University of Oregon

the big FiG book
2011

Freshman Interest Groups
Where the pieces come together
Figs: Freshman interest groups
This guide helps you navigate the university community by presenting
Freshman Interest Groups, a first-year program created for you. Once you've
submitted your Intent to Register form, accompanied by your advance tuition
deposit, you are eligible to reserve your space in one of our many FIGs.

You may make your FIG request online beginning May 2, 2011. Requests will
be accepted until spaces are filled. The online option will end on or before
June 13, 2011.

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On the cover: Details of quilts made by Duck mom Diane Greening.
What is a FIG?

One of the best ways to get started at the university is to join a **FRESHMAN INTEREST GROUP (FIG)** for fall term. A FIG consists of twenty to twenty-five first-year students who take two regular general-education courses together. These courses are also open to non-FIG participants at all class levels, but FIG students are linked through College Connections, a seminar limited to FIG students and typically taught by the professor of one of the regular general-education courses in the FIG.

This small class engages students in projects and assignments specific to each FIG and offers mentoring from the professor and a FIG academic assistant, an advanced undergraduate who helps FIG members navigate the university. The seminar might also include informal out-of-class events such as hikes, dinner with the professor, or an excursion to a concert or play. Students may have a shared summer reading on a topic related to the FIG so that there’ll be plenty to talk about when the group first meets during Week of Welcome.

There are many different kinds of FIGs, so you’re sure to find one that appeals to you.

The courses in a FIG will count toward your degree, no matter what major you choose. Here’s why:

FIG courses are among the select group that makes up either the general-education curriculum or the more specialized curricula of individual majors. To earn a UO bachelor’s degree, you will take a total...

Rock 'n' Science FIG

Students study physics through the highly entertaining venue of rock music. A field trip to a concert includes a tour of the sound reinforcement system and sound check.
of about forty-five courses—typically four each term (fall, winter, and spring). The exact number will vary somewhat, depending on your major, but whatever you choose, these forty-five courses will be distributed in roughly equal proportions among three categories:

**GENERAL EDUCATION COURSES**

**COURSES IN YOUR MAJOR FIELD**

**ELECTIVE COURSES**

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Students who start out in a FIG earn significantly higher grades throughout their first year and beyond. FiGs create an atmosphere like that of a small liberal arts college but make use of the many resources of a major research university. They guarantee your enrollment in popular courses, create a coherent educational experience, and give you access to small classes with outstanding teachers.

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**GET TO KNOW YOUR PROFESSORS**

**JOIN A FIG**
how the pieces fit together

GENERAL EDUCATION COURSES
This is the core course work that is essential for all highly educated people, regardless of specialty or profession. It is the centerpiece of a University of Oregon education, designed to stimulate your creativity to meet the varied challenges of work and life after college. The general-education curriculum includes a rich variety of courses and choices, so that the core will be shaped by the questions and experiences that intrigue you. Its purpose is the same for all students, however: to introduce you to the great range of human knowledge and to hone your reasoning and communication skills.

Through general-education course work, you’ll sample the three broad areas for studying nature and society: arts and letters, the social sciences, and the sciences. You’ll also take courses in writing, and you may take courses in both mathematics and foreign languages. Using words and mathematical symbols to convey ideas will enhance your ability to reason. Studying distinctive cultures, languages, and perspectives will deepen your appreciation for the variety of human experience and the commonalities that unite us.

COURSES IN YOUR MAJOR
This is the specialized course work that allows you to investigate one area in depth, to understand its principles and key conclusions, and to appreciate the methods used to answer its questions.

ELECTIVE COURSES
These are courses you select entirely on the basis of your own curiosity. They may be grouped to create a subspecialty that interests you or enhances your employability, or they may be scattered to give you the broadest possible sampling of subjects and ideas.

honors college students
Students entering the Clark Honors College will fulfill all UO general-education requirements by following the honors college curriculum. Because these courses offer the same advantages as the FIGs—intellectual challenge, small classes, and close association with faculty members—the only FIGs that honors college students may sign up for are Honors Science, Nano-Newton, and Global Oregon.

Creativity Toolbox FIG
Students tap into their own creative process as they choose cool visual images for a conceptual map of their lives.
Requesting a FIG now allows you to choose two courses that will get you started on general-education or major requirements, in addition to securing half of your fall term schedule even before summer orientation. Then, when you come to IntroDUCKtion in the summer, you’ll meet with an advisor to review your FIG selection and choose the two remaining courses to complete your schedule.

