
UNIVERSITY STUDIES

163 Cramer Hall
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www.ous.pdx.edu/

Please see page 17 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 under the specifications in the 1994-95 and subsequent *University Bulletins*. 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.

FRESHMAN INQUIRY

(UNSt 101, 102, 103)

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, numeric, 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, numeracy, 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 20 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 26 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.

UPPER-DIVISION CLUSTER

See page 20 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.

CAPSTONE REQUIREMENT

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 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 STUDIES CLUSTERS AND SOPHOMORE INQUIRY COURSE 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 17 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.

■ Soph Inq: 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.

■ Soph Inq: American Studies

This course introduces students to the interdisciplinary field of American Studies, provides 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.

■ Soph Inq: 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.

■ Soph Inq: 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.

■ Soph Inq: 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.

■ Soph Inq: Community and Identity in America

This course considers how to study communities and how well social scientific knowledge squares with the understanding of community members. The study requires students to learn and utilize a variety of skills, including calculation, interviewing, and observation, as well as organization of observations through selection and synthesis.

■ Soph Inq: Cities: Impressions, Perspectives, and Facts

Many sources of information affect one's notions of what cities are and should be. This course reviews the mechanisms by which individuals gather information in and about an urban-scape, the media through which impressions derived from that information are expressed, and the degree to which authoritative perspectives condition both of these processes.

■ Soph Inq: Dynamics Of The American City

In this course, students become familiar with the historical development and current conditions of the American city. The course introduces basic concepts and methods of the interdisci-

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plinary field of urban studies. Major topics include city planning, federal-city relations, and the dynamics of urban policy-making. Special attention is given to social class, gender, and ethnic diversity in urban America. The economic, cultural, and political contribution of women and nondominant/ethnic groups to the development of modern urban America receives detailed attention throughout the course.

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.

■ **Soph Inq: 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 students to the study of environmental sustainability, and to the ways in which a wide variety of disciplines address environmental issues.

EUROPEAN STUDIES CLUSTER

Europe has long been a site of struggle over issues of self-identity, politics, ethnicity, class, gender, and religion, among others. The cluster in European Studies proposes an in-depth study of European history, economics, politics, geography, theater, art, and literature in order to convey the complexity of the European scene, past and present.

■ **Soph Inq: European Political Theory**

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—a debate that has been recently reopened with the demise of the Communist bloc. This course takes an interdisciplinary approach to examine the historic impact of religious, class, national, and ethnic identities of European development and their contemporary relevance.

■ **Soph Inq: Drama as Politics**

This course will look at dramatic texts as they portray political and social issues in three major periods of European history: Ancient Greece, the Renaissance, and the Modern Period (1750-1945). In addition to teaching dramatic style and structure, the course will concentrate on teaching students to analyze critically the political and social content reflected and represented in literature for the stage. The texts are chosen to emphasize the stage as a forum for the portrayal of ethical issues within human experience. Their writings will encourage students to explore the manner in which the European tradition has seen theater as a stage responsible for the presentation of social and political issues.

■ **Soph Inq: Art as Politics**

The course will look at art and architecture as they portray political and social issues in three major periods of European history: Ancient Greece, the Renaissance, and the Modern Period (1750-1945). In the course students will learn to analyze critically the political and social content represented in art and architecture and how to "read" a work of art as a text. Each week we will concentrate on a major work of painting, architecture, sculpture, or music which will be complemented by

short texts by major authors from each period. Students will develop a vocabulary with which to discuss art and reflect on its personal and political dimensions. As computer technology is ideal for the integration of art, literature and history in a three-dimensional and interdisciplinary manner, student groups will create Web pages for each era along with carrying out traditional assignments.

■ **Soph Inq: European Art and Politics**

This course will investigate how European political powers have used art and architecture for their own purposes. It will focus primarily on France under King Louis IX (St. Louis) in the 13th century, and Germany and Italy under Hitler and Mussolini in the 20th century, discussing both support and censorship of the arts. Each section will also serve as an introduction to other periods in the medieval and modern worlds. Students will learn to read works of art on the level of primary narrative, but will focus more sharply on the works' symbolic and ideological contents by investigating the social, political, intellectual, and religious contexts in which they were created. Readings will include historical and art-historical analyses, as well as works written during the periods in question. While this course deals heavily with the visual arts, students from all majors are encouraged to enroll.

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.

■ **Soph Inq: 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.

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.

■ **Soph Inq: 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

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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.

- **Soph Inq: 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

The major unifying themes in this cluster are: the reciprocal relationship between the well-being of individual members of a community and the health of the places within which individuals construct the elements of their daily lives, and the need to address problems at both levels in order to improve the functioning of each. Cluster courses from a variety of disciplines link theories, method, and practice regarding the diagnosis of contemporary problems and various natural, physical, and social environments.

- **Soph Inq: Health in Our Time**

This course will examine health status and current health research within and between groups in the United States and comparatively, around the world. Students will critically analyze health information and controversial health issues in the media in the context of our class studies.

