

# GENERAL EDUCATION

General Education at Illinois Wesleyan University strives to provide a foundation for a liberal education of quality and breadth through a continuously evolving program which fosters intellectual independence, critical thinking, imagination, social awareness, and sensitivity to others. These qualities of mind and character are developed through a coordinated academic and co-curricular program of active learning, problem solving, collaborative inquiry, and community involvement. In this environment, students pursue a course of study which leads to knowledge of the natural universe and the diverse realms of human experience.

More specifically, General Education at Illinois Wesleyan is committed to the following goals:

- To develop students' capacities for critical thinking, intellectual independence, and imagination by creating opportunities for active learning;
- To develop students' knowledge and understanding of the fundamental processes and relationships of nature and culture and their evolution over time;
- To enable students to use formal methods of reasoning in problem solving;
- To heighten students' understanding of the diversity of cultures in our own society and the world;
- To develop students' capacities for expressing and communicating ideas in writing and orally, in English and in another language, and for using writing as a means of discovery and understanding;
- To foster in students the ability to make and assess judgments of value in such areas as ethics, aesthetics, and public policy by encouraging them to frame questions of value, to explore alternative value systems, and to become informed, active citizens in public life;
- To develop in students kinesthetic awareness, personal fitness, and life-long habits of healthy living;
- To bring the world to campus and students to the world through varied combinations of co-curricular programming, travel and service to the community.

Students are given the opportunity to achieve the goals of General Education through a sequence of course Category offerings, Course Flags, and other requirements which are outlined on the following pages.

## GENERAL EDUCATION POLICIES AND GUIDELINES

In planning a course of study to complete these category and flag requirements, students should take into account the following policies:

- A course may count for both a General Education and a major or minor requirement, but may not be counted toward both a major and minor requirement or toward requirements for two different majors.

- No General Education unit or flag courses may be taken on a Credit/No Credit basis.
- No course unit may be counted toward more than one General Education category requirement. However, a single course may count for both a General Education category and a flag.
- No more than 2 General Education category requirements may come from a single department or school, not counting Gateway Colloquia and language instruction courses (101, 102) or 201 language level placement.
- No more than 2 units of “D” work may be counted toward General Education credit.
- One of the two required Writing Intensive courses must be completed by the end of the sophomore year.
- No activity course in Physical Education may be repeated for credit.

For students who desire to submit Advanced Placement, International Baccalaureate, and/or transfer credit to fulfill the requirements of the General Education Program, the following guidelines also apply:

- The Registrar, in consultation with the Associate Dean, shall evaluate all requests for transfer credit for General Education courses and flags. Advanced Placement exam, International Baccalaureate exam, and Cambridge International exam credits will be processed by the Registrar.
- Once he/she has enrolled at IWU, a student can earn no more than 4 units of General Education Credit through a combination of Advanced Placement exam credits, International Baccalaureate exam credits, Cambridge International exam credits, and courses transferred from other institutions, except for courses in approved off-campus study programs.
- In order to receive General Education credit for Advanced Placement exams, the student must have successfully completed the courses associated with the exams and the score on the Advanced Placement exam must be a 4 or 5. In order to receive General Education credit for higher level International Baccalaureate exams, the score on the exam must be a 5, 6, or 7. In order to receive General Education credit for Cambridge International A-Level exams, the score on the exam must be A\*, A, or B.
- Because the Gateway Colloquium is designed to be an introduction to the intellectual and academic environment that is particular to this community, a student may not receive transfer credit for the Gateway Colloquium once he/she has enrolled at IWU.
- Advanced Placement Examinations and the corresponding General Education category:

**Advanced Placement Exam**

Art, History of  
 Art, Studio: Design 2D/3D  
 Art, Studio: Drawing  
 Biology  
 Chemistry  
 Chinese Language/Culture  
 Computer Science A

**Approved for IWU Credit**

The Arts  
 Elective Credit Only  
 Elective Credit Only  
 Life Sciences Issues Course  
 Physical Sciences Issues Course  
 Second Language  
 Formal Reasoning

Computer Science Principles	Elective credit only
Econ-Micro	Contemporary Social Institutions
Econ-Macro	Contemporary Social Institutions
English Lang and Comp	Writing Intensive Flag
English Lit and Comp	Literature
Environmental Science	Life Science Issues
French Language	Second Language
German Language	Second Language
Gov't and Politics-US	Contemporary Social Institutions
Gov't and Politics-Comp.	Contemporary Social Institutions
History, European	Cultural and Historical Change
History, US	Cultural and Historical Change
History, World	Cultural and Historical Change
Human Geography	Elective Credit Only
Italian Language/Culture	Second Language
Japanese Language/Culture	Second Language
Latin Vergil	Second Language
Math-Calculus AB	Formal Reasoning
Math-Calculus BC	Formal Reasoning
Music Theory	Elective Credit Only
Physics 1	Physical Sciences Issues Course
Physics 2	Physical Sciences Issues Course
Physics B	Physical Sciences Issues Course
Physics C-Mechanics	Physical Sciences Issues Course
Physics C-E&M	Physical Sciences Issues Course
Psychology	Life Sciences Issues Course
Research	Elective credit only
Seminar	Elective credit only
Spanish Language	Second Language
Spanish Literature	Literature
Statistics	Elective Credit Only

## IB Correspondence Chart

### International Baccalaureate Examinations

HL Language A: literature  
 HL Language A: language and literature  
 HL Classical languages (includes classical Greek and Latin)  
 HL Language B  
 HL Business management  
 HL Economics  
 HL Geography  
 HL Global Politics  
 HL History  
 HL Information technology in a global society  
 HL Philosophy

### Approved IWU Credit

Second Language  
  
 Second Language  
  
 Second language  
 Second language  
 Elective Credit Only  
 Contemporary Social Issues  
 Physical Sciences Issues  
 Global Diversity  
 Elective Credit Only  
  
 Elective Credit Only  
 Intellectual Traditions

HL Psychology	Life Sciences Issues
HL Social and cultural anthropology	Elective Credit Only
HL Biology	Life Sciences Issues
HL Chemistry	Physical Sciences Issues
HL Computer Science	Formal Reasoning
HL Design technology	Elective Credit Only
HL Physics	Physical Science Issues
HL Further mathematics	Formal Reasoning
HL Mathematics	Formal Reasoning
HL Dance	The Arts
HL Film	The Arts
HL Music	The Arts
HL Theatre	The Arts
HL Visual arts	The Arts

**Cambridge International Examinations  
(only A-Level Exams are accepted)**

**Approved for IWU Credit**

Accounting	Elective Credit Only
Afrikaans	Second Language
Applied Information and Communication Technology	Elective Credit Only
Arabic	Second Language
Art and Design	The Arts
Biology	Life Science Issues
Business	Elective Credit Only
Chemistry	Physical Science Issues
Chinese	Second Language
Classical Studies	Cultural and Historical Change
Computer Science	Formal Reasoning
Computing	Elective Credit Only
Design and Technology	The Arts
Design and Textiles	The Arts
Divinity	Elective Credit Only
English – Language	Elective Credit Only
English – Literature	Literature
Food Studies	Elective Credit Only
French	Second Language
Geography	Elective Credit Only
German	Second Language
Global Perspectives and Research	Elective Credit Only
Hindi	Second Language
Hinduism	Elective Credit Only
History	Elective Credit Only
Information Technology	Elective Credit Only
Islamic Studies	Elective Credit Only
Law	Elective Credit Only
Marathi	Second Language
Marine Science	Life Science Issues
Mathematics	Formal Reasoning

Mathematics – Further	Formal Reasoning
Media Studies	Elective Credit Only
Music	The Arts
Physical Education	Elective Credit Only
Physical Science	Physical Science Issues
Physics	Physical Science Issues
Portuguese	Second Language
Psychology	Life Science Issues
Sociology	Contemporary Social Institutions
Spanish	Second Language
Tamil	Second Language
Telugu	Second Language
Thinking Skills	Elective Credit Only
Travel and Tourism	Elective Credit Only
Urdu – Pakistan only	Second Language
Urdu	Second Language

