, 2000 Meeting
C. Announcements and Communications from the Floor
    Provost's Report

D. Question Period
    1. Questions for Administrators
    2. Questions from the Floor for the Chair

E. Reports from the Officers of Administration and Committees
    *1. Academic Requirements Committee Annual Report - Wetzel
    2. Interinstitutional Faculty Senate Meeting Report - Cease

F. Unfinished Business
    *1. University Planning Council Quarterly Report - Limbaugh

G. New Business
    *1. Amendment to the Constitution, Art. IV, Sec. 4., 4), m) University Planning Council
    *2. Amendment to the Constitution, Art. V, Sec.1., 1) Ex-officio membership
    *3. Amendment to the Constitution, Art. V., Sec. 2., 1) Determination of Divisional Representation
    *5. Curriculum Committee Course Changes/Proposals - Gelmon
    *6. Curriculum Committee Recommendations on University Studies Clusters - Gelmon

H. Adjournment

*The following documents are included with this mailing:
B Minutes of the March 6, 2000, Senate Meeting
E1 Academic Requirements Committee Annual Report
F1 University Planning Council Quarterly Report
G1 Amendment to the Constitution, Art. IV, Sec. 4., 4), m) University Planning Council
G2 Amendment to the Constitution, Art. V, Sec.1., 1) Ex-officio membership
G3 Amendment to the Constitution, Art. V., Sec. 2., 1) Determination of Divisional Representation
G4 M.A. in Intl. Studies and Graduate Course Proposals - Eder
G5 Curriculum Committee Course Changes/Proposals - Gelmon
G6 Curriculum Committee Recommendations on University Studies Clusters

Secretary to the Faculty
andrewscolliers@pdx.edu • 341 CH • (503) 725-4416/Fax 725-4499
Minutes:
Faculty Senate Meeting, March 6, 2000

Presiding Officer:
Barbara Sestak

Secretary:
Sarah E. Andrews-Collier

Members Present:

Alternates Present:

Members Absent:
Ames, Balshem, Biolsi, Bleiler, Chaille, Corcoran, George, Goucher, R. Johnson, Kenny, Kiam, Lowry, Miller-Jones, Stevens, Walsh, Williams, Wollner, Wosley-George.

Ex-officio Members Present:

A. ROLL CALL

B. APPROVAL OF THE MINUTES

The Meeting was called to order at 3:09 p.m. The Minutes of the February 7, 2000 meeting were approved with the following correction:

Watne was in attendance.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

President Bernstine, in accordance with normal governance procedures, approved the actions of the Faculty Senate at the meeting of February 7, 2000:

CFS 480/580 Societal Infl. on Professional Practice (4)
Changes in Senate/Committee appointments since 7 February 2000:

Tom Luba has been appointed to the vacant XS position on FDC. Joan Strouse has been appointed to the Faculty Development Committee to replace Emily de la Cruz. Dirgham Sbait has been appointed to the vacant position on General Student Affairs Committee.

Additions to this day's Senate Agenda:

Added - President's Report

E1. UPC Quarterly Report - hardcopy for Senators and Ex-officio members

G1. Graduate Council - additional information packet for voting members.

President's Report

BERNSTINE called the attention of the assembly to his letter of Friday, 3 March, describing outcomes of the Retreat held with the Executive Committee and the Council of Academic Deans on 7 February. BERNSTINE noted that we are not moving to the "WAC" athletic conference, contrary to recent media speculation. BERNSTINE reviewed the request made to the Board regarding the use of firearms by campus security personnel. It is not a matter of guns on campus, but of gaining Board autonomy from the Legislature so that campuses can make appropriate choices. There was no event on campus having to do with public safety which precipitated the request. BERNSTINE stressed that the Administration is very interested in resolving collective bargaining issues through the mediation process which is currently underway. BERNSTINE noted that the OUS system has proposed several alternatives to the current PEBB system, including separation of faculty from the group.

BERNSTINE also indicated that PERS will be raising reserves in response to actuarial recommendations that it be protected from market fluctuations. BERNSTINE noted that OGI negotiations with OSU are in very elementary stages and Ed Nelson, OGI President, has indicated that PSU will be a player in these negotiations. EAS will be strengthening our collaborations with OGI in the meantime. BERNSTINE discussed the Capital Campaign, noting that this is only our first campaign, and others will inevitably follow. This campaign focuses on Engineering, Science & Technology, but also on faculty excellence, student access, and academic programs. A wish list which began at $250 million has been pared down to a comprehensive campaign of under $100 million. Faculty are encouraged to join in the support of the campaign.
CEASE asked the President to comment on the approval of tuition for dependents. BERNSTINE stated that there will be a two-year trial program in the OUS system, and details will follow.

HICKEY asked the President to comment on the propriety of asking AAUP to alter a document authored by the Faculty Senate, in reference to the Administration's collective bargaining proposal that AAUP remove fixed term faculty and Academic Professionals from the Promotion & Tenure Guidelines. BERNSTINE declined to comment because of restrictions based on federal and state law.

**Provost's Report**

TETREAULT discussed two issues, budget and enrollment. The budget calculated for next year, if we have 3% enrollment growth, would include $2,450,819. for access, and $1,458,953. in new funding. If we have a 5% enrollment increase, new funding would be $3,045,008. In CADS, discussions are underway having to do with planning questions such as how to fund research, services and supplies, and technology. The budget calendar has been set, with proposals due in OAA on 15 March, followed by hearings for Deans and Vice Provosts, and hearings for the Executive Committee which include participation by the Budget Committee in early May. Hearings for access funds, were being held simultaneously with the internal CADS hearings for new monies.

TETREAULT discussed enrollment management, noting that last Fall she saw both the importance of enrollment relative to the budget and the need to balance enrollment concerns with our academic values. The university was considering bringing in a consultant but due to the complexity of the issues (19 questions were developed around the topic), it was decided that we would turn to experts for specific issues, and rely on internal resources for planning. TETREAULT yielded to ALLEN who stated that a policy oversight committee, small in size, is being formed to insure the coordination of the multiple questions and groups.

WETZEL asked if the questions could be circulated. TETREAULT stated, yes (see OAA Home Page, reference documents). D. JOHNSON asked the Provost to comment on the budget model and issues of maximum enrollment, as some departments appear to be fighting over students already. For example, what will be the impact of the RAM on team/interdisciplinary teaching. TETREAULT noted that there is serious concern at the OAA and CADS levels to protect innovative teaching and prevent internal competition. RUETER asked if distributive education was included in these discussions. TETREAULT stated yes.
D. QUESTION PERIOD

None

E. REPORTS FROM THE OFFICERS OF ADMINISTRATION AND COMMITTEES

1. University Planning Council Quarterly Report

The report was tabled as the Chair was not present.

2. Steering Committee Report on Strategies to Conclude Successful Bargaining

SESTAK introduced the item (distributed), and requested the motion.

D. JOHNSON/SUSSMAN MOVED: "Resolved: Because of the existence of collective bargaining at PSU, responsibility for negotiating work issues is in the hands of PSU-AAUP, not the Faculty Senate. It is important for members of the Senate to understand the union's authority to negotiate for faculty, and it is in this regard that we offer the following:

The Faculty Senate wants to acknowledge and voice the faculty's deep concern about the pace and substance of contract negotiations. The Senate requests that if a contract is not agreed upon by April 6, 2000, representatives of PSU-AAUP and the Administration come to the April Senate meeting to describe separately prospects for settlement."

THE MOTION PASSED by unanimous voice vote.

3. Reconciliation Committee and Capital Campaign

WITHERS prefaced his report by noting that the OGI Materials Science Program will be transferring to PSU's Engineering School, effective immediately.

WITHERS reported on the conclusions of the Reconciliation Team. As indicated previously, there will be four categories, Capital projects, faculty excellence, scholarships, and program development. Capital projects proposals, totaling approximately $50 million include an EAS building (to be located over the parking structure south of the 4th Avenue Building, EAS equipment, science laboratory renovations, technology improvements, Stott Center, Library, and FPA laboratories renovations, and, and residence facility remodel. Faculty
development proposals totaling $11.88 million, include endowed professorships for each academic unit, endowment for the Hatfield School, and funding awards for teaching excellence. Program proposals totaling $10.7 million include endowments for Ptd. Metropolitan Studies, Writing, and Jewish Studies, University, and funding for Outreach Initiatives and the Native American Center. Proposals for scholarships total $13.375 million. Proposals for unrestricted gifts total $5 million.

BRENNER asked Withers to comment on the role of research excellence. WITHERS stated that it is considered to be a product of investment and capital. TETREAULT added that we assume it is tied to the proposals for endowed professorships.

F. UNFINISHED BUSINESS

1. Graduate Council Proposal for Revision of Academic Standing Policy

EDER presented the proposal, and took questions.

The report was accepted for the Senate by the Presiding Officer.