- **Soph Inq: Youth, Service, and Community**

This course will examine the theory, history, and current applications of service initiatives to engage youth and strengthen communities. Contemporary service initiatives in educational reform, the national service program, and community development will be explored. Students will be given the opportunity to examine the role of service through class readings and discussions, guest speakers, and direct community contacts.

- **Soph Inq: People and Places: Life in Urban Africa**

As larger numbers of African people work in industry and live in cities, quality of life issues in urban areas become extremely important. Healthy places, places that can contribute to the development of African nations and the continent as a whole, must have healthy people. Urban services and facilities, such as electricity, telephone, clean water, proper housing, and adequate transport, are essential elements to sustain a healthy quality of life. This course will look at the connection between the services and facilities available to people, and the creation of healthy people and healthy places.

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 knowl-

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

- **Soph Inq: 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

Within a decade or so the vast region we call Latin America will have an under-fifteen population larger than the total population of the United States and, unless things change dramatically, overwhelming socioeconomic problems that make those of today pale in comparison. This cluster studies cultural, intellectual, artistic, and environmental issues in Latin American society and the impact of external influences.

- **Soph Inq: 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 will explore the theoretical frameworks of leadership studies by exposing students to a variety of leadership classes offered across academic disciplines. Students will understand the different forms leadership takes and be able to work with these forms within an organizational context. Students will grapple with the fundamental question of what it means to be a leader.

- **Soph Inq: 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.

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 AD. The cluster strives to distinguish the medieval cultural system(s) from those that preceded and those that followed.

- **Soph Inq: Medieval Europe 1000-1300: Sex, Truth, and Manuscripts**

This course will provide students with an interdisciplinary introduction to pre-modern society and culture, with an emphasis upon literary, historical, and artistic aspects—which necessarily include social, religious, intellectual, political, and economic features of life.

- **Soph Inq: Interpreting a Distant Past: Medieval Europe 5th to 15th Century**

Following the myth of King Arthur from the earliest sources through its many reincarnations, this course will focus on the way different versions reflected the world(s) of the writers and

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how historians, archaeologists, and philologists have contributed to separate reality from fantasy. Students will be introduced to different disciplinary approaches to the work and its historical contexts—social, political, religious, and literary. The study of Arthurian legends, both their content and their context, provides an exciting opportunity to appreciate the changing self-reflections of a distant age.

- **Soph Inq: Telling Stories: Narrative in Medieval Europe**

During the 12th and 13th centuries, Western Europe witnessed the rise of narrative story-telling in literature, in drama, and in the visual arts. This course will explore this increasing interest in telling stories, the interplay between the different media, and the sources found in earlier periods and other regions. It will also attempt to highlight these narratives as “telling stories,” discovering what they tell us about society in Romanesque and Gothic Europe, both their sources within that society and their impact upon it. The principle focus will be on visual narratives, but no preference will be given to students of the fine arts, and all majors are encouraged to enroll. Students in this class will find opportunity to discuss Gothic romance literature, devotional narratives, oral traditions, and mystery plays, in addition to image cycles found in stained glass, sculpture, and manuscript painting.

- **Soph Inq: Epic Heroes, Honorable Knights, and Solitary Wanderers: Society and the Individual in Medieval Europe, ca. 1000 -1400**

This interdisciplinary course will examine the complex and changing relationship of the individual to medieval society during a period of momentous cultural transformations in Europe. We will examine the idealization of social and gender roles and situate those in their broader historical and cultural context. Emphasis will be placed on close textual analysis and group discussion of works drawn from the genres of courtly romance, epic, allegorical treatises, biography, and epistolary correspondence.

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.

- **Soph Inq: 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.

- **Soph Inq: 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.

- **Soph Inq: 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 individual 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.

- **Soph Inq: 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.

CULTURE OF PROFESSIONS IN SOCIETY CLUSTER

Professions in society investigates the nature and role of the professions in contemporary American life. Since the beginning of the nineteenth century, professions like law, medicine, and engineering have grown immeasurably in knowledge. Less well understood is their growth in power of all types—economic, social, cultural, even political.

- **Soph Inq: Professions in Society**

This interdisciplinary course is intended to give those who anticipate a future identity as professionals insight into the intellectual and ethical bases of their chosen fields. For all interested students, it opens up to scrutiny, through depiction of professional roles in films, literature, and the works of historians and social scientists, the centrality of the professions to the making of the modern world.

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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.

■ **Soph Inq: 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.

SCIENCES–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.

■ **Soph Inq: 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.

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-posing, 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.

■ **Soph Inq: 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 con-

structed 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.

■ **Soph Inq: 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.

■ **Soph Inq: 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.

■ **Soph Inq: Introduction to Women's and Gender Issues**

Utilizing a variety of disciplinary perspectives, this course will explore the process of gender socialization, whereby we learn to become women and men; implications of those socialization processes in our adult lives; and what happens when we move beyond binary gender systems, through examination of transgender issues. Throughout these explorations, attention will be paid to variations in experience based on race, ethnicity, nationality, sexual orientation, and economic status.

