

Appeals and grievances

Grievances and requests for exceptions to University requirements may be filed with committees which deal with specific student concerns.

Academic Appeals Board

This board hears appeals from students who claim to have received prejudiced or capricious academic evaluation and makes recommendations on cases to the Provost. In such cases the student should first consult with the instructor. If the grievance is not resolved, the student should then contact the department chair, then the dean of the college or school. If the grievance is still not resolved, the student may then appeal by writing a letter to the Academic Appeals Board. Appeals may be filed in the Office of Student Affairs, 433 Smith Memorial Student Union.

Academic Requirements Committee

This committee develops policies and adjudicates petitions regarding academic regulations such as credit loads, transfer credit, and graduation requirements for all undergraduate degree programs. It also develops and recommends policies and adjudicates student petitions regarding initial undergraduate admissions, including entering freshmen.

Deadline Appeals Board

A student may petition this board to be exempted from published deadlines for the current term. Cases most often handled involve deadlines for waiving late registration fees and for changing classes. Petitions may be submitted before or after the deadline date and must include documentation of the reason for missing the deadline.

Petition forms may be obtained at the Office of Admissions, Records, and Financial Aid in the Neuberger Hall lobby. For further information students may call 503-725-3511.

Scholastic Standards Committee

This committee develops and recommends academic standards with a view to maintaining the reputation of the undergraduate program of the University. It advises the Office of Admissions, Records, and Financial Aid in academic matters concerning transfer students or students seeking readmission after having had scholastic deficiencies. It assists undergraduate students who are having difficulty with scholastic regulations and adjudicates student petitions that request the waiving of regulations on suspensions (academic readmission).

University Studies

163 Cramer Hall
725-5890
www.ous.pdx.edu/

Please see page 12 for University Studies (general education) baccalaureate requirements.

The faculty of PSU have designed a four-year program of study required of all students (not required for Liberal Studies or Honors Program) planning to graduate from PSU. This nationally recognized program offers students a clear opportunity to acquire the foundation for the academic and problem solving skills needed to succeed in the 21st century. University Studies offers students a program of connected educational opportunities.

The purpose of the University Studies program is to facilitate the acquisition of the knowledge, abilities, and attitudes that will form a foundation for lifelong learning among its students. This foundation includes the capacity and the propensity to engage in critical thinking, to use various forms of communication for learning and expression, to gain an awareness of the broader human experience and its environment, and to appreciate the responsibilities of persons to themselves, each other, and their communities.

University Studies begins with Freshman Inquiry, a year-long course introducing students to different modes of inquiry and providing them with the tools to succeed in advanced studies and their majors. At the sophomore level, students choose three different courses, each of which leads into a thematically linked, interdisciplinary cluster of courses at the upper-division level. Students are required to complete 12 credits from one of these course clusters. Finally, all students are required to complete a capstone course which consists of teams of students from different majors working together to complete a project addressing an issue in the Portland metropolitan community.

Transfer students

Transfer transition (UnSt 200/300 level)

Transfer Transition is a course specifically designed and recommended for students transferring to Portland State University from other post-secondary institutions. The thematically based course is designed by faculty from different disciplines assisted by student peer mentors. This 5-credit, one-term course is designed to assist transfer students in improving their communication skills, learning the process of inquiry from the perspectives of several dif-

ferent disciplines, and building a foundation for the effective and efficient application of information technology resources, such as the Internet and e-mail. For some students, Transfer Transition can be used as one of the required Sophomore Inquiry courses.

Freshman Inquiry

See Web or orientation guide for course descriptions.

Freshman Inquiry consists of a year-long course developed by a team of faculty from different disciplines. Freshman Inquiry has a maximum class size of 40 students and each class is divided into three small-group, peer mentor sessions led by specially selected upper-division students. Class material is introduced and explored during the full class sessions and then assignments are developed and discussed in the peer mentor sessions.