### General Education Requirements

Degree	Course Categories										Course Flags			Other Req.
	GW	AV	AR*	CSI	CHC	FR	IT	LI T	LA**	Nat Sci	G	U	WI***	
BA & BS	1	1	1	1	1	1	1	1	3rd sem prof	2 course units; (LSI † & PSL) or (LSL & PSI)	1	1	2 (1 must be in the major)	2x or 4y or equiv. comb. ††
BFA (Art & Theater)	1	1	1	1	1	1	1	1	2nd sem prof	1 course unit; (LSI/LSL/PSI/ or PSL)	1	1	2 (1 must be in the major)	2x or 4y or equiv. comb. ††
BFA (Music Theater)	1	1	1	1	1	0	1	1	2nd sem prof	1 course unit (LSI/LSL/PSI/ or PSL)	1	1	2 (1 must be in the major)	2x or 4y or equiv. comb. ††
BM (Music Performance)	1	1	1	1	1	1	1	1	2nd sem prof	1 course unit; (LSI/LSL/PSI/ or PSL)	1	1	2 (1 must be in the major)	2x or 4y or equiv. comb. ††
BME (Music Education)	1	1	Fulfilled by ensembles	1	1	1	1	1	0	1 course unit; (LSI/ PSL/ LSL or PSI) †	1	1	2 (1 must be in the major; choose from Music 353 to 358)	2x or 4y or equiv. comb. ††
BS (Nursing)	1	1	1	1	1	1	1	1	0	2 course units; (LSI & PSL) or (LSL & PSI)	1	1	2 (1 must be in the major)	2x or 4y or equiv. comb. ††

Students interested in fulfilling General Education requirements in “The Arts” through participation in ensembles and/or applied music lessons may choose from among the following four options:

- A. Four semesters of piano lessons (MUS 100) OR one semester of Beginning

Class Piano for Non-Music Majors (MUS 101) plus two semesters of applied piano (MUS 100).

B. Four semester of applied voice (MUS 100) OR two semesters of applied voice (MUS 100) with concurrent enrollment in either University Choir (MUS 26) or Collegiate Choir (MUS 23).

C. Four semesters of classical guitar lessons (MUS 100) OR two semesters of applied classical guitar (MUS 100) with concurrent enrollment in Guitar Ensemble (MUS 37).

D. Two semesters of one of the following ensembles—Orchestra (MUS 21), Wind Ensemble (MUS 22), Symphonic Winds (MUS 24), Jazz Ensemble (MUS 34), or Jazz Lab Band (MUS 35)—with concurrent enrollment in the appropriate applied instrumental lessons (MUS 100).

Admission into these ensembles, with the exception of Jazz Lab Band (MUS 35) is based upon audition. All applied study requires the consent of the instructor. An extra fee is charged for private lessons.

\*\* In place of the courses listed above, students can satisfy this requirement by an equivalent score on an IWU Placement Exam or AP language exam. Entering international students whose native language is not English are exempt from the second language requirement under any one of the following circumstances:

1) They were required to take the TOEFL (Test of English as a Foreign Language) for admission.

2) They provide a transcript from a secondary school where the primary language of instruction was not English.

3) They provide a transcript or other form of written certification that documents satisfactory completion of more than four years of study in one language other than English.

\*\*\* Students must take two “Writing Intensive” courses. One of these courses must be taken in the major, and one of the courses must be completed by the end of the sophomore year. Students who have more than one major must take a “Writing Intensive” course in each major.

† Psychology 100 does not meet the Natural Science state requirement for students pursuing an Elementary Education major.

†† At least 1x or 1y must be a fitness course.

## COURSE CATEGORIES

### Gateway Colloquium (GW; 1 course unit)

#### *Category Description:*

Gateway Colloquia are small discussion-oriented classes designed to develop students’ proficiency in writing academic and public discourse. Although each colloquium investigates its own issue or question, all focus on writing as a major component of intellectual inquiry. Students are expected to participate in discussion and to analyze, integrate and evaluate competing ideas so as to formulate their own arguments about an issue. Topics will vary by section. Students must complete a Gateway Colloquium by the end of the freshman

year. Students who fail Gateway will be enrolled in another section of the course at the earliest opportunity.

Category Goals	Course Criteria
<p>In keeping with the overall goals of the General Education program, in particular the goals of developing students' proficiency in writing and its use as a means of discovery and understanding, and of developing students' capacities in critical thinking, independence, and imagination through active learning, Gateway Colloquium seminars seek to:</p>	<p>To achieve these goals, all Gateway Colloquia incorporate the following criteria:</p>
<p>1. introduce students to the process of intellectual inquiry and develop students' critical thinking skills;</p>	<p>1. Courses introduce students to the methods of creating and acquiring knowledge in the university environment through assignments that require critical thinking, i.e., investigation, speculation, analysis and synthesis. Courses also introduce students to the ethical values of the academic community, i.e., sharing knowledge and crediting intellectual achievement through appropriate methods of documentation.</p>
<p>2. develop students' ability to evaluate competing ideas and experiences;</p>	<p>2. Courses focus on a specific topic in order to engage students in a shared, sustained investigation and discussion of competing ideas and to develop their reading skills. Courses will not be an introduction to a discipline.</p>
<p>3. develop students' skills in the conventions and structures of presenting knowledge in written academic and public discourse, and on strategies for effective revision;</p>	<p>3. Courses focus on writing as a process in which students produce informal writing, drafts, revisions, and final papers, and faculty read drafts, give extensive written comments on student writing, and return comments and formal papers before collecting the next formal paper assignment. Students produce about 30 pages of writing during the term, including at least 4 formal essays of varying lengths. Informal writing — journals, exercises, drafts, responses to reading or study questions — comprises the rest of the pages produced. The bulk of the course grade is derived from student writing. Since the primary focus of the course is writing, the length and number of reading assignments should be limited accordingly.</p>

4. engage students in learning activities that prepare them for academic life in the university.	4. Courses provide active learning opportunities that encourage students to analyze, synthesize, make inferences, argue logically, and think independently.
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## Analysis of Values (AV; 1 course unit)

### Category Description:

Courses in this category critically examine one or more *normative value issues* arising in social, political, professional, religious, artistic, or other contexts. Normative value issues concern questions of what *ought* to be the case, and are thus distinguished from empirical and/or descriptive issues, which concern questions of what *is, was, or will* be the case. Courses in this category engage students in the rational examination of normative value issues and expose them to alternative theories and positions concerning such issues. Students are thereby challenged to think systematically about these issues and to refine and defend their views of them.

Category Goals	Course Criteria
In keeping with the overall goals of the General Education program, in particular the goals of developing students' capacities for critical thinking, intellectual independence, communicating in writing and orally, and fostering their abilities to make and assess judgments of value, courses in the "Analysis of Values" category seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level have a significant research component and involve students in analysis and argumentation at a more sophisticated level than that normally found in lower-level courses.
1. develop students' ability to recognize and understand normative value issues;	1. Courses consider normative value issues as their central focus. The issue or issues should be clearly identified. Whereas the study of descriptive and/or empirical information may be an important component of courses in this category, such information should relate to the normative value issue(s) under consideration.
2. encourage students to understand and evaluate contrasting theories pertaining to normative value issues;	2. Courses expose students to contrasting theories pertaining to normative value issues as these are presented in primary or secondary source readings. Courses engage students in the critical assessment of these theories and/or the practical application of these theories to particular normative value issues.