G. NEW BUSINESS

1. Graduate Council Proposals for Course & Program Changes

SESTAK noted, during Announcements, that copies of the Addendum to Graduate Council Report (G1) had been distributed to Senators only. EDER introduced the item, indicating the typographical errors, and recommending division into six motions. Typographical errors are as follows:

"G.1.", p. 3, E., strike "CLAS" and replace with "UPA."
"G.1.", p. 3, E., PA 541 is (3) credits, not (4).
"G.1.", p. 3, E., PA _____ is (2-4) credits, not (4-2).
"G.1.", p. 4. G., courses with "G" prefix should be "GEOL" prefix.
"G.1.", p. 4. G., GEOL 465/565, retitle "Glacial Geomorphology."

Note also, there is no part "F."

A. JOHNSON/BURNS MOVED the Senate approve "G.1.", A., MA/MS program changes by the Dept. of Speech Communications.

THE MOTION WAS APPROVED by unanimous voice vote.
A. JOHNSON/BURNS MOVED the Senate approve "G.1." , B., Graduate Certificate in Professional Communications (Dept. of Speech Communications).

THE MOTION WAS APPROVED by unanimous voice vote.

A. JOHNSON/BURNS MOVED the Senate approve "G.1." , part C., Computer Science Course Changes.

THE MOTION WAS APPROVED by unanimous voice vote.

A. JOHNSON/BURNS MOVED the Senate approve "G.1." , part D., MFA in Art New Course, and Course and Program Changes.

THE MOTION WAS APPROVED by unanimous voice vote.

A. JOHNSON/BURNS MOVED the Senate approve "G.1." , E., PA/PS Course Proposals and Changes, as corrected.

THE MOTION WAS APPROVED by unanimous voice vote.

A. JOHNSON/BURNS MOVED the Senate approve "G.1." , G., Other CLAS New Course and Course Change Proposals as corrected.

THE MOTION WAS APPROVED by unanimous voice vote.

H. ADJOURNMENT

The meeting was adjourned at 4:05 p.m.
Academic Requirements Committee
Annual Report to the Faculty Senate

March 13, 2000

Committee Members: Ruth Chapin, Dan Fortmiller (IASC consultant), Angela Garbarino (DEGREE REQ consultant), Kim Glanville, Ansel Johnson, Mary Kinnick, Robert Lockwood, Jennifer Loney (SBA), Judy Patton (UNST consultant), Robert Tufts (REG consultant), Patricia Wetzel (Chair)

1. During the period 9/15/99 to 3/8/00, ARC processed 253 petitions. Of those, 234 were granted, and 19 denied.
   (In 1996-97, 211 petitions were submitted, of which 193 were granted and 18 denied.
   In 1997-98, 268 petitions were submitted, of which 254 were granted and 14 denied.
   In 1998-99, 340 petitions were submitted, of which 311 were granted and 29 den\4

2. New policy passed last year to have up to twelve credits of vocational technical credits transferred to PSU. The committee approved 13 vo-tech credit petitions over the course of the year.

3. Rules for transfer students interpreted: The ARC judged that students who come in from the community colleges with 75-89 credits and who have taken at least one SINO have fulfilled the requirement for one SINO course.

4. ARC collaborated with Degree Requirements in refining criteria for the automated degree auditing system (DARS).

5. In early March, the ARC was asked to review and report to the Provost on a proposal from the OUS Credit for Prior Learning Action Team regarding Proficiency-Based Assessment Options at Oregon Colleges and Universities. So far the Committee's review has been a mixture of enthusiasm and caution. It is our judgement that the proposal needs to go before the entire university community for a response.
Proposed Amendment to the
Constitution of the Portland State University Faculty
Deletions in text line-out. Additions in text underlined

ARTICLE IV. ORGANIZATION OF THE FACULTY.
Section 4. Faculty Committees
4.) Standing Committees and Their Functions.

...m) University Planning Council. The University Planning Council shall advise the Faculty Senate and the President on educational policies and planning for the University. Membership of the Council shall be composed of the chairperson of the Budget Committee, plus five faculty members from the College of Liberal Arts and Sciences, one faculty member each from Business Administration, Education, Engineering & Applied Science, Fine & Performing Arts, Social Work, and Urban & Public Affairs, one faculty member from the Library, one faculty member from the School of Extended Studies, one faculty member representing All Other faculty, one classified person, and two students (one undergraduate and one graduate). The chairperson shall be selected from the membership by the Committee on Committees. The Provost, the Associate Vice President for Finance & Administration, and a representative from the Office of Institutional Research and Planning shall serve as consultants at the request of the Council. The chairperson (or a designated member) shall serve on the Budget Committee.

The Council shall:
1) In consultation with the appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the University.
2) Serve as the faculty advisory body to the President and to the Faculty Senate on matters of educational policy and planning for the University.
3) Receive and consider proposals from appropriate administrative officers or faculty committees for the establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, schools, colleges, or other significant academic entities.
4) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendation to the Faculty Senate.
5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.
6) Form subcommittees as needed to carry out its work.
7) Report to the Faculty Senate at least once each term.
8) Coordinate with the President’s external advisory board by having the UPC chairperson sit on the advisory board.

PSU Faculty Senate Meeting, April 3, 2000
Proposed Amendment to the
Constitution of the Portland State University Faculty
Deletions in text line-out. Additions in text underlined 

ARTICLE V. FACULTY SENATE.

Section 1. Membership.
1) Ex-officio Members
a) The President, the Provost, all Vice Presidents; all Deans; the Director of the Library; all 
Vice Provosts; all Assistants to the President; the Secretary to the Faculty; a representative of 
the retired faculty association; and the Student Body President of the Associated Students of 
Portland State University shall serve as ex-officio members of the Senate. Ex-officio 
members shall have full rights of discussion and making of motions but shall not have the 
right to vote. These Ex-officio members are not eligible to become elected members. 
b) The chairpersons of constitutional committees and representatives to the Interinstitutional 
Faculty Senate shall serve as ex-officio members if they are not serving as elected members. 
2) Elected Members. Elected members of the Senate shall be chosen from the members 
of the Faculty. Representation shall be proportional by division. Elected members shall have 
full right of discussion, making of motions and voting. For the purpose of representation, 
the word “division” shall mean any school or college, the Library, and All Other faculty 
jointly as a single entity; the term “instructional division” shall mean any school or college. 
Faculty who are involved in programs that are not within an instructional division shall be 
attached as groups to an appropriate school, college or instructional unit. (See Article V, 
Section 2, Paragraph 1.) 
3) Alternates. Each elected member of the Senate is expected to attend its meetings 
regularly. However, before the first meeting of the fall term each senator shall designate in 
writing to the Secretary to the Faculty an alternate who shall serve in the senator’s absence 
with full rights and powers. A senator may change his or her alternate at any time by so 
informing the Secretary in writing. A senator who takes a leave of absence or sabbatical 
leave for one academic year or more must resign his or her Senate seat, which shall be filled 
in accordance with Section 2, Paragraph 5 of this Article.

Faculty Senate Meeting, April 3, 2000
Proposed Amendment to the
Constitution of the Portland State University Faculty
Deletions in text lined-out. Additions in text underlined.
ARTICLE V. FACULTY SENATE.

Section 2. Election of the Senate.
1) Determination of Divisional Representation. By the first Monday in March of each year, the chief administrative officer of each division (see Article V, Section 1, Paragraph 2) shall report to the Secretary to the Faculty the name of each faculty member, and the number of full-time equivalent faculty assigned to each division. At the same time, names of regular faculty and the number of full-time equivalent faculty in academic programs not in any instructional division shall be reported by the chief academic administrative officer and the vice presidents, or their designees, to the Secretary to the Faculty. These Faculty shall be assigned by the Senate Steering Committee to divisions as prescribed in Article V, Section 1, Paragraph 2. The Secretary to the Faculty, under the supervision of the Senate Steering Committee, shall then determine the number of senators to be allocated to each division, apportioning one senator for each multiple of ten full-time equivalent faculty with an additional senator for any remainder of 5.0 or more full-time equivalent faculty. Any division with fewer than ten full-time equivalent faculty shall have one senator. A newly instituted division shall elect its senator(s) in the next regular senate election.

Faculty Senate Meeting, April 3, 2000
Faculty Senate Summary: Proposed M.A. in International Studies

Program Overview
The proposed M.A. in International Studies is an interdisciplinary, skills-based program. There are five major components: a liberal arts core; an intercultural communications theory base; professional tools; an intercultural or international internship; and advanced language proficiency with a specific-purposes component. Adviser-determined supporting electives are drawn from the College of Liberal Arts and Sciences, the Graduate School of Education, the Graduate School of Social Work; the College of Urban and Public Affairs, and the School of Business Administration. There is an intensive advising component. All incoming students will be assigned to first-term advisers in groups of four to six students. In addition, the required introductory seminar has a built-in advising component which includes three class sessions throughout the term designed to facilitate development of the cohort group, provide necessary procedural information, and provide a working forum for students to articulate program design and begin work on their language portfolios. There is heavy emphasis on career development via a required internship that may be fulfilled in the U.S. or overseas. A diversified student body will be recruited in terms of both ethnic and racial mix (i.e., 10% non-Caucasian target) and international students (i.e., 10% target).