While the themes and content of the Freshman Inquiry courses differ, the overall objectives are the same. Each of these classes emphasizes the building of a foundation of communication skills for learning and expression. Writing is the core, but communication also includes emphasis on improving oral, quantitative reasoning, and graphic/visual modes of communication. Freshman Inquiry is also designed to help students learn and effectively use current information technologies. Both in the large groups and in the smaller peer mentor sessions, students are introduced to the Internet and e-mail, as well as word-processing and calculation software. Students will also learn how disciplines from the sciences, social sciences, humanities, and professional schools approach problems in different ways and how they work together to improve understanding of complex issues.

When students complete Freshman Inquiry they will be expected to be able to apply writing, quantitative reasoning, speech, and visual/graphic skills to problems requiring analysis and discovery. Freshman Inquiry will expand awareness of academic potential and prepare students to move on to increasingly rigorous and sophisticated levels of inquiry.

Sophomore Inquiry

See page 54 for course descriptions or current *Schedule of Classes*.

At the sophomore level, students complete 12 credits of coursework in Sophomore Inquiry. Students select three Sophomore Inquiry classes, each representing one of more than 27 different themes or clusters.

Sophomore Inquiry classes are structured similarly to those in Freshman Inquiry with a main class and smaller mentor classes, except at this level the mentor classes are led by graduate students.

Sophomore Inquiry classes maintain an interdisciplinary approach to their individual topics, and continue to emphasize the four University Studies goals of inquiry and critical thinking, communication, the diversity of human experience, and ethics and social responsibility. Each Sophomore Inquiry class also provides an introduction to important concepts, questions, and concerns that will be explored in greater depth in the upper-division cluster courses to which it is linked.

University Studies clusters and Sophomore Inquiry descriptions

The following are brief descriptions of the Upper-Division Clusters, including the Sophomore Inquiry courses which serve as the gateways to the clusters. Please contact the cluster coordinator for more detailed course descriptions. Contact information is available through the Office of University Studies, 503-725-5890, 163 Cramer Hall. See page 12 for information on undergraduate requirements.

African Studies Cluster

This cluster presents interdisciplinary approaches to the study of the African continent and its peoples, their complexity and diversity. It explores problems and themes that are cultural, historical, political, and geographical, and that address fundamental issues in the construction and expression of identity and knowledge.

Sophomore Inquiry: African Studies.

This course will explore changing disciplinary and interdisciplinary perspectives on the study of the African continent and its peoples. The course examines how an understanding of the African experience, far from being exotic or distant, reaches to the core of academic struggle and intellectual debate.

American Studies Cluster

American Studies is an established interdisciplinary field both in the United States and in several other countries, including England and Japan. This cluster uses Americanist materials ranging from literature, through landscapes, to art, music, and court cases, to explore both the tensions and the traditions of American culture and society.

Sophomore Inquiry: American Studies.

This course introduces students to the interdisciplinary field of American Studies, pro-

vides a focus through which to explore sources in the humanities, social sciences, natural sciences, and performing arts, and offers an opportunity to acquire a variety of skills important in college and the work world. As the interdisciplinary study of American Culture, the course focuses on a comparison of voices or perspectives as a way of knowing American artifacts, policies, and places. Although the focus of each class may differ, they will all use their subjects as a laboratory for learning the methods and perspectives of American Studies. In the process, students will become familiar with something of the culture, character, and environment of the United States. Each class will focus on several main texts or projects during class, and students will do an additional project either outside class and/or in their mentor sections.

Archaeology Cluster

Through the study of archaeology, students grapple with fundamental questions about what it means to be human, how we came to be the way we are, and what we might expect from the future. The field draws on research interests, methods, and explanatory approaches from multiple disciplines, including: anthropology, history, black studies, geography, biology, and geology.

Sophomore Inquiry: Archaeology. This course surveys the varieties of current archaeological approaches to the past, the kinds of questions we ask, and samples some of the most important answers.

Asian Studies Cluster

An interdisciplinary approach to understanding the diversity of cultures and societies in Asia, including both the continuities and discontinuities between past and present. History, religion, art, anthropology, geography, literature, political science, and economics provide complementary ways of grasping the complexities of contemporary Asian worlds.