<p>3. develop students' ability to formulate, examine rationally, and defend their positions about normative value issues. Such examination requires students to consider theories, contrasting positions on the issue(s) in question, and pertinent descriptive and empirical information;</p>	<p>3. Course materials and assignments provide multiple opportunities for students to examine contrasting positions, to formulate their own positions, and to consider rigorously the grounds and arguments for such positions. Possible methods include small group exercises, debates, interactive learning technologies, participation in co-curricular events, class discussions, and paper assignments.</p>
<p>4. encourage students to reflect on the implications of their values for their personal, professional and civic lives, and to learn to listen to, respect, and care about the views of other people in situations other than their own.</p>	<p>4. Courses develop students' ability to consider the interpersonal, professional, and social contexts of action and to understand the implications of their positions for other persons, groups, or populations.</p>

### Courses Meeting Analysis of Values Requirement:

Course Number	Title	Flag(s)
ACC 216	Professional Issues in Accounting	Writing Intensive
ANTH/ENST 276	Native Americans and the Environment	U.S. Diversity
BIOL 300	Biology and Ethics	Writing Intensive
CS 222	Values, Ethics, and Issues in Cybertechnology	Writing Intensive
ENST 100	Environment and Society	None
ENST/ANTH 276	Native Americans and the Environment	U.S. Diversity
GER 230	German for Human Rights	None
GRS 270	Preserving the Past: Collectors and the Trade in Antiquities	None
HIST 170	Civil Violence in Ancient Greece and Rome	Writing Intensive
HLTH 330	Human Sexuality	None
HLTH 350	Drug Abuse: The Individual and Society	None
HLTH 351	Abuse in America	None
INST 222/322	International Human Rights: An Introduction	None
LC 247	Fairy Tales of the 20th Century: Archaic Values in the Modern Age	None
LC 303	War and Peace in Japan	None
LC 347	The Moral Impulse in the Russian Culture: Reading Leo Tolstoy	None
OCS 222	Practical Ethics	None
OCS 222	Management and Ethics in a Cross-cultural Environment	None
OCS 222	"Shut. Up.": Censorship and Literature in the United Kingdom	Global Diversity
OCS 222/375	Drug Abuse: The Individual and Society	None
OCS 322	Management and Ethics in a Cross-cultural Environment	None
PHIL 105	Rights and Wrongs	None
PHIL 204	Introduction to Ethical Theory	None
PHIL 205	What is Law?	Writing Intensive
PHIL 213	Business Ethics	None
PHIL 214	Philosophy of Education	None
PHIL 224	Introduction to Social and Political Philosophy	None
PHIL 225	Medical Ethics	None
PHIL 304	Ethical Theory	None
PHIL 305	Philosophy of Law	None
PHIL 356	Contemporary Ethical Theory	Writing Intensive

PSCI 104	Multiculturalism and Its Critics	None
PSCI 204/304	Transitional Justice	None
PSCI 244	Voting, Voice, and Virtual Freedom	Writing Intensive
PSCI 281	American Social Policy	U.S. Diversity
PSCI 365	Ethical Dilemmas in Environmental Politics	None
REL 102	Introduction to Religious Thought	None
REL 324	Sexuality and Christianity	None
REL 341	Religious Tolerance and Pluralism	None
WGS 370	French Feminist Theory	None

## The Arts (AR; 1 course unit)

### *Category Description:*

Courses in this category heighten awareness of an aesthetic dimension in human experience through study of music, theater arts, visual arts, film, and/or creative writing. These courses place the specific art(s) under consideration within the context of the time of original creation or performance, and also within other appropriate contexts.

Category Goals	Course Criteria
In keeping with the overall goals of the General Education program, in particular the goals of offering opportunities for active learning and of developing students' imagination, their understanding of the fundamental processes and relationships of culture, and their ability to frame questions and make judgments of value, courses in the category of "The Arts" seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require students to frame questions of aesthetic value, to grapple with answers to those questions, and to evaluate competing ideas or theories of interpretation at an advanced level.
1. develop students' awareness of the deep sources of art, both individual and communal, and of the relationship in art between disciplined technique and creative freedom;	1. Courses examine how the artist is related to the work (inspiration, motives, expressive intentions), how art works are constructed, and what technical and aesthetic challenges are involved in the processes of creation or performance.
2. examine how art records, reflects, and shapes the temper of its time and place of origin;	2. Courses consider such matters as interactions between and among audience, artist, performer, and the art work; the influence of historical, social, and cultural factors on art at the time a work is created or performed for the first time; the influence of art on society.

3. explore the significance of art in a larger context-cross-culturally, historically, or in terms of broad aesthetic parameters shared by various art forms;	3. Course content focuses on a single art form across multiple cultures contemporaneously or a single art form in a single culture over time or multiple art forms in a single culture contemporaneously. Courses examine the role of interpretation in suggesting message or meaning in art.
4. encourage students to gain a sense of what artists actually do with their hands, voices, bodies, and minds, in the creation and practice of their art.	4. Course assignments and activities expose students, if possible, to paintings/sculpture, to live music and theater, and/or offer them the opportunity to engage in the actual practice of creative or performing arts activities.

### Approved Course List:

Course Number	Title	Flag
ANTH 275	Anthropology of Theatre, Performance and Spectacle	Global Diversity
ANTH 355	African Expressive Arts	Global Diversity
ANTH/MUS 245/345	World Music	Global Diversity
ART 111	Foundation Art	None
ART 113	Drawing I	None
ART 115	Introduction to Art History	None
ART 116	Survey of Asian Art	Global
ART 125	Introduction to Kiln Glass	None
ART 130	Painting I	None
ART 135	Printmaking I	None
ART 137	Sculpture I	None
ART 139	Ceramics I	None
ART 140	Photography I	None
ART 141	Graphic Design I	None
ART 175	Let There Be Light	None
ART 209	Myth, Image, and Symbol in South Asian Religion	Global Diversity
ART 225	Three Dimensional Glass	None
ART 240	Digital Photography	None
ART 275/HUM 270	Visual Persuasion	Global Diversity
ART 316	European Art, 1750-1900	None
ART 320	Modern Art	None
ART 322	Contemporary Art	Global Diversity
ART 355	African Expressive Arts	Global Diversity
ART 370	Museums, Representation, and Cultural Property	Global Diversity
ART/GRS 307	The Art and Archaeology of Greek Myth	None
ART/GRS/HIST 309	Greek Art from Homer to Alexander	None
ART/GRS/HIST 311	Art and Architecture of the Roman World	None
ART/INST 370	World Art after 1989	Global Diversity
ENGL 101	Introduction to Creative Writing	None
ENGL 272	Travel Course: Writing in Ireland	Writing Intensive
ENGL 301	Seminar in Creative Writing	None
FA 110	Film Aesthetics	None
GRS/ART 307	The Art and Archaeology of Greek Myth	None
GRS/ART/HIST 309	Greek Art from Homer to Alexander	None

GRS/ART/HIST 311	Art and Architecture of the Roman World	None
HIST/ART/GRS 309	Greek Art from Homer to Alexander	None
HIST/ART/GRS 311	Art and Architecture of the Roman World	None
HUM 270/ART 275	Visual Persuasion	Global Diversity
INST/ART 370	World Art after 1989	Global Diversity
LC 116	German Postwar Cinema	Global Diversity
LC 260	Italian Cinema	None
LC 270	Form and Void: Japanese Poetry and Poetics	None
LC 273	Standing in the Shadows: Global Film Noir	None
LC 275	Heroic Poetry in Performance	None
LC 275	Wild Strawberries, Communes, and Death: A Smorgasbord of Scandinavian and Nordic Film	Global Diversity
MUS 021	Orchestra (Gen Ed credit)	None
MUS 022	Wind Ensemble (Gen Ed credit)	None
MUS 023	Collegiate Choir (Gen Ed credit)	None
MUS 024	Symphonic Winds	None
MUS 026	University Choir (Gen Ed credit)	None
MUS 035	Guitar Ensemble	None
MUS 101	Beginning Class Piano for Non-Music Majors	None
MUS 164	Gourmet Listener	None
MUS 21, 21X	Illinois Wesleyan Symphony Orchestra	None
MUS 250	Dangerous Sounds: Music and Politics of Eastern Europe	Global Diversity
MUS 250	Song and Dance in Latin America	Global Diversity
MUS 250/350	Collegiate Choir in Germany	None
MUS 250/350	Jazz in Italy	Global Diversity
MUS 264	Jazz History	U.S. Diversity
MUS 268	Latin American Music	Global Diversity
MUS/ANTH 245/345	World Music	Global Diversity
MUTH 374	Music Theatre History and Literature	None
OCS 220	Barcelona Architecture and Urban Design	None
OCS 220	Spanish Painting in the Prado Museum	None
OCS 220	From Goya to Contemporary Art in Spain	None
OCS 220	Landscape Painting in Western Art	None
OCS 220	British Theatre	None
OCS 220	History of 20th-Century Art	None
OCS 220	Writing in Spain	Global Diversity
OCS 220	Photographing Barcelona-Identifying the Catalan Culture	Global Diversity
OCSP 328	Studies in Media and Film	None
OCSP 328	Barcelona Architecture and Urban Design	None
PSCI 424	American Politics in Action: People, Policies and Power	Writing Intensive
REL 123	Jesus at the Movies	None
REL 209	Myth, Image, and Symbol in South Asian Religion	Global Diversity
SPAN 360	Special Topics: Studies in Media and Film	Global Diversity
THEA 101	Theatre Appreciation	None
THEA 102	Fundamentals of Acting	None
THEA 241	Introduction to Dramatic Literature	Writing Intensive
THEA 276	Dance Appreciation	Writing Intensive
THEA 318	Scene Painting	None
THEA 341	Playwriting	Writing Intensive
THEA 342	Screenwriting	Writing Intensive
THEA 360	Travel Seminar: Domo-Ari got to go to Japan	Global Diversity
THEA 376	Dance History	None
THEA 377	History of Decor	Global Diversity
THEA 378	Costume History	None
THEA 391	Performance in Production	None