Target Markets
The target markets for this program include a number of principal clients: (1) individuals who wish to do master's level work in International Studies before transferring to a Ph.D. program in the same field or area focus; (2) individuals who seek a professional terminal M.A. to allow them to work in the International Education field; and (3) working professionals who seek to further refine relevant skills and need an M.A. for job promotion purposes. No state institution in Oregon provides a graduate pre-professional program designed specifically to prepare students for the fields of international student advising; study abroad advising; and international student admissions. In addition, place-bound students seeking access to an interdisciplinary master's level graduate program linking an area studies specialization with job skills such as grant-writing, technology and distance delivery, accounting, etc. also comprise one of the markets.

Field Need for the program
This program furthers internationalization goals articulated in a variety of OUS and PSU policy documents. It is congruent with our urban mission, serving traditional and non-traditional students. It serves our geographic region. The skill-based component responds to interdisciplinary and work-based goals articulated by the Director of Graduate Studies and Research. It is also designed to attract international students who seek to complete a pre-professional program in order to return to their home countries to work in international fields in higher education or to pursue Ph.D. work and then return home.

Admission requirements
A Bachelor's degree in International Studies or related disciplines; a minimum 3.0 undergraduate GPA; second year competence in a foreign language determined by transcript evidence of study or appropriate scores on both oral and written language proficiency tests administered by the Department of Foreign Languages and Literatures; a reflective statement identifying proposed employment or further educational goals; and three reference letters. International students must have a 250 on the computer-based TOEFL (concordance with older TOEFL is 600) or have completed an undergraduate degree in an English-medium accredited institution of higher education.
Degree Requirements

The curriculum requires a thesis or professional portfolio with 48 credits plus language credits as needed. Exit criteria in the foreign language are set at the third year level and completion of a professional needs assessment in the proposed area of employment vis-a-vis language domains. There are five primary components to the curriculum. The 48 credits are spread across four major topic areas plus a foreign language: Ideological Theory and Core courses (20 credits), Intercultural Communication Theory (8 credits), Professional Tools (12 credits) and Internships (8 credits).

Faculty Resources

Area Studies Coordinators, the Director of the International Studies Program, and faculty with .40 and greater appointments in International Studies are expected to play central roles. These include:

Kimberley Brown, Ph.D., 1988, University of Minnesota - Associate Professor of Applied Linguistics and International Studies

Candice Goucher, Ph.D., 1984, UCLA - Professor of Black Studies and International Studies

Laurence Komlnz, Ph.D., 1984, Columbia University - Professor of Japanese and International Studies

Jon Mandaville, Ph.D., 1969, Princeton - Professor of History and International Studies

Ridwan Nytagodien, Ph.D., 1997, Howard University-Assistant Professor of Black Studies and International Studies

Friedrich Schuler, Ph.D., 1990, University of Chicago - Associate Professor of History and International Studies

Shawn Smallman, Ph.D., 1995, Yale University - Assistant Professor of International Studies and History

Mark Trowbridge, Ph.D. 2000, New York University-Assistant Professor, University Studies and International Studies

Birol Yesilada, Ph.D. 1984, University of Michigan - Professor of Political Science and International Studies; Turkish Political Economy and Trade Chair,

Courses

There are two new required seminars for each cohort group: a four-credit incoming seminar and a four-credit exit seminar. (See attached New Course Proposals) All other course offerings will be drawn from current curricular offerings in the College of Liberal Arts and Sciences, the School of Business Administration, the Graduate School of Education, the School of Fine and Performing Arts, and the College of Urban and Public Affairs.

Resource Needs

The budget request includes funding for the two new courses and $5,000.00 for additional library resources to build up collections in the professional area of international education (i.e., study abroad, international student advising, and international admissions). Holdings in other areas are sufficient. TA positions currently committed to International Studies related fields are sufficient, but will be adjusted in accordance with future program development (e.g., .30 in International Affairs, .30 in geography for the Himalayan Studies Bulletin, .30 in Asian Studies .90 in foreign languages and literatures).

Graduate Council comment

The proposed M.A. in International Studies is an excellent fit with the University's mission and related graduate programs. The proposal focuses existing faculty and financial resources, thereby requiring minimal additional resources. The two new course proposals give matriculated students a common first course experience and a final cumulative capstone course to the program. The Council voted on 2/21/00 to recommend Faculty Senate approval.
New Course Proposals (CLAS – M.A. in International Studies)

INTL 513 Theories and Methods of International Studies (4)

This first-term mandatory cohort seminar explores the application of the core disciplines within International Studies to a specific theme. It introduces M.A. in International Studies students to the spectrum of theoretical methodologies, issues, seminal texts, and bibliographical material within the field. In addition, the course focuses on the development of a two-year individualized study plan, an inventory of foreign language proficiency and requirements for further study. Open to graduate students in other fields with instructor approval.

INTL 598 Practice and Praxis in International Studies (4)

This final term cohort seminar explores the application of the core disciplines within International Studies to a specific theme. Students synthesize academic aspects of their individualized study plans and submit portfolios documenting their inventory of competence in global issues and foreign language for specific purposes.
March 10, 2000

MEMO TO: Faculty Senate

FROM: Sherril Gelmon
      Chair, University Curriculum Committee

RE: Proposals for Senate Approval

The University Curriculum Committee has reviewed a number of proposals, and makes the following recommendations for Senate approval. Items #1-11 are organized by department and regard new course proposals, course changes, and/or program changes. Item #12 addresses items relevant to University Studies clusters. This memo summarizes the actions; the detailed course descriptions (cut and pasted from the submitted proposals) are attached.

1. Anthropology
   a. ANTH 304 Social Theory; change in course title from Social Anthropology to reflect changes in the field.
   b. ANTH 305 Culture Theory, change in course title from Cultural Anthropology to more clearly identify goals and content of course
   c. ANTH 301 Culture and Ethnography, new course, designed for non-anthropology majors

2. Economics
   Five courses are proposed that might “appeal to students from other curricula”; all are intended to ultimately be approved as part of University Studies Clusters; none have prerequisites.
   - EC 315 Economics of Sports
   - EC 316 Introduction to Health Care Economics
   - EC 332 Environmental Economics
   - EC 345 Marxist Political Economy
   - EC 351 Theory of Economic Policy
   In addition, a series of course changes are proposed, with a net increase in the number of credits but some faculty are paid through other departments, some courses will be taught beginning next year, some represent a reallocation of faculty time; the departmental budget supports these changes and has been approved by the Dean.
   a. EC 421/521 Monetary Theory and Policy: drop course due to concentration of focus, funds, and overlap with course EC 420/520.
   b. EC 420/520 Money and Monetary Systems change title to Money and Banking; concentration of focus, funds, and overlap with course EC 421/521.
   c. BA/BS in Economics: change existing program by a) eliminating BA 222 Fundamentals of Financial Accounting from requirements for major; b) decreasing total economics (minimum) credits for major from 42 to 40; and c) decreasing number of upper division economics electives for minor from 20 to 18. Net change is a focusing of the program
   d. EC 101 Introduction to Economic Issues: Towards the New Millennium, new course for non-majors.
March 10, 2000

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   d. EC 101 Introduction to Economic Issues: Towards the New Millennium, new course for non-majors.
e. EC 411/511 Cultural Economics, new course (course was offered as EC 418/518 in 1980’s; was dropped and changed to EC 399U; now seek discrete number to allow graduate students and economics majors to take it).
f. EC 414/514 Public and Private Investment Analysis, new course to replace EC 399U Private and Public Investment Analysis.
g. EC 415 Engineering Economics, new course to replace EC 399U Private and Public Investment Analysis.
h. EC 416/516 Managerial Economics, new course.
i. EC/ESR 433/533 Natural Resource Economics, new course.
j. EC/ESR 434/534 Business Environmental Management Economics, new course.
k. EC 443/543 Global Environmental Economics, new course.
l. EC 451/551 Micro-enterprises in Developing Areas, new course.
m. EC 450/550 Third-World Economic Development, change course description to improve accuracy.

j. EC 465/565 Economics of Labor Markets, change course description and title to Labor Economics and Industrial Relations; change in prerequisites; incorporates components of dropped EC 466/566.
k. EC 466/566 Labor Institutions and Policy, drop course, insufficient interest in course.

3. Biology
a. BI 330, Introduction to Plant Biology, new gateway course to advanced requirements for option in plant biology.
b. BI 446/546 Freshwater Algae, new course, complements existing course work.
c. BI 478/578 Aquatic Vascular Plants, new course, represents change in offerings in plant biology.
d. BI 435 Plant Systematics, changed from BI 334 Systematic Botany with change in course number, title, description, prerequisites, lecture/laboratory hours; to be advanced course for majors.
e. BI 451/561 Freshwater Invertebrate Zoology, adds “Freshwater” in title and change in course description to support developing student interest.
f. BA and BS in Biology: Change in program. Justification based upon shift from 3-4 credit hours, allow more physical science experience; reflect faculty capacity; modification of some options.
g. BI 420/520 Microbiology, change number to BI 480/580 Microbiology. Change course number, description, credit hours and laboratory hours. Rationale is elimination of redundancy among courses, separation of laboratory into separate course, renumbering of microbiology sequence.
h. BI 482/582 Environmental Microbiology, new course.
i. BI 483/583 Microbiology Laboratory, change number to BI 488/588 Microbiology Laboratory. Change course number, prerequisites, credit hours, and laboratory hours.
j. BI 481/581 Microbial Physiology, change prerequisites to reflect change in numbering of other courses.
k. BI 484/584 Microbiology Laboratory, change to BI 489/589 Microbial Physiology Laboratory. Change course number, title, prerequisite.
4. English
   a. Changes in BA in English – modifications in numbers of credits in various groups of requirements; new proposal is for total upper division credits of 52 (previously 50) and total credits in major of 60 (from 58).
   b. ENG 305 Topics in Film, new course to provide anchor for literary understanding of film.
   c. ENG 449/549 Advanced Topics in Cultural Studies, new course to support departmental area of “cultural studies” and reflect faculty interests.