Sophomore Inquiry: Asian Studies.

This course introduces students to the study of diverse cultures and societies in Asia through history, literature, anthropology, and geography. Contemporary issues related to the political, cultural, and economic transformation of Asia in the twentieth century are discussed in light of tradition and its place in Asian societies as well as the powerful forces of modernity.

Classic Greek Civilization Cluster

The theme of this cluster is: What made the Greek civilization of the classical period what it was? Greek civilization was composed of several distinct features and the cluster provides a variety of courses which

enable students to attain an overall view of the classical period and the influence of the Greeks on later cultures.

Sophomore Inquiry: Classic Greek Civilization. This course will investigate the history, art, archaeology, culture, and philosophies of Greece in the Classical period (600-100 B.C.). We examine Greek culture in terms of its influence on modern American culture and also focus on the differences between the two societies as a means of getting a more objective look at ourselves. Greek approaches to modern issues such as diversity, democracy, education, and poverty are explored and their lessons for today's society considered.

Community Studies Cluster

This cluster explores the nature of the communities we live in, whether defined spatially (such as a neighborhood) or as a set of ties based on sharing a common interest. Building community has become a central debate in a number of social sciences, including sociology, political science, economics, and psychology. In a culture emphasizing individualism and individual rights, how can needs for community and responsibility to others be balanced? Thus, in this cluster, students have the opportunity to gain practical as well as theoretical experience with building communities.

Sophomore Inquiry: Understanding Communities. This course addresses social-structural issues of communities embedded in their spatial, political, and economic contexts. Specific themes that may be explored include (a) community and identity (community formation and change; conflict and cooperation within and between communities; balancing individualism and community; social control), (b) historical development and current conditions of the American city, and (c) balancing individual rights with community responsibility.

Environmental Sustainability Cluster

This cluster creates a bridge between the scientific approach to analyzing and solving environmental problems, the socioeconomic concerns involved in formulating and administering environmental policy, and the historic and philosophical basis of humanity's relationship to ecosystems. With the common goal of defining, characterizing, and understanding environmental sustainability, the cluster identifies how each participating discipline can creatively contribute and thus, enable students to direct their own courses of study toward this end.

Sophomore Inquiry: Environmental Sustainability. A sustainable human society is one that satisfies its needs without jeopardizing the opportunity of future generations to satisfy theirs. This course introduces stu-

dents to the study of environmental sustainability, and to the ways in which a wide variety of disciplines address environmental issues.

European Studies Cluster

Although it has had immense cultural, political, and economic influence on the rest of the world, Europeans themselves have long debated the nature and meaning of Europe, struggling over issues such as self-identity, politics, ethnicity, class, gender, and religion. The cluster in European Studies proposes an in-depth study of European history, politics, society, and the arts in order to convey the complexity of the European scene, past and present.

Sophomore Inquiry: European Studies. Sophomore Inquiry classes in this cluster will take an interdisciplinary approach to investigate the meaning of Europe, examining the history of its development, and its contemporary relevance. Courses may analyze the historic impact of national, ethnic, religious, and class identities, or the various art forms (art, drama, and/or literature) produced by European cultures, emphasizing the arts as a forum for the portrayal of ethical issues within human experience. Courses will concentrate on teaching students to read closely history and the arts, and critically analyze both by investigating the different social, political, intellectual, and religious contexts, as well as the ideologies and symbolisms imbedded in the arts, history, and culture of Europeans.

Family Studies Cluster

The theme of this cluster is a broad exploration of family issues from diverse perspectives, which are relevant to the non-traditional PSU student. From this foundation students may pursue study of human development and multiple perspectives on families in the context of varied academic disciplines, including history, sociology, public health education, psychology, speech communication, and black studies.

Sophomore Inquiry: Family Studies. This introductory course in contemporary family issues is designed to provide a broad exploration of the family, emphasizing the current social, cultural, and political forces affecting urban families. Specific topics to be explored in-depth include: gender roles, work and family issues, poverty, teen parents, and the impact of race and culture on the family experience. A central focus throughout this course will be on the strength of contemporary families facing external challenges.