Students interested in fulfilling General Education requirements in “The Arts” through participation in ensembles and/or applied music lessons may choose from among the following four options:

A. Four semesters of piano lessons (MUS 100) OR one semester of Beginning Class Piano for Non-Music Majors (MUS 101) plus two semesters of applied piano (MUS 100).

B. Four semesters of applied voice (MUS 100) OR two semesters of applied voice (MUS 100) with concurrent enrollment in either University Choir (MUS 26) or Collegiate Choir (MUS 23).

C. Four semesters of classical guitar lessons (MUS 100) OR two semesters of applied classical guitar (MUS 100) with concurrent enrollment in Guitar Ensemble (MUS 37).

D. Two semesters of one of the following ensembles — Orchestra (MUS 21), Wind Ensemble (MUS 22), Symphonic Winds (MUS 24), Jazz Ensemble (MUS 34), or Jazz Lab Band (MUS 35) — with concurrent enrollment in the appropriate applied instrumental lessons (MUS 100).

Admission into these ensembles, with the exception of Jazz Lab Band (MUS 35) is based upon audition. All applied study requires the consent of the instructor. An extra fee is charged for private lessons.

## Contemporary Social Institutions (CSI; 1 course unit)

### *Category Description:*

Courses in this category explore the established practices, relationships, and organizations which influence the daily lives of individuals in society. Social institutions and/or structures examined include governments, religious organizations, education, the family, the media, and the legal, economic, health care, political, and social welfare systems.

Category Goals	Course Criteria
<p>In keeping with the overall goals of the General Education program, in particular, the goals of understanding the fundamental relationships and processes of nature and culture and their evolution over time, of fostering students' abilities to make judgments of value in the area of public policy, of encouraging students to become informed active citizens in public life, and of bringing the world to the campus and students to the world, courses in the category of "Contemporary Social Institutions" seek to:</p>	<p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a significant research component and will involve a degree of complexity in the material beyond that normally found in lower-level courses.</p>

1. examine how one or more social institutions arises, operates, interacts with other institutions, and changes in different cultural and historical contexts;	1. Courses examine the evolution of one or more contemporary social institutions to the present time and analyze the current structure and functions of the institution(s) studied and its (their) relationship with other institutions in its (their) own or another culture.
2. illuminate the ways and means through which societal and individual values are reflected in contemporary social institutions;	2. Courses engage students in discovering underlying values—including those of key institutional founders or leaders, as well as those of larger groups or societies—that are embodied in the structure and functioning of the institution(s) studied.
3. enable students to understand how individuals' values, beliefs, and behaviors are influenced by contemporary social institutions;	3. Students participate in assignments and activities that require them to consider and reflect upon how their own and/or others' attitudes, convictions, and actions are influenced, consciously or unconsciously, by the institution(s) studied.
4. provide students with opportunities to observe and/or to interact directly with individuals involved in the ongoing operations of one or more contemporary social institutions.	4. Courses provide opportunities for students to observe the actual functioning of the institution(s) studied and/or to interact with leaders, volunteers, clients, or other participants in the ongoing activities of the institution(s) through in-class experiences, on-campus co-curricular activities, field trips, volunteer service, electronic discussion groups, or other appropriate means.

### **Courses Meeting Contemporary Social Institutions Requirement:**

<b>Course No.</b>	<b>Title</b>	<b>Flag(s)</b>
ANTH 171	Cultural Anthropology	Global Diversity
ANTH 252	Gender in Cross-cultural Perspective	Global Diversity and Writing Intensive
ANTH 273	Self and Society in Japan	Global Diversity
ANTH 274	Peoples and Cultures of East Africa	Global Diversity
BUS 270	Financial Institutions in Modern Societies	None
ECON 100	Introduction to Economics	None
EDUC 225	Education and Social Justice	None
EDUC 373	Education and International Development	Global Diversity and Writing Intensive

ENST 361	Globalization and the Environment	Global Diversity
ENST/PSCI 260	American Environmental Politics and Policy	None
ENST/PSCI 262/362	Global Environmental Sustainability and Asian Development	Global Diversity
ENST/PSCI 360	Comparative Environmental Politics	Global Diversity and Writing Intensive
FREN 301	Language and Culture	Global Diversity
FREN 312	French Cinema	Global Diversity
LC 205	Language and Society in Japan	Global Diversity
LC 207	Language and Gender	Global Diversity
NURS 214	Nursing and Society	None
OCS 223	International Marketing	None
OCS 223	Sports and Society in Spain	None
OCS 223	London: The Multicultural Metropolis	None
OCS 223	The Practice of World Religions in Contemporary Spain	None
OCS 223	London: World City	None
OCS 223	The European Union: History, Economics, Politics	None
OCS 223	Sports and Society in Spain	None
OCS 223	International Marketing	None
PSCI 101	American National Government	U. S. Diversity
PSCI 103	Comparing Nations	Global Diversity
PSCI 220	Women and Politics	U.S. Diversity
PSCI 241	American Elections, Political Parties and Campaigns	Writing Intensive
PSCI 343	Making Democracy Work	Writing Intensive
PSCI/ENST 260	American Environmental Politics and Policy	None
PSCI/ENST 262/362	Global Environmental Sustainability and Asian Development	Global Diversity
PSCI/ENST 360	Comparative Environmental Politics	Global Diversity and Writing Intensive
REL 104	Introduction to Myths and Rituals	U. S. Diversity
REL 106	Women, Religion, and Spirituality	Global Diversity
REL 110	Religions of the World	Global Diversity
REL 132	Asian Religious Practice	Global Diversity
REL 204	Native American and African Religions	Global Diversity and Writing Intensive
REL 291	Magic, Witchcraft, and Religion	Writing Intensive
REL 292	Religion in Contemporary Japan	Global Diversity
REL 307	Voodoo, Santeria, and Candomble	Global Diversity
REL 310	Cults in America	U.S. Diversity
REL 337	Encountering Religious Diversity	Global Diversity
SOC 101	Introductory Sociology	None
SOC 120	Social Problems	None
SOC 222	Sex and Gender in Society	U.S. Diversity
SOC 230	Race and Racism	U.S. Diversity
SOC 277/377	Peoples and Cultures of Southeast Asia	Global Diversity
SOC 277/377	Hawaii: Studies in Multiculturalism	U.S. Diversity
WGS 101	Introduction to Women's And Gender Studies	U.S. Diversity

## Cultural and Historical Change (CHC; 1 course unit)

### *Category Description*

Courses in this category investigate the formation, persistence, and change of human-constructed institutions, emphasizing significant transformations in human social existence, and allowing historical personalities to speak to us

across time and space. Each class emphasizes the complex interactions of social and historical context, acknowledging that we cannot understand the present without the past.