5. Environmental Sciences and Resources
   a. ESR 429/529 Environmental Impact Assessment, new course to complement existing courses in environmental and ecological systems.
   b. ESR 471/571 Atmospheric Physics, new course to meet core requirements in EST programs and appeal to upper division students in environmental science.

6. Geography
   a. GEOG 230 change in course title from “World Regions and Landscapes” to “Environment and Society: Global Perspectives” and accompanying change in course description.
   b. GEOG 250 Pacific Northwest change description and course number to GEOG 351 to reflect less introductory material.
   c. GEOG 322 change title from “Mountains” to “Alpine Environments” and change in description to more accurately reflect course content.
   d. GEOG 270 “Using Maps” change to GEOG 380 “Maps and Geographic Information” and change description to more accurately reflect course content.
   e. GEOG 511 Climatic Analysis modified to GEOG 411/511 as it is appropriate for senior level students.
   f. GEOG 418/518 Advanced Topics in Biogeography, new course to provide content for advanced students and reflect faculty interests.
   g. GEOG 420/520 Field Methods in Physical Geography, new course to meet evolving student needs.
   h. GEOG 530 Cultural Geography modified to GEOG 430/530 as it is appropriate for senior level students.
   i. GEOG 462/562 Sense of Place, new course with appeal to geography majors and additional student populations.
   j. GEOG 475/575 Digital Compilation and Database Design, new course to provide skills demanded by employers. Recommended for approval with addition of language to course description “prerequisite GEOG 488/588 and prior or concurrent enrollment in GEOG 492/592”. This language was placed elsewhere in new course proposal.
   k. GEOG 480/580 Visual Image Analysis, new course to provide advanced skill development. Recommended for approval with addition of language to course description “prerequisite GEOG 380”. This language was placed elsewhere in new course proposal.
   l. GEOG 481/581 Satellite Digital Image Analysis, new course for advanced skill development, part of sequence with GEOG 480/580. Recommended for approval with addition of language to course description “prerequisite GEOG 380 and 480”. This language was placed elsewhere in new course proposal.
   m. GEOG 495/595 Maps and Models, new course to respond to skill need. Recommended for approval with addition of language to course description “prerequisite 12 hours of geography
course work including at least GEOG 380 and consent of instructor”. This language was placed elsewhere in new course proposal.

n. Change in undergraduate program: change in number of geography credits from 48 to 52; change one component from “research skills” to “geographic skills”; decrease number of credits in each of 4 specialty areas from 12 to 8 each plus specification of 20 credits of geography electives; remainder of changes are lists of courses and modifications of titles.

7. Geology
a. G300 Field Studies, drop course as it is no longer used in department.
b. G413/513 Metamorphic Petrology, drop course as it has not been taught for several years and will not be taught again in the near future.
c. G432/532 Stratigraphic Paleontology, drop course as it will not be taught anymore.
d. G446/546 Economic Geology, drop course as it will not be taught again.
e. G111 Volcanoes, drop course as it will not be taught again.
f. G457/557 Volcanoes and Earthquakes, new course.
g. G175 Evolutionary Concepts change to G333 Evolutionary Concepts, change course number, description and credit hours as G175 no longer meets university curricular requirements and new course will be incorporated into a cluster.
h. G351 Introduction to Oceanography, change course description to reflect addition of laboratory experiences.
i. G442/542 Igneous Petrography change to Igneous Petrogenesis. Change course title, description, prerequisites to reflect interests of new faculty member.
j. G460/560 Morphology and Genesis of Soils, change course title to G460/560 Soil Geomorphology and description to reflect course.
k. G461/561 Environmental Geology, change course description and hours to reflect lab hours.
l. G593/593 Volcanic Stratigraphy change course number and title to G440/540 Volcanology and change course description and hours to reflect modifications in course; reflects new faculty member’s expertise.
m. G341 Paleobiogeochemistry, new course; reflects new faculty member’s expertise.
n. G344 Geology and the National Parks, new course.
o. G441/541 Astrobiology, new course; reflects new faculty member’s expertise.
q. G465/565 Glacial Geomorphology, new course; reflects new faculty member’s expertise.
r. BA in Geology, change in program to reflect dropped courses, added courses, and additional one hour for required field trip in general Geology Lab.
s. BS in Geology, change in program to reflect course changes, addition of several new courses in exclusion list, and modification of credit hours to adapt to 4 credit model.
t. Minor in Geology, change in program to reflect dropped and added courses.

8. Political Science
a. PS 452/552 The European Union, new course. Course description abbreviated; PS 205 added as prerequisite.
b. PS/INTL 460/560 Political Development in Modern Turkey, new course. Resubmission with signatures from both sponsoring departments. Add PS 205 as a prerequisite.
c. PS/INTL 461/561 Politics of Economic Reform in Modern Turkey, new course. Revised course description provided. Resubmission with signatures from both sponsoring departments. Add PS 205 as a prerequisite.
d. PS 487/587 American Political Thought: 1820 to the Present; change course title to “American Political Culture” and change course description. Add PS 486 as a prerequisite.
e. PS 426/526 The Politics of the News, designed to improve departmental offerings.

9. History
a. HST 427/527 Topics in the History of Science, new course to replace omnibus numbered courses.
b. HST 473/573 Topics in Russian Socio-Cultural History, new course to replace omnibus numbered courses.
c. HST 474/574 Sex and the Soviets, new course to replace omnibus numbered courses.

10. Speech and Hearing
a. SP 370 Forensics: Competitive Public Speaking and Debate, new course to replace Sp399 offering.
b. SPHR 496/596 Introduction to Clinical Management, change course description and prerequisite to incorporate content from SPHR 494/594 (being dropped).
c. SPHR 372 Speech and Language Development in Children, new course to replace omnibus numbered courses.
d. SPHR 494/594 Introduction to Diagnostic Methods, drop course as content as been determined to be too advanced for undergraduate students.
e. BA/BS in Speech and Hearing, change existing program to reflect addition of one course and changes in curriculum.

11. Other new courses:
a. CFS 485/585 Working with Diverse Families, faculty now able to teach another class
b. PSYCH 445/545 Employee Development, new course to replace omnibus numbered courses.

12. University Studies Clusters
Recommended for approval:
a. Leadership for Change – recommend approval of this Cluster (all materials submitted are satisfactory to UCC)
b. Middle East Studies – recommend approval of this Cluster (all materials submitted are now satisfactory to UCC)
c. UCC reviewed a memo from Michael Flower summarizing the proposed changes in the existing approved clusters. There are a number of additions/deletions; these do not appear to compromise the integrity of any of the clusters. Changes recommended for approval.
Anthropologists no longer distinguish between social and cultural anthropology. The field does, however, distinguish between the origins of theory. Social theory appropriately describes the intellectual derivation of the theory covered here.

Anth 304: Reproduce existing catalog statement in full: Human social organization is examined in cross-cultural perspective. Analysis of kinship systems in stateless societies and of the state and other institutional arrangements in complex societies. Attention to the historical development of major theoretical approaches to social organization: structural functionalism (over)

Reproduce proposed catalog statement in full: (leave blank for a request to drop a course. If a change in description, a topical outline of the course must be attached.)

No change, except course title. Change from Social Anthropology to SOCIAL THEORY.

Justify the proposed course change.

Anthropologists no longer distinguish between social and cultural anthropology. The field does, however, distinguish between the origins of theory. Social theory appropriately describes the intellectual derivation of the theory covered here.

Anth 305 CULTURE THEORY (4) - Explores the historical development of the concept of culture within anthropology and examines how this concept and the theories based on it have shaped both fieldwork practices and production of ethnographic texts. Designed for anthropology majors and minors. Note: This course is not approved for distribution credits. Prerequisite: Anth 103.

2. Department of: Anthropology
Course Number: 301
Title: Culture and Ethnography

Catalog Description: Cultural diversity and contemporary social issues examined through a series of ethnographic studies that highlight the methodology and efficacy of ethnographic research. Topics may include, but will not be limited to, issues of identity formation, gender, political economy, and transnational culture flows.

2. EC 315 Economics of Sports
Investigates the application of economic theory to the particular arena of sports. Emphasis is placed on the theories of labor, industrial organization and quantitative methods and their application to such topics as player compensation and movement, stadium financing, team relocation, and racial discrimination.