Framing the Two Cultures: Sciences and Humanities Cluster

This cluster provides students a sophisticated portrayal of the historical and contemporary relationship of the natural sciences and the humanities. The cluster is formed around the idea that an appropriate scientific literacy must develop within a framework of the types of questions primarily posed by the humanities, and that an understanding of the historical inquiry characteristic of the humanities can be usefully contrasted to that of the sciences. Cluster courses explore these various and complex relations, identifying early developments of the two cultures, and moving into the contemporary age.

Sophomore Inquiry: Framing the Two Cultures. In this class we explore some of what C.P. Snow meant by dissociating the cultures of the sciences and the humanities; we also explore what it means for our current intellectual world to believe that these two cultures—the cultures of the sciences and the humanities—are distinct and unrelated.

Freedom, Privacy, and Technology Cluster

The aim of this cluster is to provide the knowledge that will enable those who complete the cluster to face thoughtfully the question of the appropriate use of and limitations upon modern technology. One important feature of the cluster is that it brings together actual sciences with humanistic and social science disciplines.

Sophomore Inquiry: Freedom, Privacy, and Technology. Privacy and freedom are highly valued, and are to some extent protected by the U.S. Constitution. Recent rapid advance in science and technology, combined with compelling motives to use this technology to control and exploit aspects of human life that have heretofore been left to chance or to individual choice, make urgent the questions about what uses of technology should be encouraged or permitted.

Global Environmental Change Cluster

Students are barraged on a daily basis with news stories of El Niño, global warming, CO₂ increasing, greenhouse effects, ozone hole, etc. This cluster will introduce some of the scientific concepts and issues of natural global cycles and how the systems have changed in the past. We will discuss the physical, chemical, and biological changes of the earth's environment in the past, present, and future. The past will concentrate on the physical, chemical, and biological

changes that are recorded in the rock, ice, and sediment record. The present will concentrate on recent changes on the oceans and atmosphere, and discuss the human dimension. The future will discuss the merits and limits of global models.

Sophomore Inquiry: Global Environmental Change. This course will provide enough content and description of the global system for students to have a conceptual framework to do further study. This course will include a variety of exercises, including homework problems, writing exercises, group exercises and likely one or more mid-term exams. There will be some use of mathematics and graphical information, including use of Excel as an analytical tool. Having the computer in the classroom will allow analysis to take place in a group setting.

Healthy People/Healthy Places Cluster

Healthy people/healthy places Sophomore Inquiry and cluster courses will examine the nature and state of healthy individuals in their various environments. A dynamic approach will be used to study the places in which people live and interact, such as the community, the workplace, and the natural environment. Topics will focus on ways to solve and prevent problems that may affect the health and wellbeing of the individual, the local environment, and/or the global community. Individual behavior change, social policies, community development, and social responsibility may be emphasized.

Sophomore Inquiry: Healthy People/Healthy Places. This Sophomore Inquiry course will examine the nature and state of healthy individuals, populations, social units, and natural environments. Students will examine our state of health, including environmental, social, physical, psychological, intellectual, and spiritual health. Specific units will focus on necessary measures for improvement of current deficiencies and prevention of future problems that may affect the health and wellbeing of the individual, and the local and global community. Individual behavior change, social policies, community development, and social responsibility will be emphasized.

Knowledge, Rationality, and Understanding Cluster

Knowledge, rationality, and understanding are at once the chief goals of the academic enterprise and the subject of much current academic discussion. This study of their natures and the methods of achieving them has both theoretical interest and a practical benefit. Logic, science, and certain mathematical disciplines aim to discover rational

methods of achieving knowledge and understanding. Assessments of these methods call upon the disciplines of epistemology, psychology, and philosophy of science.

Sophomore Inquiry: Knowledge, Rationality, and Understanding. An introduction to the cluster knowledge, rationality, and understanding, the course deals briefly with the nature of these, with the techniques of achieving them and with general criticisms of the techniques. Its main aim is to promote the kind of critical inquiry that has been so successful in advancing modern science, both physical and social.