Category Goals	Course Criteria
<p>In keeping with the overall goals of the General Education program, in particular, the goals of developing students' capacities for critical thinking, intellectual independence, of understanding the fundamental relationships and processes of nature and culture and their evolution over time, and of becoming informed citizens, courses in the category of "Cultural and Historical Change" seek to:</p>	<p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a significant research component and will involve a degree of complexity in the material beyond that normally found in lower-level courses.</p>
<p>1. examine major episodes, processes and contexts of change within societies and social institutions, with special attention to changes in belief, behavior and social organization;</p>	<p>1. Courses focus on both the events of change and the repercussion of these events on individuals and society.</p>
<p>2. understand the processes of choice and action through which the cultural systems, social institutions, and social relationships arise, persist, and change;</p>	<p>2. Courses include reflection on the causes and directions of change over time;</p>
<p>3. examine the interactions of cultures and histories as revealed in the speech, documents, artifacts, and patterns of behavior of the women and men directly affected at the time of change;</p>	<p>3. Courses include evidence of change as seen through the eyes of the participants;</p>
<p>4. develop the student's understanding of her or his place in world history through reflection on the present in light of the past.</p>	<p>4. Courses include some materials or approaches that encourage the student to relate her or his own present situation in a changing society to the historical/social context the course has established.</p>

### Courses Meeting Cultural and Historical Change Requirement:

Course No.	Title	Flag(s)
AMST 150	Introduction to American Studies	U.S. Diversity
EDUC 376	The Right to Learn: An American Story	U.S. Diversity
ENGL/HIST 257	Promised Lands: A Cultural and Literary History of the Great Migration, 1917-1970	U. S. Diversity



ENST 248	American Environmental History	U.S. Diversity
FREN 315	French Civilization I: Roman Gaul through the Renaissance	None
FREN 316	French Civilization II: Renaissance to Revolution	None
FREN 317	French Civilization II: France Since the Revolution	Global Diversity
FREN 318	French Civilization III: The Francophone World	Global Diversity
GER 418	German Culture Since 1945	None
GRS 312	Sex and Gender in Ancient Greece and Rome	Writing Intensive
GRS 318	Blood Rites and Mystery Cults in Ancient Rome	None
HIST 100	Introduction to Chinese History	Global Diversity
HIST 101	Introduction to Japanese History	Global Diversity
HIST 120	Ancient and Medieval West	None
HIST 121	Europe: Renaissance to Revolution	None
HIST 122	Modern Global History	Global Diversity
HIST 123	Revolutionary England	None
HIST 144	Gilded Age, 1865-1900	U.S. Diversity
HIST 150	Introduction to American Studies	U. S. Diversity
HIST 151	The United States to 1877	U.S. Diversity
HIST 152	The United States from 1877 to the Present	U.S. Diversity
HIST 153	The First Progressives, U.S.	U.S. Diversity
HIST 154	Film and History, U.S.	U.S. Diversity
HIST 160	Introduction to Latin America	Global Diversity
HIST 202	World War II in the Pacific	None
HIST 212	Ancient Greece	None
HIST 214	Ancient Rome	None
HIST 219	Oracles and Empires in Ancient Colonization	Writing Intensive
HIST 221	The Holocaust	None
HIST 241	Great Depression in the United States	Writing Intensive
HIST 242	Colonial America	U. S. Diversity
HIST 244	Women and the American Experience	U. S. Diversity
HIST 246	"By Force, By Famine, and by Fabled Story": Irish Emigration to the U.S.	Global Diversity
HIST 247	The American West	U.S. Diversity
HIST 249	Growing Up in America, 1607-Present	U.S. Diversity
HIST 251	The Vietnam Wars	None
HIST 252	The Sixties: Sex, Drugs, and Rock & Roll?	U.S. Diversity
HIST 253	The Beatles and Their World	None
HIST 254	Women in the U.S. to 1870	U.S. Diversity
HIST 255	Museums: Making History Come Alive!	None
HIST 260	Spanish North America	Global Diversity
HIST 305	Seminar in Asian History: Women in 20th Century China	Global Diversity
HIST 316	The World of Alexander the Great	None
HIST 323	Sex, Gender, and Power Under King James	None
HIST 325	Modern Germany	Global Diversity
HIST 326	Modern Russia/Soviet Union	Global Diversity
HIST 343	Migration, Ethnicity, and Race	U.S. Diversity
HIST 350	Women, Work and Leisure, 1890-1930	U.S. Diversity
HIST 351	Modern America 1900-1945	U.S. Diversity
HIST 352	Recent U.S. History	U.S. Diversity
HIST 353	United States Foreign Relations to 1914	None
HIST 354	United States Foreign Relations since 1914	None
HIST 370	The Civil War Era	None
HIST/ENGL 257	Promised Lands: A Cultural and Literary History of the Great Migration, 1917-1970	U. S. Diversity
HIST/HUM 270	Narratives of War: Spain and Chile	Global Diversity
HLTH 310	Transcultural Healthcare in Hawaii	U.S. Diversity
INST 270	Russia: From Empire to Post-Soviet State	Global Diversity
INST 270	Tale of Three Cities: Vienna, Bratislave, Prague	Global Diversity

LC 140	Jewish Eastern Europe: Folklore and Visual Arts	Global Diversity
LC 224	Cultural Questions and Contexts in African Film, 1960-Present	Global Diversity
LC 245	Russian Culture and Society Through Film	Global Diversity
LC 270	Japanese Popular Culture and Otaku	Global Diversity
LC 274	The Superwomen of Central European Fiction	Global Diversity and Writing Intensive
LC 303	Blades, Bows, and Bushido: The Samurai in Context	Global Diversity
MUS 201/202	Survey of Music History I & II	None
OCS 224	The Barcelona Model: Between the Global and the Local	Global Diversity
OCS 224	Barcelona & the Spanish Civil War	None
OCS 224	Spanish Civilization and Culture	None
OCS 224	Imperial Spain 1469-1898	None
OCS 224	The Political History of Contemporary Spain	None
OCS 224	The Making of Modern Europe	None
OCS 224	Spanish Culture and Civilization	None
OCSP 324	The Barcelona Model: Between the Global and the Local	Global Diversity
OCSP 324	Barcelona & the Spanish Civil War	None
OCSP 324	Iberian Culture and Civilization	None
PSCI 102	International Politics	Global Diversity
PSCI 212	International Politics of East Asia	Global Diversity
PSCI 322	Politics of the European Union	Global Diversity
PSCI 323	Post-Communist Europe	Global Diversity
REL 131	Chinese Religions	Global Diversity
REL 133	Islam in the Modern World	Global Diversity
REL 135	Zen	None
REL 170	African-American Religions	U.S. Diversity
REL 221	The World of Jesus	Writing Intensive
REL 231	Cults, Divination and Popular Religions in East Asian Societies	None
REL 270	Born Again Religion: Varieties of American Evangelicalism	U.S. Diversity
REL 304	Latin American Religions	Global Diversity and Writing Intensive
REL 318	Blood Rites and Mystery Cults	None
REL 322	Judaism and Christianity in the Roman World	None
REL 330	Buddhism in India and Tibet	Global Diversity
REL 332	The Hindu Religious Tradition	Global Diversity
REL 333	Islam from Mecca to Malcolm X	Global Diversity
SPAN 314	Iberian Culture and Civilization I	None
SPAN 316	Latin American Culture and Civilization	None
SPAN 403	History of the Spanish Language	None
THEA 371	Theatre History I	None
THEA 372	Theatre History II	None
WGS 270	History of Feminist Thought in the U.S.	U.S. Diversity

## Formal Reasoning (FR; 1 course unit)

### *Category Description*

Courses in this category focus on approaches to knowledge which are rigorous and rule-governed. The courses enable students to develop an understanding of formal systems, including geometric, symbolic or numerical systems, and to use formal reasoning for inquiry and problem solving, including real-world problems.

Category Goals	Course Criteria
In keeping with the overall goals of the General Education program, in particular the goals of enabling students to use formal methods of reasoning in problem solving, and developing students' capacities for critical thinking, courses in the "Formal Reasoning" category seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a degree of complexity in the material beyond that normally found in lower level courses. They require students to focus on metatheoretical questions, or to engage creatively in mathematical modeling or proving theorems.
1. familiarize students with one or more formal systems;	1. Courses focus on examining and carefully defining the concepts employed in one or more formal systems and instructing students in the rules used in one or more of these systems.
2. promote the understanding of formal systems and their use in identifying, analyzing and solving problems;	2. Courses instruct students in the use of formal systems to identify, analyze and solve problems. Courses stress critical thinking and reasoning skills and not solely mechanical skills. Courses assist students in writing clear solutions to problems.
3. provide a real-world context for the use of formal reasoning;	3. Courses include exercises in which students use formal reasoning systems to try to solve problems encountered in the real world.
4. convey an appreciation of formal systems.	4. Courses include an appreciation of the beauty, symmetry and elegance of formal systems.