2. EC 316 Introduction to Health Care Economics
The class provides an introduction to basic economic concepts that are most relevant to the study of the health care system. It will examine the efficiency and equity implications of providing health care under the traditional fee-for-service system versus providing health care under the relatively new systems of health care delivery such as health maintenance organizations (HMOs), preferred provider organizations (PPOs), etc. The class will compare the American health care system to the systems employed in other developed countries. We will pay special attention to the delivery of health care in Oregon.

2. EC 332 Environmental Economics
Describes the basic economic approach to the environment, laying out the underlying values, as well as the procedures used to translate those values into policy-relevant principles. Analyzes the flow of materials and energy from the environment into the economy as well as the flow of waste products into the environment. Examines sustainable development and explores environmentally compatible means of lifting the world's poor out of poverty.
An inquiry into the contribution to social and economic thought advanced by Karl Marx. Based on reading and interpreting primary sources. Considers the legacy of Marx’s ideas on the course of history in the 20th century, and the potential influence in the 21st century.

2. EC351 Theory of Economic Policy


Ec 420/520 Money and Banking (4)


2. Ec 101 Introduction to Economic Issues: Toward the New Millennium

Catalogue description: This course is designed to introduce students to the importance of economics and to serve as a precursor to the Principles of Economics. Rather than getting lost in technical jargon, the course will focus on the most pressing economic problems of the current era: trade and jobs; economic development and poverty; corporate power; globalization and competitiveness, economic growth and the environment; government versus the market; women in the economy; unemployment; inflation; education, health and medical policies; and more. (No course prerequisites).

2. Ec 411/511 Cultural Economics

The focus is on a general theory of economic development and growth, in the conceptual framework of culture and its evolution. The economic process fed by the dynamics of technological change, is analyzed in cultural and social terms in the tradition of institutional and/or evolutionary economics. This framework is relevant and will be applied to current issues such as: globalization, trade, jobs, and the environment, sustainable development, corporate power, cultural lags and social justice. No prerequisites.

2. EC 414/EC 514, Public and Private Investment Analysis

Procedures to analyze categories of investments such as stocks, bonds, and real estate are demonstrated for individual decisions and for firms or public organizations. The interaction needed among managers, accountants, engineers, planners and other disciplines to successfully plan complex investments in either private or public sector firms and organizations is demonstrated through case studies of various types of investments. Students will prepare a case study of an investment in a college education, stocks, bonds, real estate, equipment or structures and similar investments.

2. EC 415 Engineering Economics (4)

An examination of the role of investment analysis for the specific needs of engineers. The formulation, techniques and methods to analyze engineering projects and proposals are developed along with adjustments that need to be considered for taxes, inflation and risk. Calculation of the appropriate interest rate is demonstrated to determine the minimum attractive rate of return. Special issues related to replacement of existing equipment and structures and special issues related to engineering economics for public sector organizations are included.

2. EC 416/516 Managerial Economics (4)

Managerial economics studies the application of microeconomic theories to management decisions. The potential for economic theory to improve business decisions is emphasized throughout this course. The foundation for applying economic theories to managerial decisions is developed and demonstrated through examples of application of these procedures to business decisionmaking.
2. Department: Economics
   Course number: Ec 433/533
   Co-Listed: ESR 433/533
   Title: Natural Resource Economics

   **Catalog Description**

   An examination of the economic concepts and theories for analyzing natural resource use and related environmental pollution, including the economics of sustainability. Discussion of renewable and nonrenewable natural resource issues in the Pacific Northwest and policy alternatives. Prerequisite: Ec 201 or consent of Instructor.

2. Department: Economics
   Course number: Ec 434/534
   Co-Listed: ESR 434/534
   Title: Business Environmental Management Economics

   **Catalog Description**

   Examines the economic costs and benefits that affect the decisions of business firms to develop integrated environmental management systems. Analysis of policy options to foster business environmental management for public goods. Case studies of selected firms. Prerequisite: Ec 201 or consent of Instructor.

2. Department: Economics
   Course number: Ec 443/543
   Title: Global Environmental Economics

   **Catalog Description**

   An examination of the economic forces and theories to understand the causes of global environmental problems, and to evaluate policy options to remedy serious problems. Analyses of the economic effects of global environmental agreements and the environmental effects of trade and global commerce in developed and developing countries.

2. Ec 451/551 Micro-enterprises in Developing Areas
   Examines role of small businesses in promoting economic development in low income areas in Asia, Latin America, and Africa. Entrepreneurship as motor of economic growth and social transformation. Appraisal of institutions as constraints and advantages. Consideration of complex political environments affecting small business. Survival strategies of entrepreneurs.

   Ec 450/550
   Third-World Economic Development (4)


   *Ec 465/565
   Labor Economics and Industrial Relations (4)

   After a survey of the history of American labor market institutions including unions, this course investigates the big questions in labor economic theory including the sources of unemployment, wage determination and the reasons demographic groups fare differently in the labor market. Also considered are appropriate policies for current developments in the labor market, such as increasing wage inequality, globalization and the widespread use of new technologies. Prerequisite: Ec 201.
Plant diversity, structure and function in relationship to evolution, habitat, and interactions with other organisms. Historical impacts of plants on human culture, including conservation, biotechnology, and world food supply.
Prerequisites: Bi 251, 252, 253.

2. Bi 446/546 Freshwater Algae
An introduction to freshwater algae with emphasis on the diversity and ecology of algae in the region. Special attention is given to use algae in monitoring and assessing water quality in aquatic ecosystems. One 3-hour laboratory per week. Prerequisites: Bio 253. Bi 357 is recommended.

2. Bi 478/578 Aquatic Vascular Plants
Classification, biology, ecology, and management of aquatic vascular plants. This course will focus on freshwater systems and include a laboratory featuring field identification and laboratory experimentation. Prerequisite: Bi 357.

3(c) Bi 435 Plant Systematics
Identification, classification, and evolution of vascular plants focusing on local flora. One 3-hour laboratory. Prerequisite: Bi 253; Bi 330 recommended.

3(d) Bi 4/561 Freshwater Invertebrate Zoology
A survey of the major groups of freshwater invertebrates with emphasis on benthic invertebrates and invertebrate groups used as biological indicators. Two 3-hour laboratories; field work outside of class hours. Prerequisites: Bi 251, 252, 253.

3(g) Bi 480/580 (4) Microbiology
Fundamental concepts of microbiology. The general principles of cell structure and function, classification and diversity of microorganisms, biochemical processes in cells with the various regulatory patterns, and the genetic basis of microbial growth and evolution are emphasized. Pre-requisites: one year of majors level general biology and general chemistry; two terms of organic chemistry. Bi 335 or one two of biochemistry recommended.

2. Bi 4/582 Environmental Microbiology
A study of bacteria and their impacts on our environment. The course will focus on biological methods for treatment of wastewater, on methods for purifying drinking water, and on significant microbiological impacts on global cycles. Prerequisites: Bi 480.

3(i) Microbiology laboratory (2)
Application of the principles of microbiology in the laboratory. Two 3-hour laboratory periods; some work may be required outside of class hours. Prerequisite: Bi 480/580 or concurrent enrollment.

Reproduce proposed catalog statement in full: (leave blank for a request to drop a course. If a change in description, a topical outline of the course must be attached.)

3(j) *Bi Microbial Physiology (3)
Prerequisites: Bi 480, Bi, and either Bi 335 or one term of biochemistry.

Reproduce proposed catalog statement in full: (leave blank for a request to drop a course. If a change in description, a topical outline of the course must be attached.)

3(k) Microbial physiology laboratory (1)
Application of the principles of microbial physiology in the laboratory. One 3-hour laboratory period. Prerequisite: Concurrent with Bi 481/581.
2. Department: Environmental Sciences and Resources

Course number: ESR 4/529
Title: Environmental Impact Assessment
Catalog description of course: Environmental assessments and impact assessment techniques; regulatory and technical requirements of impact assessment. The National Environmental Policy Act, its implementation, implications and uses.


6(b)
Geog 351
Pacific Northwest
Study of the Pacific Northwest as a region of the United States. Overview of the region and its relationship to other parts of the world will be followed by an analysis of the physical environment, natural resources, agriculture, manufacturing, transportation, population, and urban development. Special attention will be paid to theoretical developments in contemporary regional geography issues. Prerequisite: upper division standing.

6(c)
GEOG 322 Alpine Environments - This course examines the geoecology of high elevation environments in tropical, mid-latitude, and high latitude regions with a special emphasis on the alpine environment of the Pacific Northwest. The primary objective of the course is to promote understanding of the features and processes found in alpine areas including their susceptibility to human alteration. Course topics include an examination of high elevation weather and climate, geomorphology, vegetation, soils, fauna, and physical adaptations of humans to alpine conditions. Prerequisite: upper-division standing.
The course examines maps as communicative tools, analytical devices, and cultural artifacts. Fundamental concepts such as scale, projection, coordinate systems, are reviewed and applied to higher level measurement and analytical methods with thematic and topographic maps. The data requirements and information content of maps are considered with respect to emerging digital geo-spatial technology.