Latin American Studies Cluster

With Hispanics now the largest minority group in the United States, and Brazil's economy surpassing that of Russia, Latin America is attracting considerable attention in the United States. While its people struggle to preserve the region's artistic, literary, and cultural heritage, Latin America also is experiencing rapid political and economic change. This cluster explores the rich diversity of peoples, histories, and cultures that together define Latin America.

Sophomore Inquiry: Latin American Studies. This course inquires into the colonial origins and development of Latin American society and culture, and the nineteenth century roots of political and economic dilemmas that confront the peoples of Mexico, the Caribbean, Central America, and South America. A variety of scholarly and literary sources are used to provide the student with a varied and balanced view of the rest of the hemisphere.

Leadership for Change Cluster

This cluster explores the varying theoretical frameworks of leadership studies by exposing students to a variety of leadership classes offered across the academic disciplines. The courses in the cluster will help students to understand and work with different forms of leadership within an organizational and/or community context. Students will grapple with the fundamental question of what it means to be a leader.

Sophomore Inquiry: Student Leadership for Change. This course will provide a foundation of leadership theory and will examine models of leadership in relation to the theory and concepts of change. There will be opportunities for practice, application, and documentation of leadership, and reflection on individual responsibility for and potential in leadership roles.

Media Studies Cluster

The media have become core social institutions in the dissemination of information, news, entertainment, culture, politics, social interpretation, and other spheres of every-

day life. In recent years, mass communication has taken on new electronic formats and has expanded worldwide to bring more and more people and places in contact with one another, shrinking our sense of time and space. The media studies cluster serves to unify a common subject under different disciplinary and intellectual approaches, looking at both applied and interpretive aspects of image creation and symbolic exchange within and across cultural and territorial boundaries.

Sophomore Inquiry: Media Studies. Introduction to Media Studies examines the social significance of media content, media institutions, and social changes deriving from uses of communication in different social, political, and cultural contexts. Critical approaches to this course include the study of: (1) systems of representation and their constitution; (2) structural characteristics of mass production and distribution of media products; and (3) the social impacts of mass media through changing technological forms.

Medieval Studies Cluster

This cluster is made up of courses that, taken together, present to students a broad, interdisciplinary view of medieval Europe, approximately the period from 400 to 1500 C.E. The cluster strives to distinguish the medieval cultural system(s) from those that preceded it and those that followed it.

Sophomore Inquiry: Medieval Studies. The medieval studies Sophomore Inquiry courses introduce students to medieval life, thought, and culture in Europe and the Mediterranean Basin, from roughly 800 to 1450 C.E. All medieval studies inquiry courses are interdisciplinary in their approach and emphasize appreciation for the uniqueness of medieval culture through the analysis of literary and historical narratives, images and material life, mythologies and allegory, and religious life. Exact content will vary according to course.

Middle East Studies Cluster

The Middle East is a region of great ethnic and cultural diversity and intense nationalist rivalry. Its near monopoly of world energy supplies and geopolitical location have long made it a focus of international capital flow, labor migration, and world power competition. This cluster addresses key issues facing Middle Eastern societies in the 21st century, issues which face the United States as well: ethnicity, transnational culture, migrant labor, the politics of energy, and distribution of wealth in the context of both regional and world power structures.

Sophomore Inquiry: The Original Melting Pot: Middle East Ethnic, Politics, and Culture. This course introduces students to the distinctive cultural histories of

the ethnic groups of the region and their interrelationships from Roman times to the present, examining at the same time larger political, economic, and cultural patterns at work in the region in the same period. Specific contemporary issues such as transnational culture, migrant labor, distribution of wealth are also addressed. Selections of scholarly and literary sources are used to introduce the student to both professional views and those of the region's people themselves.

Morality Cluster

This cluster studies morality (i.e., moral learning, beliefs, values, feelings, and behavior) from the perspective of philosophy, psychology, and other academic disciplines. The aim of these courses is not just the practical moral one of improving moral thought and behavior but the more intellectual one of coming to understand better this central aspect of our human nature.