### Courses Meeting Formal Reasoning Requirement:

Course No.	Title	Flag(s)
CS/DS 125	Introduction to Computer and Data Science	None
DS/CS 125	Introduction to Computer and Data Science	None
CS 126	Introduction to Computer Science Using the Web	None
CS 127	Computer Science I	None
ENST 200	Introduction to Geographic Information Systems (GIS)	None
MATH 106	Mathematics for Elementary Education Majors II	None
MATH 110	Finite Mathematics	None
MATH 135	Applications of Sets, Logic, and Recursion	None
MATH 140	Mathematical Modeling: Finance	None
MATH 141	Mathematical Modeling: Statistics	None
MATH 143	Mathematical Modeling: Discrete Structures	None
MATH 145	Mathematical Modeling: Measurement and Approximation	None
MATH 176	Calculus I: A Sequential Approach	None
MATH 215	Linear Algebra	None

ML 175	Introduction to Romance Linguistics	None
PHIL 102	Introduction to Symbolic Logic	None
SPAN 373	Introduction to Spanish Linguistics	None

## Intellectual Traditions (IT; 1 course unit)

### *Category Description*

Courses in this category explore major ideas that have significantly shaped culture and the course of events. Courses may focus on an individual figure, a broader intellectual movement, or a crucial concept or topic. Emphasis is placed on critical interpretation, analysis, and evaluation of ideas articulated in primary printed texts and, where appropriate, in works of art, architecture, and music.

Category Goals	Course Criteria
In keeping with the overall goals of the General Education program, in particular the goals of developing students' capacities for critical thinking, intellectual independence and social awareness, their knowledge and understanding of the fundamental processes and relationships of culture and their evolution over time, and their abilities to make and assess judgments of value, courses in the "Intellectual Traditions" category seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level involve an advanced level of complexity in the material studied and the interpretive questions raised and, where appropriate, may have a significant research component.
1. develop students' abilities to evaluate critically ideas and beliefs articulated in the conversations of minds across the centuries in our own and other cultures;	1. Courses examine ideas, rather than events, works of art or literature, or cultural practices. Thus, although historical materials, art, literary texts, and cultural artifacts may be examined in the course, such works should be investigated for the ideas articulated in them as they pertain to the subject matter of the course.
2. increase students' knowledge of the texts and traditions, either western or non-western, which are demonstrably important, i.e., that have shaped culture and made a difference in the course of events;	2. Courses focus on ideas that have shaped culture, the processes by which texts and traditions come to be seen as important, and, where appropriate, alternative voices which confront traditions.
3. enable students to see that understanding an idea requires understanding its development by examining the ways in which ideas, beliefs, and world views originate, evolve, persist, recur, and die out;	3. Courses examine the development of ideas over time and in relation to other ideas. Courses on a single figure, for example, should, where appropriate, devote time to studying the wider intellectual conversation of which that figure is a part.

4. develop students' abilities to read primary texts and make, assess, and defend arguments about ideas articulated in those texts	4. Courses actively engage students in interpreting and evaluating primary texts (including texts in translation), which provide the majority of reading for the course and which students analyze in written essays and oral discussions.
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### Courses Meeting Intellectual Traditions Requirement:

Course No.	Title	Flag(s)
ANTH 310	Re-Imagining Culture and Fieldwork	Global Diversity and Writing Intensive
ANTH 360	Race, Racism, and Anthropology	U.S. Diversity
GER 375	Realism	None
GRS 210	Greek Myth and the Hero	None
GRS 270	Atoms, Gods & Monsters: Lucretius & His Legacy	None
GRS/HIST/ MATH 211	Mastering Space and Time in Pre-Modern Mathematics	None
HIST 224	Century of Genius	None
HIST 225	The Enlightenment	None
HIST/GRS/ MATH 211	Mastering Space and Time in Pre-Modern Mathematics	None
HUM 101	World of Ideas: Antiquity	None
HUM 102	World of Ideas: 10th-16th Centuries A.D.	None
HUM 103	World of Ideas: 17th-18th Centuries	None
HUM 104	World of Ideas: The Modern Era	Global Diversity
HUM 270/370	Textual (R)Evolution: The Science of Storytelling	None
LC 112	German Romanticism	None
LC 242	Strangers in Their Own Home: Yiddish Culture of Eastern Europe	Global Diversity
LC 265	Renaissance Italy	None
LC 270	The Evolution of Revolution: From France to Russia	None
LC 272	From Utopia to Science Fiction: Imagining the Future in Russia and Germany	Global Diversity
LC 308	Japanese Way of Life: Traditions and Changes	Global Diversity
MATH/GRS/ HIST 211	Mastering Space and Time in Pre-Modern Mathematics	None
OCS 225	All the World's a Stage	None
OCS 225	Britain and the Rise of Modern Science	None
OCS 225	The Empire Looks Back: Britain's Gothic Revival	None
OCS 225	Surrealism and Early Modernism	None
OCS 225	Jose Ortega y Gasset and Modern Spanish Identity	None
OCS 225	The Concept of Kingship	None
OCS 225	The History of the Social Sciences in Great Britain: An Intellectual Biography	None
OCS 225.01	Modernism, the Avant-Garde, and War: The Place of Barcelona	Global Diversity
OCS 225.02	Modernism, the Avant-Garde, and War: The Place of Barcelona	Global Diversity and Writing Intensive
OCS 325	Surrealism and its Tradition in Spain	None
PHIL 103	Mind and World	None
PHIL 106	God and Science	None
PHIL 107	Philosophy of Natural Science	None
PHIL 209	Philosophy of Religion	None

PHIL 268	Hume's Philosophy of Religion	Writing Intensive
PHIL 307	Philosophy of Natural Science	Writing Intensive
PHIL 308	Ancient Philosophy	None
PHIL 309	Modern Philosophy	None
PHIL 310	Social and Political Philosophy	Writing Intensive
PHIL 311	Philosophy of Mind	Writing Intensive
PHIL 355	Major Philosophers and Philosophical Movements	Writing Intensive
PHYS 210	Conceptions of the Cosmos	None
PSCI 202	Religion and Race in American Political Development	None
PSCI 305	Theories of International Relations	Writing Intensive
PSCI 315	Classical Political Thought: Democracy in Athens and America	Writing Intensive
PSCI 316	Modern Political Thought: Liberalism and Its Discontents	Writing Intensive
PSCI 317	American Political Thought: Three Political Traditions	Writing Intensive
PSCI 318	Schools and Sects in the Study of Politics	None
PSYC 330	History and Systems of Psychology	None
PSYC 351	Counseling and Psychotherapy	Writing Intensive
REL 120	Introduction to Biblical Studies	None
REL 210	Greek Myth and the Hero	None
REL 232	Hindus and Christians	Global Diversity
REL 241	Modern Religious Thought	None
REL 242	Philosophers Read the Bible	Writing Intensive
REL 246	Who is (not) a Jew?	None
REL 290	Interpreting Religious Experience	Writing Intensive
REL 294	Jesus and the Gospels	None
REL 295	The Problem of Interpretation in Buddhism	None
REL 309	Imagining Modern India	Global Diversity
REL 321	Angels and Demons in Biblical Literature	None
REL 323	Christian Controversies and Creeds	Writing Intensive
REL 325	Lost Books of the Bible	Writing Intensive
REL 331	Buddhism in East Asia	None
REL 336	The World of Thought in Ancient China	None
REL 342	Judaism Through the Ages	Writing Intensive
REL 343	American Jewish Thought	U.S. Diversity
SOC 290	History of Sociological Thought	Writing Intensive
SOC 305	Medical Sociology	Writing Intensive
SOC 392	Class, Status, and Power	Writing Intensive

## Literature (LT; 1 course unit)

### *Category Description*

Courses in this category focus on the critical reading and interpretation of literary texts.