**HOW TO CHOOSE A FIG** We have more than sixty FIGs for you to choose from for fall 2011. You’ll find them listed on pages 9–13 of this guide. Some of the FIGs may fall into one or more of the following categories:

Students in a **RESIDENTIAL** FIG live in the residence halls near each other and the FIG academic assistant, but intermingled with other students as well. Without limiting your circle of friends, you have ready access to people with similar interests, not to mention schedules. In addition, because related FIGs are often in the same residential area, your music FIG might be housed near an acting FIG. If you choose a science FIG, you’ll find plenty of chemistry or physics students just down the hall. Forming a study group could not be easier.

**Animal Behavior FIG**
Students get up close and personal with their subjects, from the Ducks on the UO campus to a colony of snow monkeys at the Oregon National Primate Research Center.
Requests to be in a residential FIG must be made through online registration beginning May 2 or at one of the July IntroDUCKtion sessions. Residential FIG selection will supersede your housing preferences for special interest halls and room types.

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

**CHALLENGE FIGs** give students a distinctive academic experience. One of the classes in each of the ten challenge FIGs is at the intermediate level; they are smaller than the courses in many of the other FIGs and are intended to encourage motivated students to explore subjects in depth. Challenge FIGs may be either residential or nonresidential.

**Learn more at firstyear.uoregon.edu**
FIGS FOR 2011
This FIG is unique because it will continue for three terms. In association with the Carnegie Council for Ethics in International Affairs, members of this FIG will explore global, national, and local issues in the traditional classroom and beyond, using technology to “meet” with people in different time zones, different cultures, and different continents. Special programs will bring students into contact with visiting scholars and community leaders. In addition to the fall FIG courses and activities, students will enroll in 1-credit seminars in the winter and spring terms to expand their understanding of other places and to more fully comprehend their role as global citizens. See oregoncarnegienetwork.uoregon.edu.

**Students of Global Oregon**

**Challenges**
- Oregon Outside
- ¿Papas o Patatas?
- Planetary Atmospheres
- Reboot the Past, Upload the Future
- Religious Objects as Icons
- Shakespeare’s Stage
- Shaping Society
- Social Progress, Social Change
- Sorting Hat
- Teaching Science: Mix it Up!
- Thinking Images
- Urban Garden
- Vive la France!
- War and Peace
- World Within Us

Go online.
Reserve your space.
firstyear.uoregon.edu

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**The Art of Expression**

Students explore society’s influence on gender roles through collaborative and creative activities, including performance, dance and movement, poetry and mask, and the visual arts.
The following FIGs, grouped according to theme, will be available fall term 2011. Listed below each FIG title are the three courses that all students in the FIG take together. These courses are described on pages 14–20.

<table>
<thead>
<tr>
<th>The Arts</th>
<th>Human Society</th>
<th>Challenge</th>
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<tbody>
<tr>
<td><strong>Art of Expression</strong></td>
<td><strong>Adventures of the Mind</strong></td>
<td><strong>Exploring Africa</strong></td>
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<tr>
<td>(Theory and application)</td>
<td>PSY 202 Mind and Society</td>
<td>ANTH 327 Anthropological</td>
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<tr>
<td>AAD 252 Art and Gender</td>
<td>PHIL 110 Human Nature</td>
<td>Perspectives on Africa</td>
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<tr>
<td>TA 250 Acting I</td>
<td>PSY 199 College Connections</td>
<td>INTL 250 Value Systems in</td>
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<td>AAD 199 College Connections</td>
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<td>Cross-Cultural Perspective</td>
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**Creativity Toolbox**

AAD 250 Art and Human Values  
J 201 Media and Society  
J 199 College Connections

**ChallengE**

**Hip-Hop and the Politics of Race**

MUS 360 History of Hip-Hop Music  
ES 101 Introduction to Ethnic Studies  
MUS 199 College Connections

**Intersections of Expression**

COLT 101 Introduction to Comparative Literature  
ARH 204 History of Western Art  
COLT 199 College Connections

**Media Explosions**

ART 101 Understanding Contemporary Media  
ENG 265 History of the Motion Picture  
ART 199 College Connections

**Moving to MTV**

(Recommended for dance majors, not for music majors)

MUS 125 Understanding Music  
DAN 251 Looking at Dance  
MUS 199 College Connections

**Religious Objects as Icons**

ARH 209 History of Japanese Art  
REL 101 World Religions: Asian Traditions  
ARH 199 College Connections

**Urban Garden**

LA 260 Understanding Landscapes  
BI 130 Introduction to Ecology  
LA 199 College Connections

**Human Society**

**Adventures of the Mind**

PSY 202 Mind and Society  
PHIL 110 Human Nature  
PSY 199 College Connections

**Residential**

**As the World Shrinks**

INTL 240 Perspectives on International Development  
BA 101 Introduction to Business  
BA 199 College Connections