Sophomore Inquiry: Morality. This course focuses attention on the psychology of moral development, as well such philosophical questions as whether there are any objective moral standards. There will also be stress on the distinctions between philosophical questions about morality, scientific questions about morality, and moral questions themselves, as well as some effort to introduce students to the relevant methods of scientific inquiry on the one hand, and philosophical inquiry on the other hand.

Nineteenth Century Cluster

The advent of the 19th century marks the beginning of the modern age. No field of inquiry was exempt from change: politics, society, religion, philosophy, psychology, science, music, and the literary and visual arts. In this cluster, students study the ideas that emerged and evolved in various intellectual disciplines during this dynamic century which even now shape the world we inhabit.

Sophomore Inquiry: The Nineteenth Century: Revolution and Evolution. This course takes an interdisciplinary approach to the study of the development of the 19th century through its three phases: (1) Revolution, Romanticism, and Nationalism; (2) Realism, Evolution, Socialism, and More Revolution; and (3) Imperialism, the Bureaucratic State, Individualism, and Decadence.

Popular Culture Cluster

Popular culture is a vital area of study that offers new insights into our history, beliefs, diversity, emotional make-up, and socio-economic relations. Study of popular culture is an interdisciplinary approach aimed at understanding how culture links the indi-

vidual and society. This cluster of courses will enable students to see everyday life with new eyes by teaching them the habits of critical thinking and query into what they would otherwise take for granted.

Sophomore Inquiry: Introduction to Popular Culture. In this course, students begin to study popular culture through observation, reflection, description, and critical thinking in order to gain a deeper understanding of the popular myths surrounding everyday life. Students focus on several forms of popular culture and engage in discussion and interpretation individually and in group work.

Professions and Power Cluster

One of the least understood elements in the making of the modern world is the role of professions like law, medicine, engineering, education, architecture, and accounting. The people who work in such occupations form a major leadership class in society. As a group and as individuals, they play critical roles in preserving the public health, defining justice and who can obtain it, designing safe buildings, bridges, and roads, educating us for life's challenges, and regulating of our economic and financial systems. In short, they often make life-and-death decisions that affect each of us. Courses in this cluster examine the critical responsibilities professions and professionals have in our society and culture, the special training they require, the ethical dilemmas they face as a consequence of their roles, why they enjoy and how they protect their elite status, who can join their ranks, and why we are so dependent on them.

Sophomore Inquiry: Professions in the Making of the Modern World. This course is about how and why professions have become among the most important forces in modern society. Those who practice medicine, law, architecture, engineering, and experts in science, economics, and other key areas of knowledge have immense influence in our lives. We examine the sources of their power and authority in society, the ethics that govern their activities, the nature and extent of their knowledge, and who joins their ranks.

Renaissance Studies Cluster

The Renaissance, dating from approximately 1300 to 1700, saw the transition from the late medieval to the early modern world. It was the age of exploration and discovery, of the Reformation and Counter-Reformation; it saw an explosion of artistic and literary creativity. This cluster offers a broad, interdisciplinary view of the period.

Sophomore Inquiry: The Renaissance. This course examines the life and thought of this vibrant period of Western history as reflected in great works of literature and art.

Science in the Liberal Arts Cluster

The theme of this cluster is “science-in-the-making” or the ongoing process of active scientific inquiry—the processes of problem-solving, problem-solving, and persuasion. This thematic emphasis is applied to scientific inquiry in general, to the study of general natural science concepts, and to the analysis of scientific issues in political, economic, social and ethical contexts.

Sophomore Inquiry: Natural Science Inquiry. This course is designed to provide a methodological and interdisciplinary perspective on science and engage students in the collaborative scientific investigation of problems of the sort they might encounter as attentive citizens. Through the use of collaborative inquiry students learn that the modern sciences, as well as the questions they address, require teamwork both within and between specific disciplines. The course features methods of scientific investigation, analysis and graphical presentation of data, and scientific writing. The major course project deals with a real-world scientific problem in the Portland area.