Geog 411/511 Climatic Analysis (4)
The nature of climatic data sets, methods of acquisition and techniques of analysis. The emphasis will be on the study of climate variability and its implications for the management of natural resources. Prerequisite: Geog 311 and Stat 243 and Stat 244.

Course Number: GEOG 418/518
Title: Advanced Topics in Biogeography
Catalog Description: This seminar course examines new developments in biogeography and their relationship to established biogeographic theory. Each offering will investigate one or more advanced topics in biogeography such as vegetation dynamics (plant succession and disturbance), island biogeographic theory, biodiversity, and ecotones, eoclines, and edges. May be repeated with different topics. Prerequisite: Geog 313, Biol 357, or graduate standing.

Course Number: GEOG 420/520
Title: Field Methods in Physical Geography
Catalog Description: This course introduces students to field methods in Physical Geography. The goal of the course is to familiarize the student with field techniques including research and sampling design, field measurements and mapping, data analysis and report writing and the use of field equipment. Field and lab exercises will focus on the examination of natural patterns and processes and those resulting from human activity. Techniques involving vegetation sampling, soil description, microclimatic conditions, and geomorphologic processes will be covered. Prerequisite: 8 hours of upper-division physical geography or graduate standing.

GEOG 430/530
Cultural Geography
The course explores cultural geography as a subfield of the discipline. Examines the major organizing concepts of cultural geography—cultural ecology, region, landscape, symbolism. Focus is on how these concepts are used in cultural geography, the evolution of research in each area, how the use and application of the concepts have changed over time, current theoretical developments, and how this subfield of geography fits into the discipline. Includes field work project. Prerequisite: Geog 230.
Geography 462/562 Sense of Place (4) Places are created by people, infused with meaning, and tied to personal experience. This course explores meaning in landscapes and identity in places, regions, and localities. It looks at places through three frameworks: place description and depiction (in media images, popular narratives, scholarly writings, photography, and art); the meanings and messages of places; and our personal experience and connections to places. Topics include: the distinctiveness of places, bioregional influences, personal memory and place, creating meaning in places, global-local tensions, territoriality, and contested places.

2. Department of: Geography

Title: Digital Compilation and Database Design

Catalog Description:

This is a class in applied geographic information systems featuring the project development of new digital geo-spatial data. Students learn to digitize existing map documents, design information databases to be used with these data, and employ a standardized documentation format to describe the database.

Prereq: Geog 338/538 + Prin/Unconv 492/592

2. Department of: Geography

Title: Visual Image Analysis

Catalog Description: Visual interpretation and measurement from remotely sensed imagery used for mapping and spatial data development. Analysis of air photo pattern recognition and scale distortions. Examination of various satellite imaging platforms and product characteristics.

Prereq: Geog 380

2. Department of: Geography

Title: Satellite Digital Image Analysis

Catalog Description: Interpretation and measurement from satellite and digital airborne imagery used for interpretation of the earth's surface. Analysis will be largely based on the application of computer technology to imagery. The emphasis will be on natural landforms and vegetative cover.
Course Number: 495/595
Title: Maps and Models

Catalog Description: Analysis and display of spatial data, emphasizing environmental topics within the framework of the raster data model. Topics include the nature of systems and models, cartographic model development, model implementation procedures, vector-to-raster data conversion, and the incorporation of digital remote sensing data into map models. Prerequisite: Consent of instructor.

Department of: Geography
Course Number: G 457/557
Title: Volcanoes and Earthquakes
Catalog Description:
A study of volcanoes and earthquakes as they effect humans and the development of landscapes. A field trip is required. Prerequisites: An introductory science course.

G 333 Evolutionary Concepts (4) This class is designed to provide background in evolutionary concepts for non-majors and to address current issues in evolution as they are perceived and are being investigated by scientists in biology and geology. It is a combined lecture and discussion class and will include occasional guest lectures presenting their research and views on various topics in evolution. A recitation is included for discussion and assistance with the required research paper. Credit can only be earned in one sponsoring department.

G 351 Introduction to Oceanography (4) A survey course designed to give students a broad general background. Emphasis is on interrelationships of oceanography and other sciences. This course includes several laboratory experiences. Useful for general studies, teachers and environmental science majors. Prerequisite: upper-division standing.

G 442/542 Igneous Petrogenesis (4) Investigation into the origin and evolution of magmas and igneous rocks suites using geochemical and petrographic methods, differentiation of the Earth through time, global element cycles driven by igneous processes. Two lectures; two 2-hour laboratory periods. Prerequisites: G 312, 313, and 315.

G 460/560 Soil Geomorphology (4) Effects of climate, vegetation, parent material, topography, and time on the development, weathering, classification, and chemistry of soils. Two 75 minute lectures and one 2 hour laboratory. Prerequisites: G 201, 202, Ch 200-level (1 year).

If a substantive change in course content—a topical outline of the course must be attached using following format:

If a substantive change in course content—a topical outline of the course must be attached using following format:

G 461/561 Environmental Geology (4) Study of natural hazards and related land use planning (flooding, landslides, earthquakes, volcanic, coastal) waste disposal and pollution in the geological environment, water supply, mineral and energy resources, environmental law related to geology, medical geology, climatic change. Two 75 minute lectures and one 2 hour laboratory. Prerequisites: General Chemistry (1 year), G 201, 202.
G 440/540 Volcanology (4) Classification of volcanic rocks and volcanic stratigraphic units; eruptive mechanisms; modes of volcanic deposition, recognition, mapping and correlation of volcanic units; and stratigraphic syntheses of volcanic terranes. Two 75 minute lectures, one 2 hour laboratory. Field trip is required. Prerequisites: G 315.

2. Department of: Geology
Course Number: G 341
Title: Paleobiogeochemistry
Catalog Description: A survey course designed to provide students with a general background in biogeochemistry from an Earth history perspective. The first part of the course emphasizes the origin and evolution of biogeochemical cycles, followed by a survey of the microbial and chemical reactions that occur within the atmosphere, lithosphere, hydrosphere, and biosphere. The second part of the course focuses on linking the mechanistic understanding of biogeochemical interactions to a large-scale, synthetic view of global biogeochemical cycles. Evolutionary advances that significantly perturbed global biogeochemical cycles throughout Earth history will also be discussed.

2. Department of: Geology
Course Number: G 344
Title: Geology and the National Parks
Catalog Description: This course covers the geology that one finds in our national park system. Parks will be grouped by similar geology. Basic concepts of geology will first be covered in each group and then each park of the group discussed.

2. Department of: Geology
Course Number: G 441/541
Title: Astrobiology
Catalog Description: Astrobiology focuses on issues surrounding the origin and evolution of life on Earth, the environmental conditions required for life elsewhere, and the potential for life on other planets and satellites in our solar system. Additional topics include the discovery, occurrence and habitability of extrasolar planets, and the philosophical and societal implications of searching for life beyond Earth.

2. Department of: Geology
Course Number: G 424/524
Title: Geographical Information Systems for the Natural Sciences
Catalog Description: Spatial data are input, analyzed and displayed. Techniques covered include: data management, projections and reference datum, digitizing, raster and vector operations, spatial statistics. Class projects apply data management and analysis techniques to the natural sciences. Weekly professional quality lab reports are required. GIS tutorial followed by a gateway exam is used to demonstrate mastery of introductory material. Prerequisite: science background, basic statistics assumed.

2. Department of: Geology
Course Number: G 465/565
Title: Glacial Geomorphology
Catalog Description: The investigation of the importance of glaciers to landscape modification and global environmental change via an understanding of their formation, structure, mass and energy exchange, and movement. Erosion and deposition processes will also be examined. This class adopts the process perspective whereby understanding the physical processes provides significant insight into the relative importance of the controlling mechanisms of change. Field trip is required. Prerequisites: Introductory geology, physical geography, or geomorphology course.
This lecture based course is about the European Union (EU), formerly called the European Community (EC) which is an intergovernmental organization comprising the following 15 western and southern European member states: Austria, Belgium, Denmark, Finland, France, Greece, Germany, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Sweden, Spain, and the United Kingdom. The class will focus on how the EU has evolved since its beginnings in the 1950s, on its present-day organization and functions, and on how the member countries interact with one another in making EU policies for jointly regulating their internal economies and societies as well as their external policies, i.e., how the EU members also try to manage their relations with the rest of the world. Finally, we will assess the implications of the European Economic and Monetary Union (EMU) on the world economy and financial markets and assess the impact of the future Political Union (PU) on global power relations.

2. INTL 460/560 PS 460/560: POLITICAL DEVELOPMENT IN MODERN TURKEY

This course is designed to provide students with an in depth study of political development literature with a focus on modern Turkey. We will examine how modern Turkish republic emerged from the ashes of the Ottoman Empire and evaluate stages of political development during the first, second, and third republic. Finally, we will assess the implications of Turkey's new geopolitics (since the end of the Cold War) on Turkish political development.

2. INTL 461/561 PS 461/561: POLITICS OF ECONOMIC REFORM IN MODERN TURKEY

This course provides an in depth study of how the modern Turkish republic underwent economic development since 1923. We will examine the politics of planned economic growth under the Republican Peoples Party, transition to the import-substituting growth model during the post-WW II era, problems associated with economic stagnation in the 1970s, and transformation of the Turkish economy during the 1980s and 1990s. The last two decades provide important insight into how politics and economics (domestic as well as international) converge in shaping Turkey's economic growth strategies. We will look at how Turkey emerged from the crisis period of the 1970s to become a major player in regional and international economic environment as its economy became more integrated with global financial markets.