**Bella Italia!**

ITAL 101 First-Year Italian  
ITAL 150 Cultural Legacies of Italy  
ITAL 199 College Connections

**Borderlands**

GEOG 142 Human Geography  
INTL 240 Perspectives on International Development  
GEOG 199 College Connections

**Got Opinions?**

WGS 101 Women, Difference, and Power  
J 201 Media and Society  
J 199 College Connections

**International Outlook**

PS 205 Introduction to International Relations  
INTL 240 Perspectives on International Development  
PS 199 College Connections

**Residential Challenge**

**Justice Matters**

PHIL 307 Social and Political Philosophy  
PS 260 Public Policy and Democracy  
PHIL 199 College Connections
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<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>Media Mirror</td>
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<td>PSY 202  Mind and Society</td>
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<td>J 201  Media and Society</td>
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<td>J 199  College Connections</td>
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<td>Mind and Society: East and West</td>
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<td>PSY 202  Mind and Society</td>
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<td>EALL 209  Language and Society in East Asia</td>
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<td>PSY 199  College Connections</td>
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<td>Not Your Grandma's World</td>
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<td>WGS 101  Women, Difference, and Power</td>
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<td>EDST 111  Educational Issues and Problems</td>
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<td>WGS 199  College Connections</td>
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<td>On Location: Middle East</td>
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<td>HIST 240  War in the Modern World I</td>
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<td>J 201  Media and Society</td>
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<td>J 199  College Connections</td>
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<td>CHALLENGE</td>
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<td>The One and the Many</td>
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<td>ENG 208  Shakespeare</td>
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<td>PHIL 307  Social and Political Philosophy</td>
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<td>ENG 199  College Connections</td>
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<td>¿Papas o Patatas?</td>
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<td>SPAN 150  Cultures of the Spanish-Speaking World</td>
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<td>LING 201  Language and Power</td>
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<td>RL 199  College Connections</td>
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<td>Social Progress, Social Change</td>
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<td>ES 101  Introduction to Ethnic Studies</td>
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<td>WGS 101  Women, Difference, and Power</td>
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<td>Sorting Hat</td>
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<td>EDST 111  Educational Issues and Problems</td>
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<td>SOC 204  Introduction to Sociology</td>
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<td>Speaking the World</td>
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<td>ANTH 280  Introduction to</td>
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<td>Stories We Tell</td>
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<td>SCAN 251  Text and Interpretation</td>
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<td>PHIL 110  Human Nature</td>
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<td>Shakespeare's Stage</td>
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<td>TA 367  History of the Theater I</td>
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<td>Shaping Society</td>
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<td>Silk Road</td>
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<td>HIST 190  Foundations of East Asian Civilizations</td>
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<td>INTL 250  Value Systems in Cross-Cultural Perspective</td>
<td>HIST 240  World in the Modern World I</td>
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<td>BA 101  Introduction to Business</td>
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<td>BA 199  College Connections</td>
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<td>RESIDENTIAL</td>
<td>VIVE LA FRANCE!</td>
<td>WORLD WITHIN US</td>
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<td>FR 150  Cultural Legacies of France</td>
<td>ANTH 161  World Cultures</td>
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<td>HUM 101  Introduction to the Humanities I</td>
<td>PSY 202  Mind and Society</td>
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<td>WARR AND PEACE</td>
<td>ANIMAL BEHAVIOR</td>
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<td>RUSS 204  Introduction to Russian Literature</td>
<td>ANTH 171  Introduction to Monkeys and Apes</td>
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<td>HIST 240  War in the Modern World I</td>
<td>BI 132  Introduction to Animal Behavior</td>
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<td>ES 101  Introduction to Ethnic Studies</td>
<td>BI 132  Introduction to Animal Behavior</td>
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<td>J 201  Media and Society</td>
<td>ENVS 201  Introduction to Environmental Studies: Social Sciences</td>
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<td>Digging Up History</td>
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<td>ANTH 150  World Archaeology</td>
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<td>GEOL 101  Earth’s Dynamic Interior</td>
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<td>RESIDENTIAL</td>
<td>Electronic Nose*</td>
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<td>CH 221  General Chemistry</td>
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<td>CH 227  General Chemistry Laboratory</td>
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<td>RESIDENTIAL</td>
<td>Footprints We Leave</td>
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<td>ANTH 270  Introduction to Biological Anthropology</td>
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<td>BI 121  Introduction to Human Physiology</td>
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<td>RESIDENTIAL</td>
<td>Forensic Science*</td>
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<td>(For students who want to learn how to use science to solve crimes)</td>
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<td>CH 221  General Chemistry</td>
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<td>CH 199  College Connections</td>
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<tr>
<td>RESIDENTIAL</td>
<td>From NASA to Avatar</td>
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<td>ASTR 121  The Solar System</td>
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<td>BI 130  Introduction to Ecology</td>
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<td>PHYS 199  College Connections</td>
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* check pre- or corequisites, page 16
+ check pre- or corequisites, page 19
FAQs about FIGs

Should I register for a FIG if I’m coming to IntroDUCKtion? Yes, as soon as possible. Freshman interest groups have limited space and we register students in the order we receive requests. Some FIGs fill even before IntroDUCKtion begins. We will save your space by enrolling you in the two regular FIG courses plus the College Connections course.