Category Goals	Course Criteria
In keeping with the overall goals of the General Education program, in particular the goals of developing students' capacities for critical thinking, intellectual independence, and imagination, their understanding of cultural relationships, their capacities for expressing and communicating ideas, and their abilities to make judgments and assess value, all in the context of active learning, courses in the "Literature" category seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level have a significant research component involving critical or other secondary material, and involve an advanced level of complexity in the material studied and the interpretive questions raised.

1. help students to recognize and understand the importance of the structure and style of a literary text;	1. Courses examine the style (for example: diction, sentence structure, imagery, rhythm) and structure (for example: plot, sequence of images and ideas, metrics and rhyme) characteristic of literary texts and the relation of one literary text to another.
2. encourage students to engage their imaginative faculties when they read;	2. Courses focus on the literary texts themselves and on the practices of intellect and imagination in the reader that make for active engagement with these texts. Such practices might include close study of significant passages, reading aloud or memorization to appreciate sounds, encouragement of visualizing, enacting of passages or texts.
3. enable students to connect the literature they read to the cultural and social contexts in which it was written or which it portrays;	3. Courses present literary texts in terms of some larger cultural framework—at least one context from which the texts emerge, or to which they respond. This context could be socio-historical or it could be the body of the author's work or movements in literary history.
4. develop students' ability to interpret literary texts.	4. Courses actively involve students in interpretation of texts, encouraging thoughtful judgments which the students express and defend in written essay assignments and orally in class discussion.

### Courses Meeting Literature Requirement:

Course No.	Title	Flag(s)
EDUC 272	Child and Adolescent Literature	None
ENGL 109	Poetry through Performance	None
ENGL 110	The Short Story	None
ENGL 115	Science Fiction	None
ENGL 116	Travellers and Travel Liars	None
ENGL 117	I Love a Mystery	None
ENGL 122	A Woman's Place	None
ENGL 123	Bad Girls	None
ENGL 129	Third World Women Speak	Global Diversity
ENGL 130	Exile to Expatriate: Literature from Displacement	Global Diversity
ENGL 131	Literature & War	None
ENGL 132	The Healing Art: Illness Narratives in Film and Literature	None
ENGL 133	Crime and Punishment: Searching for Justice in Film and Literature	None
ENGL 134	I, Anxious	None
ENGL 139	Freaks!	U.S. Diversity

ENGL 222	Shakespeare's Shrews	Writing Intensive
ENGL 232	British Drama: 1950-Present	None
ENGL 233	American Drama: 1940-Present	None
ENGL 241	Such a Knight: Medieval Chivalry	None
ENGL 243	What's Love Got To Do With It?: English Poetry, 1500-1700	None
ENGL 254	Web of American Poetry	Writing Intensive
ENGL 255	Hip-Hop: A Literary Study	U.S. Diversity
ENGL 258	On the Bus: The Beat Writers	None
ENGL 259	Sex, Text, and Tradition in Black Women's Fiction	U.S. Diversity
ENGL 272	Travel Course: Hexes, Thugs, and Days of Old: The History and Legend of King Arthur	Global Diversity
ENGL 341	Medieval Literature	None
ENGL 342	Renaissance Literature	None
ENGL 343	Restoration and 18th Century	None
ENGL 344	Romantic Literature	None
ENGL 346	Victorian Literature	None
ENGL 351	Manifest Destinies: American Literature to 1865	U. S. Diversity
ENGL 352	American Literature after 1865	U.S. Diversity
ENGL 354	American Literature since 1945	U.S. Diversity
ENGL 356	Modernism	None
ENGL 359	World Literature	Global Diversity
ENGL 363	Avant-Garde Fiction	None
ENGL 365	Autobiography	None
ENGL 366	Romance: The Genre	None
ENGL 370	Abraham Lincoln in Fiction and Biography	None
ENGL 370	Major African-American Authors	U.S. Diversity
ENGL 391	Chaucer	None
ENGL 393	Love, Marriage, Sex, Power: Shakespeare's Comedies and Histories	None
ENGL 394	Death, Gender, Power: Shakespeare's Tragedies and Romances	None
ENGL 398	James Joyce	None
FREN 303	Introduction to French Literature I: The Individual and Society	None
FREN 304	Introduction to French Literature II: Ideals of Love	None
FREN 405	Studies in Medieval and Renaissance Literature	None
FREN 406	Studies in Seventeenth and Eighteenth Century Literature	None
FREN 407	Studies in 19th and 20th Century Literature	None
FREN 408	Studies of Francophone Literature	Global Diversity
GER 312	Introduction to German Literature	None
GER 488	Von Demokratik zur Diktatur/From Democracy to Dictatorship	None
GRS/THEA 212	Greek Drama and Society	Writing Intensive
GRS/THEA 214	Greek and Roman Comedy	Writing Intensive
HUM 270	From Close Reading to Distant Reading: Revolutions in Literary Analysis	None
LC 105	Special Topics in Japanese Literature in Translation	None
LC 110	Playing Revolution	None
LC 115	Special Topics in German Literature	None
LC 145	Special Topics in Russian Literature in Translation	None
LC 165	Special Topics in Italian Literature in Translation	None
LC 173	Tales of Mystery, Horror and Humor	None
LC 202	From Atom to Akira: Japan's Pop Culture	Global Diversity
LC 250	Dangerous Texts: Literature and Politics	Global Diversity
LC 270	Detective Fiction	None
LC 350	Terrible Perfection: Women in Russian Literature and Cinema	Global Diversity
OCS 221	The City of Marvels: Barcelona through its Fiction	Global Diversity
OCS 221	The London Theatre Scene	None
OCS 221	Shakespeare and Others in London Theatre	None



OCSF 321	Barcelona through its Fiction	Global Diversity
OCSF 321	Introduction to Literature	Global Diversity
REL 130	Asian Religious Literatures	Global Diversity
REL 334	Reading Hindu Texts	None
REL 335	Reading Buddhist Texts	None
SPAN 308	Introduction to Literature	Global Diversity
SPAN 418	Spanish Literature	None
SPAN 468	Topics in Latino/a Literature	U.S. Diversity
SPAN 478	Latin American Literature	None
THEA/GRS 212	Greek Drama and Society	Writing Intensive
THEA/GRS 214	Greek and Roman Comedy	Writing Intensive

## The Natural Sciences (LSI, LSL, PSI, PSL; 2 course units)

### Category Description

Courses in this category help students develop the capacity for scientific literacy in preparation for responsible citizenship. Through laboratory and other learning experiences, students explore the methods by which scientists discover and formulate laws or principles that describe the behavior of nature in both living and non-living realms. Students also examine how scientific thinking applies to their own lives, and address the issues that scientific and technological advances bring to society. Two courses in this category are required, one of which deals substantively with scientific methods and laboratory techniques, and the other substantively with societal and ethical issues resulting from scientific techniques or findings. In addition, one of these courses must concern primarily life science concepts, and the other primarily physical science concepts.

Category Goals	Course Criteria
In keeping with the overall goals of the General Education program, in particular the goal of, developing students' capacities for critical thinking, and of developing students' knowledge and understanding of the fundamental processes and relationships of nature and culture, and their evolution over time, all courses in the "Natural Sciences" category seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition to meeting criteria 1-3 and 4a or 4b, courses proposed for credit at the 300- or 400-level require an appropriate research component, and involve a degree of critical thinking not normally found in lower level courses.
1. acquaint students with important life and/or physical science concepts, as well as the connections among different areas of science;	1. Courses focus on life science or physical science concepts, and will examine the ways in which one area of science contributes to and is affected by at least one other area.
2. develop students' understanding of the roles that critical analysis, abstract thinking, creativity, and imagination play in the scientific enterprise;	2. Courses consist of information originating from the use of the scientific method, and will engage students in the application or discussion of the scientific method.

3. introduce students to the usefulness of applying scientific concepts to the understanding of everyday experiences;	3. Students are given examples of how scientific concepts learned in class can be used in less formal, non-academic settings.
4a. (in laboratory courses) develop students' understanding of how scientific problems are studied in a laboratory environment.  <b>OR</b>	4a. Students attend a regularly scheduled lab that averages two hours per week of laboratory instruction over the course of the semester. At least twenty percent of the course grade is determined from this laboratory work.  <b>OR</b>
4b. (in scientific issues courses) improve understanding of scientific and technological issues which affect society and consider strengths and limitations of science in dealing with these issues.	4b. Students participate in discussions or assignments that require them to address the impact of scientific knowledge on society, and to evaluate the role that science and scientists play in these issues.