Sexualities Cluster

This cluster will explore human sexualities from a variety of disciplinary and topical perspectives. While we tend to speak of sexuality in the singular, it actually encompasses a broad array of behaviors and beliefs which differ quite radically across cultures and time. Bodily sex, reproductive functions, and erotic expressions are all part of what we call “sexuality” and can be viewed from multiple vantage points, for example historically, cross-culturally, biologically, and through literature or the arts. All of the courses begin with the presumption that sexed bodies and expressions of desire are both socially constructed and highly contested. Furthermore, sex and sexuality are interwoven with other social categories, such as gender, race, class, and nationality. This topic will enable a complex exploration of the constitutive work of sexuality in the formation of social institutions and power relations. Finally, this is a theme which lends itself to interdisciplinary education, cutting across the divides between the arts, humanities, social sciences, and physical sciences.

Sophomore Inquiry: Sexualities. This course will look at sexuality with its multiple meanings as body, desire, identity, and reproduction from a variety of different perspectives. We will consider sex and sexed body as historical constructions and explore the debates about the role of biology and culture in shaping desires, practices, and identities. We will then look at specific examples in which sexualities are regulated

by societies. Finally, we will explore the interweaving of sex, race, class, and nationality.

Women's Studies Cluster

The field of women's studies originated as an interdisciplinary effort to uncover women's experience past and present. Today, the field focuses on gender as a category of analysis and explores the impact of gender on all areas of social life. Although feminist scholarship is diverse in terms of methods and theoretical frameworks, its common basis lies in this focus on gender difference and issues of inequality organized around gender. This focus is central to all courses in this cluster.

Sophomore Inquiry: Introduction to Women's Studies. In this course students analyze the varieties of women's experience in contemporary American society, consider how gender relations may be changing, and investigate the social, political, economic, and cultural forces that shape our lives as women and men. Feminist thinking within and across academic disciplines frames the exploration of these topics. Attention is paid to relations of inequality organized along lines of race, ethnicity, class, and sexual orientation as well as gender.

Upper-Division Cluster

See page 54 for cluster descriptions and current *Schedule of Classes* for course descriptions.

After their Sophomore Inquiry coursework, students select one of three clusters represented in their Sophomore Inquiry classes. From a list of courses approved for the selected cluster, students pursue a program of 12 upper-division credits offered by various departments across campus. These classes allow students to explore an aspect of the cluster's theme in greater depth, while continuing to investigate the four University Studies goals in relation to the cluster topic.

Students might choose a cluster to broaden their perspective, allowing them the opportunity to take classes of interest outside their major, or students can choose a cluster to complement their major area of study. In either event, Upper-Division Cluster courses may not be used to fulfill a student's major requirement.

Senior Capstone

The culmination of the University Studies program is the Capstone course requirement. This 6-credit, community-based learning course is designed to provide students with the opportunity to apply, in a team context, what they have learned in

the major and in their other university studies courses to a real challenge emanating from the metropolitan community. Interdisciplinary teams of students address these challenges and produce a summation product in an University Studies approved Capstone course under the instruction of a PSU faculty member. The majority of Capstone courses take place over two terms. Students need to plan their schedules accordingly.

The Capstone's purpose is to further enhance student learning while cultivating crucial life abilities that are important both academically and professionally: establishing connections within the larger community, developing strategies for analyzing and addressing problems, and working with others trained in fields different from one's own.

University Honors

Honors Program Building
1632 SW 12th
503-725-4928
www.honors.pdx.edu

B.A. or B.S.—any University major

The University Honors Program is intended for those students who plan to go on to graduate or professional school; it therefore gives highly motivated applicants the chance to develop undergraduate degree programs that reflect their particular interests.

Limited to 200 participants, the Honors Program offers a foundation course in the theory and methods of the human, natural, and social sciences, opportunities for independent study, and honors colloquia. Students are also allowed the chance to take part in the Washington, D.C., internship program provided by the program. Honors Program classes are small, and students work closely with advisers both in the program and in the academic departments of the University.