What if I can’t come to IntroDUCKtion? A FIG is an excellent choice for you. If you can’t attend IntroDUCKtion, you may not be able to get your first choice of all the other courses you want, but your space in a FIG and the associated courses can be reserved now for next fall.

Can I change my mind later about the FIG I’m requesting? Yes. When you meet with your academic advisor, you can stay in the FIG in which you’ve been enrolled, choose another, or decide not to be in a FIG. Choosing a FIG now provides a framework that you can build on or revise when you come to campus.

May I request only one of the classes in the FIG? No. FIGs are made of two lecture courses and a College Connections course. Students in the FIG learn to think across disciplines by exploring the related themes of the two courses.

May students who take residential FIGs live off campus? No. If you plan to live off campus, choose a nonresidential FIG.

What FIGs should science students take? Biology, chemistry, environmental science, or human physiology majors should choose a FIG that includes Chemistry 221 and 227 (General Chemistry and General Chemistry Laboratory) or Chemistry 224H and CH 237 (Honors General Chemistry and Advanced General Chemistry Laboratory). Students wishing to major in physics should take the Nano-Newton FIG.

Do student athletes take FIGs? Yes, but before you request a FIG, speak to an academic advisor to find one that fits your training schedule.

What if I’m a student in the Robert D. Clark Honors College? To avoid duplicating course work, honors college students may enroll in one of three FIGs. If you are planning to major in biology, chemistry, or human physiology, we encourage you to take the Honors Science FIG. You may choose Nano-Newton if you wish to major in physics. Global Oregon is open to students interested in international affairs.

Can students who major in music or dance take FIGs? The Moving to MTV FIG is recommended for dance majors. However, students in the music degree program should consult with an advisor before requesting a FIG.

What about students seeking a bachelor of architecture degree? If you have already been admitted to the program leading to the BArch degree, follow its highly structured curriculum instead of taking a FIG.

Can students in the Undergraduate Support Program enroll in FIGs? No. Your advisor will contact you directly about the FIG-like course of study that has been designed for you.

Can I choose a FIG if I’m also in the College Scholars? Yes, the two programs are mutually supportive. Many students in FIGs also choose to be college scholars.

What FIG should an education premaj or choose? If you’d like to enter elementary education, we encourage you to choose a FIG with a science course for middle or secondary education, find a FIG related to your possible major.

Which FIGs do you recommend for journalism and business premajors? Many students in FIGs also choose to be college scholars.

What is the special Global Oregon FIG? This FIG is unique because it will continue for three terms, in association with the Carnegie Council for Ethics in International Affairs. The FIG will explore global, national, and local issues in the traditional classroom and beyond, using technology to “meet” with people in different time zones, different cultures, and different continents. Special programs will bring students into contact with visiting scholars and community leaders. In addition to the fall FIG courses and activities, students will enroll in 1-credit seminars in the winter and spring terms to expand their understanding of other places and to more fully comprehend their role as global citizens. Also open to honors college students.

See oregoncarnegienetwork.uoregon.edu.
Courses for FIGS in 2011
All the courses listed below will be offered fall term in various FIGs. A complete list of fall term courses will be available in the Student Handbook, which you will receive when you come to campus for academic advising. Most of the listed courses count toward general-education requirements.

**College Connections***
(Various subject codes with course number 199)

These courses help students get the most out of their university education by encouraging active learning. Explore the underlying themes linking the FIG courses through supplemental readings, assignments, and projects. Critical thinking, library use, and academic planning are taught in the context of the specific topics of the FIG. Students may have short summer reading assignments. (1 credit)

**AAD 250**
**Art and Human Values**
Addresses theoretical and practical questions that result from a view of art as a powerful social and cultural force. Participants examine their own and others’ aesthetic values to understand art and to promote cross-cultural appreciation. Lecture. (4 credits)

*Refer to pages 10–13 to find out which courses are grouped in FIGs.