TRANSFER TRANSITION (UNST 210 OR 310)

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 different 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.

ALTERNATIVE MEANS OF MEETING SOME UNIVERSITY REQUIREMENTS

GENERAL EDUCATION REQUIREMENT (For continuing students and transfer students graduating under pre-1994 Bulletins.)

A student must earn a minimum of 4 and a maximum of 12 credits in each of only two departments in each of the three academic distribution areas (arts and letters, science, social science). In each of the three academic distribution areas the total credits earned in the two departments must be a minimum of 16 credits. The general education requirement must be met by courses which are outside the student's major department and which are not on the general education exclusion list. A student majoring in a foreign language may use credits in a second language toward the arts and letters part of the general education requirement.

GENERAL EDUCATION REQUIREMENT EXCLUSION LIST

The following courses are *excluded* from meeting the general education requirement:

All courses listed as 199, 299, 399, and 401-410, and all 500-level courses; transfer courses with omnibus numbers; Anth 304, 305, 350; D 235, 255, 335, 435, 455; Ec 470, 471, 480, and 481; Eng 474; G 211, 300; Ling 110, 120; Mth 95, 100, 191, 192, 193; USP 420, 422, 423; and Wr 115, 120, 121, 211, 222, 227, 323, 327, 426, 427, 429, and 472.

No one departmental course number may be taken for more than six credits to count for the general education requirement.

ENGLISH COMPOSITION

Wr 121 and Wr 323 English Composition. Wr 323 may not be taken until student is a junior and must be passed with a grade equivalent to C minus or better. A Writing Intensive Course (WIC) with a grade of C- or better will substitute for Wr 323.

Note: Wr 121 may be met by passing an examination with a grade equivalent to C minus or better. A portfolio assessment allows students to demonstrate competence and may confer credit in Wr 323. For students entering PSU with an Associate of Arts-Oregon Transfer degree, Wr 323 will be waived.

HEALTH AND PHYSICAL EDUCATION PHE 295 Health and Fitness for Life.

THE UPPER-DIVISION REQUIREMENT IN THE ACADEMIC DISTRIBUTION AREAS

A total of 16 upper-division credits must be earned in the academic distribution areas with no more than 12 credits in one department. These 16 credits may all be in one, be split between two, or be split among all three academic distribution areas. These credits may also be counted toward the General Education courses (except Wr 323) offered in the three academic distribution areas. For students majoring in a department, these 16 upper-division credits must be earned in courses outside the student's major department; for students majoring in General Studies Option I, these upper-division credits must be earned in courses outside the major academic distribution area.

DIVERSITY REQUIREMENT

Students graduating with the general education distribution requirements and using the 1992-93 catalog or a later catalog must meet the University diversity requirement which requires students to successfully complete two courses (minimum of six credits) of diversity coursework from the approved list. The two courses must be taken from two different departments. The list is available from the Degree Requirements Office in the Neuberger Hall lobby, the quarterly schedule of classes, and from academic departments and advisers. Courses taken to satisfy the Diversity Requirement may also be used to meet any other requirements if they conform to the regular qualification for those requirements.

FOREIGN LANGUAGE REQUIREMENT FOR THE B.A. DEGREE.

The B.A. language requirement is not defined in credits, but in terms of competence: for graduation, a student must demonstrate competence equivalent to that normally attained after two years of college study. Students with no previous knowledge of a foreign language are advised to complete 24 credits (two years) in a language.

Students who already possess sufficient competence (or who wish to prepare themselves outside of formal classes) may meet the B.A. language requirement in any of the following ways: (1) Completion in any foreign language of 203 or its equivalent with a grade of C-, P, or above; (2) completion in any foreign language of a course that has 203 or higher as a prerequisite; (3) Demonstration of proficiency in a foreign language equivalent to that attained after two years of college study. There are three ways to demonstrate equivalency proficiency: a) in French, German, or Spanish, by passing the CLEP examination with a score high enough for second-year level credit (see page 28); b) in other languages regularly taught by the Department of Foreign Languages and Literatures by passing a departmental examination with a score high enough for second-year level credit; c) in any language for which the Department of Foreign Languages and Literatures has a qualified tester by passing a non-credit departmental examination. English satisfies the B.A. language requirement for students whose official transcripts demonstrate that their secondary education was completed in a foreign language. Such students may not enroll in first- or second-year courses in the language in which they received their secondary education. (See page 121.)

DOUBLE MAJOR

Students with two or more majors must satisfy the University general education requirements for the first major only. When a double major includes a liberal studies major, the University general education requirements are to be satisfied for the departmental major.

ASSESSMENT

Students at Portland State University participate in assessment activities within their programs of study. Assessment activities may include standardized testing, placement tests, surveys, portfolios of student work, group or individual interviews, or classroom research. Results are used to inform the process of teaching and learning, the design and implementation of programs and curricula, and efforts to describe and improve the student experience at Portland State University.

Incoming students to PSU may be required to take a writing assessment and, based on the results of that assessment, take an assigned writing course.