Students may major in any undergraduate degree program offered at Portland State. Requirements for majors are set by departments; students meet general education requirements through their work in the Honors Program.

Eligibility and admission. The program seeks students who will strive for academic excellence. Students who have combined SAT scores of 1200 or more and whose high school grade point averages were 3.50 or better are eligible to apply. The qualities sought in Honors Program students, however, are not always reflected in test scores, GPAs, or transcripts, and so

other factors, including letters of recommendation, a writing sample, and an interview are considered.

Part-time students, transfer students, and students returning after an absence from formal education also may apply. However, because of the program's own curricular structure and the unique directions that most degree programs take, students who have completed more than 60 quarter hours of college work are not usually considered for admission.

Graduation requirements. Honors Program students are graduated after completing requirements for their majors, the liberal and general education requirements of the Honors Program, and the specific requirements of their individualized programs.

Students complete a core component of work in the Honors Program, typically around 45 credit hours, which satisfies their general and liberal education requirements. While individual core programs will vary to some extent, students will complete 8 or 10 courses in Honors (8 for technical/professional track, 10 for liberal arts track). These will include the appropriate track of the core course, "Studies," at least two courses designated as colloquia, and the two-quarter thesis project (8 credit hours).

Studies in Western Culture. A foundation course in the theory and methods of the social sciences, humanities, and sciences. "Studies" examines the politics, art, ideas, and scientific practice of major periods in Western culture, beginning with the period that has been called the "foundation of the natural sciences," the 17th century. Originally developed under a grant from the National Endowment for the Humanities, the course remains open to all Portland State students.

After the first two quarters of the freshman year, which are taken by all students, first-year students will separate into two tracks, the technical/professional track and the liberal arts track. Students in the technical and professional majors will thereafter study the organization and historical development of professional culture, while students in the liberal arts track will pursue the roots, beginning in ancient Greece and Rome and moving forward through the medieval and Renaissance periods, of the social and political movements which shape later culture.

Professors of classical studies, science studies, history, humanities, and interdisciplinary social science serve as faculty, and written work focuses on primary texts studied in the course. Students are encouraged to form study groups to supplement their classroom work.

Further information and course descriptions are available from the Honors Program Office, located in the Honors Program Building, 1632 S.W. 12th Avenue.

Visiting Scholars Project. In the junior and senior years of the honors curriculum, students participate in coursework associated with the Visiting Scholars Project. Each year several noted scholars, American or foreign, are brought to campus; they both deliver public lectures and meet with a seminar group of students from the Honors Program, who have prepared by working through an appropriate bibliography with faculty from the honors program.

Departmental honors. Some departments throughout the University offer a departmental honors option. Students should contact their major department to find out if this option is available and, if so, what the requirements are.

Courses

Courses with an asterisk () are not offered every year.*

**Hon 199
Studies in Western Culture
I-IV (tech/prof-5, 5, 5; 4)**

I-VI (liberal arts-5, 5, 5; 4, 4, 4)

See section above for technical/professional and liberal arts section course descriptions. Studies in Western Culture I-III comprise 15 credits (12 hours lecture, 3 hours recitation); Studies in Western Culture IV-VI comprise 12 credits (lecture only, no recitation).

**Hon 199
Special Studies (Credit to be arranged.)**
Consent of instructor.

**Hon 399
Special Studies (Credit to be arranged.)**

**Hon 401
Research (Credit to be arranged.)**
Consent of instructor.

**Hon 403
Thesis (Credit to be arranged.)**

**Hon 404
Cooperative Education/Internship (Credit to be arranged.)**

**Hon 405
Reading and Conference (Credit to be arranged.)**
Consent of instructor.

**Hon 407
Seminar (Credit to be arranged.)**
Consent of instructor. Reading and discussion of an area to be chosen by instructor, with a seminar paper required.

**Hon 410
Selected Topics (Credit to be arranged.)**
Consent of instructor.