**AAD 252**
**Art and Gender**
How do social and cultural factors influence roles of women and men in arts disciplines? Examines the underlying social structures that affect the definition of art and artists. Lecture. (4 credits)

**ANTH 150**
**World Archaeology**
How do archeologists obtain knowledge of the prehistoric past? Reviews the world prehistoric record from the earliest toolmakers in Africa more than 2 million years ago through early civilizations such as the Mayan. Lecture, discussion. (4 credits)

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

**ANTH 171**
**Introduction to Monkeys and Apes**
Humans are more closely related to nonhuman primates than they are to any other group of animals. We share with them an array of important adaptive features such as high intelligence, complex communication systems, diverse feeding adaptations and diets, lengthened periods of infant attachment, strong mother-infant bonds, and a reliance on social groups. Discussions revolve around those behavioral and evolutionary features that define the order Primates. Lecture, discussion. (4 credits)

**ANTH 270**
**Introduction to Biological Anthropology**
Examines the biological aspects of the human species from comparative, ecological,

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**Teaching Science: Mix It Up! FIG**

Students have fun by taking their demonstrations of exploding balloons, fluorescent soda fountains, and Gummi Bear immolations to a class of delighted fifth graders.

* Courses count as electives.
and evolutionary perspectives. Explores the fossil record of the evolution of human lineage and investigates human biology through genetics and inheritance, as well as population biology. Lecture, discussion. (4 credits)

**ANTH 280**
**Introduction to Language and Culture**
How are our identities constructed through language? How does language shape the way we perceive and think about the things around us—and how does the world shape language? Examines how language, as a system of signs, makes culture possible and explores the dynamics of everyday conversations, the artful uses of language in performance, and aspects of power such as the politics of gender, national identity, and social status. Lecture, discussion. (4 credits)

**ANTH 327**
**Anthropological Perspectives on Africa**
Thematic, comparative exploration of the contours of life in contemporary Africa. Promotes a critical historical perspective on the anthropology of the continent. Lecture. (4 credits)

**ARH 204**
**History of Western Art I**
Why have people always felt compelled to make art? Examines painting, sculpture, architecture, and other art in relation to the cultures producing them. Considers characteristics of art from cave paintings of the Stone Age to the humanistic art of classical Greece to the propagandistic art of the Roman Empire. Lecture, discussion. (4 credits)

**ARH 209**
**History of Japanese Art**
Japanese art from Neolithic times to the present, covering a wide range of media and styles including early pottery traditions, Buddhist art and its ritual context, Zen painting, the tea ceremony, and the prints and paintings of the Floating World. Field trips to the Jordan Schnitzer Museum of Art on the UO campus to see a variety of examples of Japanese art firsthand. Lecture, discussion. (4 credits)

**ART 101**
**Understanding Contemporary Media**
A survey of contemporary art practice, in which students will see, consider, and discuss art in the twenty-first century. How have new ideas about meaning and experience changed the work of artists? Members of the art faculty, representing a broad range of ideas and media approaches, present guest lectures on current ideas and practices in art. Lecture. (4 credits)

**ASTR 121**
**The Solar System**
Focusing on naked-eye astronomy, the origin of astronomical concepts, and the structure and evolution of stars, galaxies, and the universe. Lecture with frequent use of slide and audio-visual materials; opportunities for viewing the night sky and trips to the planetarium in Alton Baker Park. Lecture. (4 credits)

**BA 101**
**Introduction to Business**
Discusses the role of business in society and explores the major functional areas of business (e.g., marketing, accounting, product development, and general management). Useful to anyone who wishes to gain insight into how business people think and why businesses are run the way they are. Lecture. (4 credits)

**BI 121**
**Introduction to Human Physiology**
Studies the normal body function at the organ level, emphasizing basic physiological principles. Discusses genetics and cellular function in addition to the essential nutrition for maintaining healthy digestive processes. No chemistry background required. Lecture, discussion. (4 credits)

**BI 130**
**Introduction to Ecology**
Introduces the concept of an ecosystem and the diversity of species and their interaction within those systems. Also studies succession, population growth, and the implications of species distribution for human ecosystems. Lecture, discussion. (4 credits)

**BI 132**
**Introduction to Animal Behavior**
Examines the evolution, development, and underlying mechanisms of animal behavior. Topics include biological clocks, sex, intelligence, communication, and animal consciousness. Designed for nonmajors. Lecture, discussion. (4 credits)

**CH 221**
**General Chemistry**
Approaches chemistry quantitatively, covering atoms and molecules, energy changes during chemical reactions, reaction rates, and electrochemical phenomena. Prerequisite: high school chemistry; pre- or corequisite: MATH 111. Concurrent CH 227 or 237 recommended. Lecture, demonstration. (4 credits)