American Political Thought: 1820 to the Present

The development from 1820 to the present of American political thought about government and its proper relation to life, liberty, property and the pursuit of happiness. Topics considered include democratization and the Jacksonian period, slavery and the nature of the Union, Social Darwinism and industrialization, the progressive period, the coming of the welfare state, and contemporary concerns. Attention given to bringing to the surface the fundamental, often inarticulate, patterns, and presuppositions of American thought about political things.

2. PS 426/526: The Politics of the News

This course explores the role of the news media in political life and the political and economic forces shaping the news. It examines the purposes and functions of mass media in a democracy, the legal and economic structure of the American media, and the journalistic practices and communications strategies that contribute to news coverage of politics.
2. HST 427/527, "Topics in the History of Science."

An in-depth investigation of a selected theme in the history of science and its cultural, social, or political relations. The subject matter will vary from term to term; topics include: science and religion, science under Nazism, science and Modernism, the Darwinism and social Darwinism, Scientific Revolution, and changing physical world pictures. Some previous study in history is recommended; a background in science is welcome, but not required or expected.

2. History 473/573 Topics in Russian Socio-Cultural History
Course Description:
This course will examine social conditions and their depiction in high and popular culture. Selected themes include the social conditions of the peasantry and their representation in urban culture, the social conditions of the nobility and their self-representation in autobiography, etc. Subject matter will vary from term to term. (Maximum number of credits is 12; 4 credits for each of three courses with different topics.) Prerequisite: upper division standing.

2. History 474/574 Sex and the Soviets
Course Description: We cover Soviet and post-Soviet history through the lens of sexual practice, state family policy, gender formation, and cultural representations of sex and gender. We spend the first half of the course on the 1920s through Stalinist 1930s because this is the time when utopian vision gives way to reality and, in the end, to terror. We gallop through the era of stagnation and finally concentrate on contemporary sex and gender issues in Russia.

2. Department of: Speech Communication
Course Number: SP 370
Title: Forensics: Competitive Public Speaking & Debate
Catalogue Description: Forensics: Competitive Public Speaking & Debate (1-4 credits, variable)
Development of advanced public speaking and argumentation skills. Each student will attend college tournaments and engage in a variety of forensics events, including platform speeches, limited-preparation speeches, interpretive speeches, and team debate.

2. SpHR 496/596 Introduction to Clinical Management (4)
Provides an introduction to management of persons with communication disorders in terms of assessment treatment of persons with speech, language, and hearing disorders. Administration and interpretation of standardized tests, interviewing, and case-history taking will be covered. Methods, materials, and techniques in the treatment of communication disorders will be addressed. Terminology and basic techniques of modifying speech, language, and hearing disorders with specific application to clinical management, will be given, with special consideration of program design and delivery. Theoretical considerations and practical applications of behavior modification theory as applied to children and adults with speech, language, and hearing problems. Prerequisites: SpHR 370, 372, 380, 495/595.

2. SPHR 372 Speech and Language Development in Children

This course provides students with a foundation of knowledge regarding basic processes of language acquisition. In addition to the study of normal language development from a theoretical, developmental, and clinical perspective, related areas of study include cognition, social interactions, play, and literacy. Bilingual and multicultural issues are also addressed.
2. Child and Family Studies: CFS 485/585  
   Working with Diverse Families  
   For individuals who are preparing to work professionally with families. Theoretical perspectives on working with families. Issues involved when working with diverse US families (African American, Asian, Russian, and Hispanic) as well as international families.

2. Psychology 445/545  Employee Development. Covers the application of psychological principles to employee training and development. Topics include organization, job, and person analysis; program design; the application of learning principles to enhance training effectiveness; evaluation of training programs; and employee training and development methodology. A heavy emphasis is placed on current psychological research. This course may include a community-based learning component. Prerequisites: Stat 243 and 244; Psychology 321 and 360.
February 17, 2000

TO: University Curriculum Committee  
FROM: Michael Flower, Chair, UNST Cluster Coordinators  
RE: Summary of additions to and deletions from UNST clusters

In my judgment additions and deletions have not compromised the integrity of any clusters, either by decreasing their size below a viable level or reducing interdisciplinary breadth, or by leading to an untenable overburden of courses from a particular discipline.

### AFRICAN STUDIES

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<td>ANTH 431U</td>
<td>Latin American Cities</td>
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<tr>
<td>ANTH 431U</td>
<td>Topics in Latin American Anthropology</td>
</tr>
<tr>
<td>EC/INTL 410U</td>
<td>Latin American History</td>
</tr>
<tr>
<td>GEOG 380U</td>
<td>Latin America</td>
</tr>
<tr>
<td>HST 365/366U</td>
<td>Latin American History</td>
</tr>
<tr>
<td>HST 407U</td>
<td>Selected Topics: [e.g., Mexican Exoticism, The Mexican Revolution, Mexico in the 1930's]</td>
</tr>
<tr>
<td>HST 410U/INTL 410U</td>
<td>Modern Brazilian History</td>
</tr>
<tr>
<td>HST 467U</td>
<td>Latin American Culture and Society</td>
</tr>
<tr>
<td>HST 468/469/470U</td>
<td>History of Mexico I, II, III</td>
</tr>
<tr>
<td>INTL 407U</td>
<td>Mexico Between Europe and the U.S.</td>
</tr>
<tr>
<td>INTL 407U</td>
<td>The Mexican Revolution</td>
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<tr>
<td>INTL 407U</td>
<td>US-Latin American Relations</td>
</tr>
<tr>
<td>HST 465U/INTL 410U</td>
<td>Latin American Politics of the 20th Century</td>
</tr>
<tr>
<td>SPAN 331U</td>
<td>Latin American Culture and Civilization</td>
</tr>
<tr>
<td>SPAN 343U</td>
<td>Latin American Literature</td>
</tr>
<tr>
<td>SPAN 389U</td>
<td>Selected Topics (when content is appropriate to cluster)</td>
</tr>
<tr>
<td>SPAN 427U</td>
<td>Selected Topics (when content is appropriate to cluster)</td>
</tr>
<tr>
<td>SPAN 441U</td>
<td>Major Topics: Latin American Prose</td>
</tr>
<tr>
<td>SPAN 441U</td>
<td>Major Works in Translation (when content is appropriate to cluster)</td>
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</tbody>
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#### LEADERSHIP FOR CHANGE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>AJ 410U</td>
<td>Leadership and Social Justice</td>
</tr>
<tr>
<td>AJ 410U</td>
<td>Political and Legal Issues of Ethical Leadership</td>
</tr>
<tr>
<td>BA 302U</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>EPFA 410U</td>
<td>Educational Leadership in Schools</td>
</tr>
<tr>
<td>EPFA 456U/USP 454U</td>
<td>The Urban Schools and &quot;At Risk&quot; Status</td>
</tr>
<tr>
<td>PA 410U</td>
<td>Foundations of Citizen and Community Leadership</td>
</tr>
<tr>
<td>PHE 448U</td>
<td>Community Health: Principles and Practices</td>
</tr>
<tr>
<td>SOC 410U</td>
<td>Charismatic Leadership: Frameworks, Exemplars, Insights</td>
</tr>
<tr>
<td>SP 313U</td>
<td>Communication in Groups</td>
</tr>
<tr>
<td>SP 399U</td>
<td>Debate and Forensics</td>
</tr>
<tr>
<td>SP 415U</td>
<td>Problems in Intercultural Communication</td>
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<tr>
<td>SP 426U</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>USP 410U</td>
<td>Civility, Service and Civic Capacity: Building and Sustaining Community in Contemporary Society</td>
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#### MEDIEVAL STUDIES

<table>
<thead>
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<th>Course Code</th>
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<tbody>
<tr>
<td>AR 456U/457/458U</td>
<td>Medieval Art</td>
</tr>
<tr>
<td>AR 461U</td>
<td>Northern Renaissance Art</td>
</tr>
<tr>
<td>AR 471U</td>
<td>Italian Renaissance Art</td>
</tr>
<tr>
<td>EN 313U</td>
<td>Northern European Mythology</td>
</tr>
<tr>
<td>ENG 410U/WS 410U</td>
<td>Medieval Women</td>
</tr>
<tr>
<td>ENG 426/427U</td>
<td>Medieval Literature I, II</td>
</tr>
<tr>
<td>ENG 447U</td>
<td>Major Figures in Literature: Arthurian Literature</td>
</tr>
<tr>
<td>ENG 448U</td>
<td>Major Figures in Literature (when appropriate)</td>
</tr>
<tr>
<td>FR 341U</td>
<td>Introduction to French Literature I (taught in French)</td>
</tr>
<tr>
<td>FR 441U</td>
<td>Major Works in Translation (when appropriate)</td>
</tr>
<tr>
<td>FR 442U/WS 410U</td>
<td>Medieval Works in Translation</td>
</tr>
<tr>
<td>GER 341U</td>
<td>Introduction to German Literature I (taught in German)</td>
</tr>
<tr>
<td>GER 442U</td>
<td>Medieval Works in Translation</td>
</tr>
<tr>
<td>HST 350U</td>
<td>English History I</td>
</tr>
<tr>
<td>HST 355U</td>
<td>Early Medieval Europe</td>
</tr>
<tr>
<td>HST 356U</td>
<td>Late Medieval Europe</td>
</tr>
<tr>
<td>HST 399U</td>
<td>England in the Dark Ages</td>
</tr>
<tr>
<td>HST 407U</td>
<td>Seminar (when content is appropriate to cluster)</td>
</tr>
<tr>
<td>HST 450U</td>
<td>Medieval England</td>
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<tr>
<td>HST 475U</td>
<td>Russian History 800-1700</td>
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<tr>
<td>SPAN 411U</td>
<td>Introduction to Hispanic Literature I (taught in Spanish)</td>
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<tr>
<td>SPAN 441U</td>
<td>Major Works in Translation (when content is appropriate to cluster)</td>
</tr>
<tr>
<td>TA 471U</td>
<td>Theater History: Medieval/Renaissance Drama</td>
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#### MIDDLE EAST STUDIES

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>AR 441U</td>
<td>Major Arabic Works in Translation</td>
</tr>
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</table>
EC 445U Comparative Economic Systems
EC 450U Third World Economic Development
ENG 309U Cultural Studies in Literature: Post-Colonial Literature
ENG 410U Trans-National Literature
HST 350U Greek History
HST 385U Middle East in Modern Times: 19th and Early 20th Century
HST 386U Middle East in Modern Times: 20th Century
HST 407U The Ottoman 18th Century
HST 410U Ancient Egypt
HST 416U Topics in Roman History
HST 485U The Ottoman World
HST 486U Modern Turkey
HST 487U Palestine and Israel
HST 488U Modern Arabia
HST 495U Comparative World History
INTL 381U Model Arab League
INTL 401U/TUR 401U/W VS 410U Women in the Middle East
PS 361U Introduction to the Politics of the Middle East
PS 362U The Arab-Israeli Conflict
PS 407U The Politics of North Africa
SOC 483U Sociology of the Middle East
TUR 410U Contemporary Turkish Culture

MORALITY
PHL 200U Elementary Ethics
PHL 205U Business Ethics
PHL 213U Life and Death Issues
PHL 310U Environmental Ethics
PHL 311U Morality of Punishment
PHL/HST 399U American Value Conflict
PHL 455U Health Care Ethics
PS 325U Politics and the Legal Enforcement of Morals
PSY 410U Psychology of Moral Development
SOC 363U Ethics in Science

NINETEENTH CENTURY STUDIES
Art 486/487U American Art and Architecture
Art 489U Nineteenth Century Art I, II
ENG 300U Cultural Studies in Literature: Nineteenth Century Novel
ENG 443U British Women Writers
ENG 445U American Women Writers
ENG 447U Major Figures in Literature (e.g. Literature and Evolution, American Sentimentalism)
ENG 448U Major Figures in Literature (e.g. Bronte, Blake, Dickens)
ENG 456/459U Literature of the Romantic Period I, II
ENG 460U American Literature: Beginning to 1855
ENG 463U American Literature: 1855 - 1895
ENG 475/476U Literature of the Victorian Period I, II
FL 440U Major Figures in Literature: Dostoievsky
FR 399/407/410U Selected Topics (when content is appropriate to cluster)
FR 411/412U French Literature in Translation
GER 410U Selected Topics (when content is appropriate to cluster)
GER 414/415U Major Works in Translations: German Intellectual History
HST 399U Science in Society
HST 332U/333U The U.S. in the 19th Century
HST 478U Russian Cultural and Intellectual History
HST 487U Russian Literature of the 19th Century
TA 471U Theater History: 19th Century European Theater
WR 325U Writing About 19th Century Texts

POPULAR CULTURE
ANTH 300U or W Modern World in Anthropological Perspective
ENG 306U Topics in Literature and Popular Culture (e.g., Fiction and Film, Practice of Everyday Life)
ENG 307U Science Fiction (when content is appropriate to cluster)
ENG 309U Cultural Studies in Literature (when content is appropriate to cluster)
ENG 309U American Indian Literature (when content is appropriate to cluster)
ENG 410U Folklore and Mass Media
ENG 448U Major Figures in Literature (when content is appropriate to cluster)
HST 478U Russian Popular Culture in the 20th Century
MUS 350U Jazz History
MUS 360U The Guitar: History and Music
MUS 361U/362U History of Rock Music
SP 314U Persuasion
SP/VS 337U Communication and Gender
SP/TA 399U Off Hollywood
SP/TA 399U Film Studies I
SP/TA 399U Film Studies II
SP/TA 399U International Film History
SP/TA 399U American Cinema/American Culture
SP/TA 399U The Fifties: Media and Culture
SP 399U Gender and Race in Media
SP 399U Film Studies III: Documentary and A.G. Film
SP 399U Debate and Forensics
Selected Topics: (e.g., Alternative Media, Gender and Difference in Popular Media)
Critical Theories of Mass Communication
International Communication
Documentary and A.G. Film
Modern Travel Writing
Gender and Difference in Popular Media

RENAISSANCE STUDIES
Art 458U
Art 461U
Art 471U
Art 476U/477U
ENG 410U
ENG 411U
ENG 430U/431U
ENG 440U/441U
ENG 448U
FR 341U
FR 441U
I-5T 350U
I-5T 356U
I-5T 407U
I-5T 450U
I-5T 451U
I-5T 455U
I-5T 456U
SPAN341U
SPAN 422U
SPAN 441U
TA 471U
SCIENCES·HUMANITIES
HON 407U
HON 407U
HON 407U
HON 407U
HON/SCI 407U
HON/HST 407U
HST 367U
SCI 353U
SCI 361U/HON 407U
SC 359U
TA 471U

SCIENCE IN THE LIBERAL ARTS
SCI 311U/312U
SCI 313U
SCI 314U
SCI 315U/316U/PH 261U/262U
SCI 317U/PH395U
SCI 318U/319U/PH 366U/367U
SCI 321U/322U/ME 304U
SCI 324U
SCI 331U/332U
SCI 333U/GEOS 310U
SCI 334U/GEOS 312U
SCI 335U/336U
SCI 341U/342U
SCI 343U/344U
SCI 345U/346U
SCI 347U/348U
SCI 351U
SCI 352U
SCI 353U
SCI 355U/PH 378U
SCI 359U
SCI 363U
SCI 395U
HON 407U/SCI 361U
HON/SCI 407U

WOMEN'S STUDIES
EC 417U
EC/WS 419U
ENG/WS 399U
ENG/WS 444U
ENG/WS 445U
ENG/WS 447U
EPFA/WS 455U

Women in the Economy
Economics of Race and Ethnicity
Contemporary Women Writers
British Women Writers
American Women Writers
Major Forces in Literature: American Sentimentalism
Gender and Education
Women and Gender in America to 1865
Women and Gender in America 1865-present
American Family History
Women in African History
Women in East Asia
Topics in Greek History: Greek Family
Women and Politics
Psychology of Women
Psychology of Men and Masculinity
Science, Gender and Social Context
Communication and Gender
Gender and Race in the Media
Gender and Difference in Popular Media
Women in Contemporary Film
Language of Violence
Women of Color in the U.S.
Family/Sex/Marriage
Science, Gender and Social Context, Parts I & II
March 14, 2000

MEMO TO: Faculty Senate

FROM: Sherril Gelmon  
Chair, University Curriculum Committee

RE: University Studies Clusters

The UCC wishes to recommend two actions to the Senate.

1. Changes in clusters

At the December Senate meeting, a motion was passed regarding a process for approving additions/deletions of existing courses to clusters three times per year. Upon further discussion with the University Studies Committee, and with cluster coordinators, it has become clear that a more streamlined process will be beneficial to students, advisors, and UNST administrators. The recommended process is that University Studies review cluster changes in the fall, forward these to UCC for review at its January meeting, and then in turn UCC will forward these for the March Senate agenda (February Steering Committee). Therefore, UCC proposes the following motion:

“That beginning with AY 2000-2001, the Senate will approve changes (additions/deletions) to cluster offerings once per year at its March meeting for the following academic year. The approved lists will function as the official list for cluster courses for students and advisors, be published in the Bulletin: Schedule of Classes, and be made available by cluster coordinators to assist students and advisors in planning individual student programs of study.”

2. Counting of courses for clusters and/or majors

UCC is concerned that language regarding counting of courses for cluster credit and for the major is not clear. It is not clear whether or where this is stated in the Bulletin, but it appears that current practice is that students are not permitted to count courses for both the major requirements and the general education/cluster requirements. Therefore UCC proposes the following motion to Senate:

“UCC recommends that language be added to the Bulletin to clearly state that courses counted for clusters cannot also be counted as fulfilling major requirements, and requests that ARC draft appropriate language for approval. Should such language already exist, UCC requests that it be made more prominent to assist in student advising.”