**CH 224H**
**Honors General Chemistry**
Topics include molecular structure, equilibrium dynamics, reactions, thermodynamics, and an introduction to quantum chemistry. Assumes an excellent background in high school chemistry, physics, and mathematics, and is appropriate for chemistry majors and other students considering careers in science. Prerequisite: high school chemistry; MATH 112 or equivalent; pre- or corequisite: MATH 241 or 251 or 261. Concurrent CH 237 recommended. Lecture, demonstration. (4 credits)

**CH 227**
**General Chemistry Laboratory**
Introduces chemistry laboratory techniques, including volume and mass measurement, use of the pipette and burette, and gravimetric thermochemical measurements. Required for students in the natural sciences or for those preparing to enter one of the medical sciences. Lecture, laboratory. (2 credits)

**CH 227***
**Advanced General Chemistry Laboratory**
Offers the opportunity to perform chemical experiments that illustrate gravimetric techniques, periodic relationships, chemical equations, phase diagrams, and volumetric and spectrophotometric techniques. Lecture, laboratory. (2 credits)
CLAS 321
Classic Myths
Some of the most popular recent Hollywood films are based on the major mythological cycles of the ancient world: Troy, Thebes, and their heroes. Examines a variety of sources in literature and visual representations in order to understand why these heroic figures are so enduring. In English translation. Lecture, discussion. (4 credits)

COLT 101
Introduction to Comparative Literature
Explores why people tell stories as an effort to define themselves and their life journeys. Examines cultural archetypes in several genres of literature by looking at pieces as varied as Homer’s Odyssey, Shakespeare’s plays, and the work of Gabriel García Márquez. Lecture, discussion. (4 credits)

DAN 251
Looking at Dance
How does dance communicate? How can we discuss it when its expression is nonverbal? Investigates a variety of dance forms and styles through reading, discussion, movement laboratories, and fieldwork. Focuses on dance as an art form in the Western theatrical tradition. Lecture. (4 credits)

EALL 209
Language and Society in East Asia
An introduction to contemporary features of East Asian cultures and languages with primary focus on Mandarin Chinese, Japanese, and Korean. Students examine various aspects of these languages such as words and meaning, grammar, the sound and writing systems, and speech styles and learn how language can be a lens to explore culture and society. Lecture. (4 credits)

EDST 111
Educational Issues and Problems
Examines specific issues and problems confronting educators in a variety of educational settings. Focuses on our changing society in relation to educational and social service reform. Useful to all students and prospective citizens of our society. Lecture, discussion. (4 credits)

ENG 207
Shakespeare
Introduction to Shakespeare’s early and middle plays. Plays to be read may include A Midsummer Night’s Dream, Richard II, The Merchant of Venice, Love’s Labour’s Lost, Much Ado about Nothing, and Hamlet. Lecture. (4 credits)

ENG 208
Shakespeare
Introduction to Shakespeare’s later plays. Plays to be read may include Coriolanus, Measure for Measure, King Lear, Timon of Athens, and The Tempest. Lecture. (4 credits)

ENG 215
Survey of American Literature
American literature from the beginnings to the 1850s. Themes may include cultural contact in literature, the development of American transcendentalism, the writing of democracy and nationhood, the influence of slavery and slave narrative, race and gender in American literature and nature, wilderness in the literary imagination, and industrialization and literature. Lecture. (4 credits)

ENG 265
History of the Motion Picture
Explores the historical evolution of the motion picture as an institution and as an art form. While examining both Hollywood and world cinema, the course develops interpretive and critical skills for studying film in the context of history. Lecture, discussion. (4 credits)

ENG 209
Introduction to Shakespeare’s later plays. Plays to be read may include Coriolanus, Measure for Measure, King Lear, Timon of Athens, and The Tempest. Lecture. (4 credits)

ES 101
Introduction to Ethnic Studies
Multidisciplinary study focusing on Americans of African, Asian, Latino, and Native American descent. Topics include group identity, language in society and culture, forms of resistance, migration, and social oppression. Lecture, discussion. (4 credits)

FLR 250
Introduction to Folklore
Approaches tradition, myth, and folklore (including popular beliefs, folk speech, folk architecture, custom) by emphasizing oral literature such as legend, folktale, and ballad. Lecture, discussion. (4 credits)

FR 150
Cultural Legacies of France
French civilization in France and beyond. Explores and explodes common stereotypes of France while examining such social and cultural phenomena as language and identity, love and romance, revolution and war, food and fashion, and cultural imperialism. Lecture, readings, and discussion in English. (4 credits)

GEOG 141
The Natural Environment
Introduction to the process of investigating the surface of the Earth. Students examine regional variations in climate and weather, landscapes, soils, and vegetation around the globe. Lecture, discussion. (4 credits)

GEOG 142
Human Geography
Examines the ways various people value and use their environments. A discussion of the distribution of major cultural elements in the evolution of cultural landscapes is of particular importance, since these visible building blocks of culture have shaped the world as we know it today. Lecture, discussion. (4 credits)

GEOG 209
Geography of the Middle East and North Africa
Explores the geography of the Middle East with an emphasis on politics, culture, and regional cohesion. Uses modern literature,
film, and images of landscape to understand the urban and rural characteristics of the region and its people. Lecture, discussion. (4 credits)

**GEOL 101**  
**Earth's Dynamic Interior**  
An overview of plate tectonics, mantle flow, and magmatism; volcanoes, earthquakes, mountain building, and generation of Earth's crust; rocks and minerals. Students compare Earth's matter with that of other planets. Lecture and laboratory. (4 credits)

**GER 221**  
**Postwar Germany: Nation Divided**  
Introduces modern German history, politics, and culture through literature. Discusses cultural movements of public dissent, including 1960s student revolutions. Conducted in English. Lecture, films, and discussion. (4 credits)

**HIST 104**  
**World History**  
Surveys world cultures and civilizations from the origins of agriculture to approximately the year 1500 C.E. Concentrates on several key themes: agriculture and economic development, relations between sedentary and non-sedentary peoples, the rise and fall of empires, and the origins of major belief systems. Includes study of missionary religions and imperialism. Lecture, discussion. (4 credits)

**HIST 190**  
**Foundations of East Asian Civilizations**  
Introduction to traditional China and Japan; Confucianism, Buddhism, Taoism; floating worlds; family and gender; traditional views of the body; literati class; samurai; Mongols and Manchu. Lecture, discussion. (4 credits)

**HIST 201**  
**United States**  
The development of the United States socially, economically, politically, and culturally. Examines Native America, European colonization, colonial development, the origins of slavery, the Revolution, and the early republic. Lecture, discussion. (4 credits)

**HIST 240**  
**War and the Modern World I**  
Changes in the nature and conduct of war in the nineteenth and twentieth centuries. Focuses on war in the context of social, political, and technological developments. Lecture, discussion. (4 credits)

**HPHY 101**  
**Exercise as Medicine**  
Provides an overview of exercise and its contribution to health and longevity. Explores the prevention and treatment of major diseases faced by society today. Lecture, discussion. (4 credits)

**HUM 101**  
**Introduction to the Humanities I**  
The ancient humanities continue to exert a powerful creative force on those who come in contact with them, as recent films such as Troy (2004) or Percy Jackson and the Olympians: The Lightning Thief (2010) demonstrate. Introduces some of the most spectacular works of literature and art that come from the ancient Mesopotamian, Greek, and Roman worlds. Lecture, discussion. (4 credits)

**INTL 240**  
**Perspectives on International Development**  
Emphasizes the importance of culture, identity, and ideology in understanding international development. Students adopt a focus country from the developing world to understand its culture, history, and current political, economic, and social situation. Lecture, discussion. (4 credits)

**INTL 250**  
**Value Systems in Cross-Cultural Perspective**  
Introduction to value systems of various cultures, focusing on how values inform approaches to current ethical dilemmas, and how values relate to religion, forms of social organization, group affiliation, and patterns of conflict resolution. Lecture, discussion. (4 credits)

**ITAL 101**  
**First-Year Italian**  
Introduction to Italian, stressing speaking, reading, writing, and comprehension skills. First course of a sequence. (5 credits)

**ITAL 150**  
**Cultural Legacies of Italy**  
The world would look very different today without the cultural contributions of Italy and the Italians. Explores the impact Italy has had in the arts, politics, and science, and the role of Italian Americans in American culture. Readings, films. (4 credits)

**J 201**  
**Media and Society**  
Introduces the history, nature, and issues of the various media of mass communication and their effects on society. Why did media systems evolve as they did? Who determines the nature of media messages? Provides an overview of professional fields, including print and electronic news, magazine journalism, advertising, and public relations. Lectures, with discussion encouraged. (4 credits)

**LA 260**  
**Understanding Landscapes**  
Examines landscapes as part of the environment, as biophysical processes, and as products of human cultural values. Lecture. (4 credits)

**LING 201**  
**Language and Power**  
Introduces a new way of looking at language and the relations between people who speak different languages or the same language differently. Explores the implications of linguistic and anthropological findings about language and society, and looks at the relationship between language variation (such as accents and dialects) and the social power of speakers of these varieties. Lecture, discussion. (4 credits)
PHIL 332
Philosophy of Film
Explores questions about the aesthetic dimensions of film, its relation to the other arts, and the treatment of philosophical questions in film. Lecture, discussion. (4 credits)

PHYS 152
Physics of Sound and Music
Introduction to the wave nature of sound, hearing, musical instruments and scales, auditorium acoustics, and the transmission, storage, and reproduction of sound. Lecture, discussion. (4 credits)

PHYS 251
Foundations of Physics I
Fundamental physics illuminates how the world works. The course investigates how force relates to an object’s motion, including relativistic treatments; energy and momentum conservation; circular motion, rotational phenomena, and gravity. Lecture format, frequent demonstrations. Prerequisite: MATH 112 or equivalent; corequisite: MATH 251 or equivalent. (4 credits)

PHYS 290*
Foundations of Physics Laboratory
Introduction to laboratory measurements, reports, instrumentation, and experimental techniques. Lecture, tutorial. (4 credits)

PS 201
United States Politics
Who rules America and how? Provides a basic introduction to the major institutions and policymaking processes of American government. Examines America’s political culture and socialization process; the structure of our Constitution; federalism; and the workings of Congress, the courts, the presidency, and the electoral process. Lecture, discussion. (4 credits)

PS 205
Introduction to International Relations
An introduction to the analysis of international politics: anarchy, war, terrorism, pollution, free trade, human rights, prosperity, and starvation. Are wars an inescapable feature of international relations, or can states learn to resolve conflicts short of war? Topics include nuclear proliferation, international economics, and global interdependence. Lecture, discussion. (4 credits)

PS 260
Public Policy and Democracy
How and why do certain problems gain prominence on the public agenda? How do governmental and nongovernmental actors design, influence, and implement policies, and how do these policies affect the lives of ordinary people? Explores the way policymaking reflects tensions in American politics: order versus freedom, equality versus discrimination, and representative versus participatory democracy. Lecture, discussion. (4 credits)

PSY 201
Mind and Brain
Analyses perception, learning, and the specific cognitive functions of attention, memory, thinking, and language. Discusses modern techniques of neuroimaging (e.g., PET scan) and the role of neuropsychology in discovering the relationship between mind and brain. Lecture, discussion. (4 credits)

PSY 202
Mind and Society
Examines infant and child development, social psychology, personality, and psychopathologies. Shows how understanding the mind has implications for major social issues such as education, the promotion of tolerance, and our response to psychopathology. Lecture, discussion. (4 credits)

REL 101
World Religions: Asian Traditions
Examines various Asian religious traditions, including Hinduism, Buddhism, Confucianism, and Taoism. Focuses on the philosophical understanding of religious ideas supported by a critical examination of historical context. Lecture, discussion. (4 credits)
RUSS 204
Introduction to Russian Literature
What was it about Russia's historical and cultural background that encouraged an extraordinary flowering of literary activity in the nineteenth century, though a significant portion of the population was enslaved? Find out by reading and discussing the works of Pushkin, Dostoevsky, Tolstoy, and other famous Russian writers. Lecture. (4 credits)

SCAN 251
Text and Interpretation
Close readings of a series of texts and films that highlight the difficulty of interpretation. An introduction to thinking and writing critically about cultural production and to the art, literature, and film of Scandinavia. Conducted in English. (4 credits)

SOC 204
Introduction to Sociology
How and why do human groups and societies develop and function? Sociology offers a scientific understanding of human behavior as it relates to and results from interaction within these groups. Presents fundamental concepts, theories, and methods of research. Lecture, discussion. (4 credits)

SPAN 150
Cultures of the Spanish-Speaking World
This class explores the vast geographical and social difference in the Spanish language, focusing on the historical sources of modern-day dialects, the lexical and grammatical features that distinguish them, the social factors that determine current usage, and the future of the language in the different contexts where it is used. Lecture and discussion in English. (4 credits)

TA 250*
Acting I
Introduces the fundamentals of acting and the world of theater. Uses improvisation and theater games to develop freedom, creativity, and confidence, culminating in the performance of a two-character scene. (4 credits)

TA 367
History of the Theater I
Surveys the role of the theater in the formation and transmission of different cultures and periods, with a main focus on Western developments and conventions through the Renaissance. Lecture. (4 credits)

WGS 101
Women, Difference, and Power
Examines the sociocultural, political, economic, and personal significance of gender from the individual to the global level. Lecture, discussion. (4 credits)

Now that you’re ready to put the pieces together and start your educational adventure at the University of Oregon with a FIG, go to duckweb.uoregon.edu.

Choose a FIG
When making your choice, think about the following:
- Courses included in the FIG
- Whether the FIG is a challenge FIG
- Whether the FIG is a residential FIG

Go online, beginning May 2, 2011, at 4:00 p.m. Pacific time. FIGs fill early, so act soon! If the FIG you want is residential, you must also submit a UO residence hall application and contract to the Office of University Housing by the housing request deadline.
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