## Courses Meeting Natural Sciences Requirements:

### Life Sciences Issues Courses:

Course No.	Title	Flag(s)
ANTH 160	Human Origins	None
ANTH 270	Primate Behavior	None
BIOL 114	The Microbial World	None
BIOL 116	Understanding Evolution	None
BIOL 120	Ecology and Environmental Problems	None
BIOL 164	Marine Realm	None
BIOL 175	Introduction to Evolution	None
BIOL 218	Field Ornithology	None
BIOL 312	Genetics	None
BIOL 316	Evolution	None
BIOL/ENST 350	Tropical Ecology	Global Diversity
CHEM 340	Introduction to Food Biochemistry: Hawaii	U. S. Diversity
COG 200	Introduction to Cognitive Science	Writing Intensive
ENST 240	Health and the Environment	U.S. Diversity
ENST 241	War on Cancer: Does Environment Matter?	None
ENST 242	Toxic Threats to Reproduction and Child Development	None
ENST/BIOL 350	Tropical Ecology	Global Diversity
HLTH 101	Introduction to Public Health	U.S. Diversity
HLTH 230	Human Nutrition	None
OCS 226	Global Climate Change: Causes, Impacts, Solutions	Global Diversity
OCS 226	Cross-cultural Psychology and Human Development	None
OCS 226	Biology and Human Concerns	None
OCS 226	Understanding Evolution	Global Diversity
(For Fall 18 only)		
OCSP 326	Cross-cultural Psychology and Human Development	None
PSYC 100	General Psychology	None
PSYC 251	Abnormal Psychology	None

### Life Sciences Lab Courses:

Course No.	Title	Flag(s)
BIOL 101	General Biology	None
BIOL 107	Human Biology: Anatomy and Physiology	None
BIOL 220	Natural History of Illinois	None
PSYC 211	Learning and Conditioning	None

### Physical Sciences Issues Courses

Course No.	Title	Flag(s)
CHEM 140	Chemistry in the Kitchen	None
PHYS 120	Energy and Society	None
PHYS 239	Problems of Nuclear Disarmament	None

### Physical Sciences Lab Courses

Course No.	Title	Flag(s)
CHEM 110	Basic Chemistry	None
CHEM 120	Forensic Science	None
CHEM 130	Chemistry of the Environment	None
CHEM 175	Forensic Chemistry	None
CHEM 201	General Chemistry	None
CHEM 202	General Chemistry	None
CHEM 311	Organic Chemistry	None
CHEM/ENST 135	Water Quality	None
ENST 230	Earth Systems Science	None
ENST 231	Environmental Science in Action	None
ENST/CHEM 135	Water Quality	None
GEOL 101	General Geology	None
PHYS 101	General Physics	None
PHYS 102	General Physics	None
PHYS 105	Physics I – Mechanics	None
PHYS 110	Fundamental Astronomy	None
PHYS 130	Sound, Music, and Hearing	None
PHYS 131	How Things Work	None

## Second Language (LA; 0-3 course units, as needed, to ensure proficiency at the third-semester level)

### *Category Description*

Courses in this category develop a student’s ability to communicate effectively in a second language by promoting cultural understanding, intercultural communication skills, and global citizenship. By making comparisons and connections to their immediate cultural practices and perspectives, students of a second language will deepen the knowledge and appreciation of their own native language. Modern language courses will emphasize basic conversational skills necessary for survival in the target language-culture environment. Students of classical languages will be introduced to a variety of literary styles and will learn to translate texts from the original and analyze them critically.

Category Goals	Course Criteria
In keeping with the overall goals of the General Education program, in particular the goals of developing the capacity for expressing and communicating ideas in a language other than English, of fostering in students the ability to make and assess judgments of value, and of bringing the world to the campus and the campus to the world, courses in this category seek to:	To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course.

1a. develop in students of modern languages the four basic language skills of speaking, reading, listening, and writing in a language other than English;  <b>OR</b>	1a. Courses provide ample practice in understanding, producing, and interpreting written and spoken language on a variety of topics related primarily to the self and the immediate environment.  <b>OR</b>
1b. develop in students of classical languages the proficiency to read, understand, and interpret classical languages. Students use orally, listen to, and write the classical language as part of the language learning process.	1b. Courses involve instruction in the vocabulary and grammar of classical languages, as well as afford opportunities to read and analyze texts using lexica and commentaries.
2. develop an understanding of the nuances of the cultures they study. Students are able to compare and contrast their own culture with that of the cultures they study and use this knowledge and their intercultural communication skills in a world of diverse cultures.	2. Students in modern and classical languages are exposed to the cultural practices and products of the second language. Courses in a second language place the language within the cultural context where the language is produced and make comparisons with the Anglophone world.  For classical languages, students will be exposed to the cultural practices and products of the ancient Greeks and Romans
3. help students recognize and use elements of the second language to increase knowledge of their own language. Students use their knowledge of the second language and intercultural communication skills in a multilingual world.	3. Students in the modern languages study language structure and the lexicon of the second language.  Students of classical languages increase their vocabulary and understanding of grammar and syntax in their native language through study of Greek and Latin etymology and comparative linguistics.

### Courses Meeting Second Language Requirements:

Course No.	Title	Flag(s)
FREN 201	Intermediate French I	None
FREN 202	Intermediate French in Quebec	None
GER 201	Intermediate German I	None
GRK 201	Intermediate Greek	None
ML 201	Intermediate Modern Language I (Chinese)	None
OCS 227	Espanol Intensivo	None
SPAN 201	Intermediate Spanish I	None

**In place of the courses listed above, students can satisfy this requirement by an equivalent score on an IWU Placement Exam or AP language exam. Entering international**

students whose native language is not English are exempt from the second language requirement under any one of the following circumstances:

- 1) They were required to take the TOEFL (Test of English as a Foreign Language) for admission.
- 2) They provide a transcript from a secondary school where the primary language of instruction was not English.
- 3) They provide a transcript or other form of written certification that documents satisfactory completion of more than four years of study in one language other than English.

Placement exams are available in French, German, Italian, Latin, and Spanish. Students requesting placement in other languages IWU offers (Chinese, classical Greek, Japanese, Russian) should contact the coordinator of the Language Resource Center. Results from language placement exams serve to recognize proficiency, to allow students to enroll in an appropriate course, or fulfill general education credit in Second Language (LA). IWU does not grant course unit or degree credit as a result of placement exams.

Placement exams are typically taken by incoming first-year students during the week before classes start, although special arrangements may be made to take the placement exam at other times. Students may not arrange for a placement exam in a language once they have begun study of the language at the university level, including transfer credit or study abroad.

Special placement exams in languages the University does not offer may be arranged, when possible, for students who have demonstrated secondary school study or reading and writing proficiency in a language. When appropriate, exams will include reading, writing, and speaking. Such languages may include, but are not limited to, Korean, modern Greek, Polish, and American Sign Language.

## Physical Education (PE; 2x or 4y courses or an equivalent combination is required. At least one x or y must be a Fitness course)

### *Requirement Description*

Courses in physical education foster interest and participation in activities that establish patterns for life-long maintenance of physical fitness and personal health.

Two courses (x) or four half courses (y) or an equivalent combination is required. At least 1 x or 1 y must be a fitness course. Fitness courses meeting the requirement are designated with an asterisk\*. Except where the description contains a statement to the contrary, PE courses **may not be repeated** without special permission from the department involved.

Category Goals	Course Criteria
Courses in Physical Education foster interest and participation in activities that establish patterns for life-long maintenance of physical fitness and personal health.	To achieve these goals, courses given this designation incorporate the following criteria, by means appropriate to the course goals and content.
Courses given the designation of Physical Education Activity must seek to: 1. help students identify long and short-term fitness goals;	1. Courses give students practice in setting long/short-term goals and familiarize students with methods that help them to track their progress.

2. identify and practice principles of warm-up and stretching;	2. Courses give explicit instruction in warm-up and stretching exercises appropriate to the activity.
3. identify and practice principles of aerobic training;	3. Courses provide students with opportunities to recognize principles of aerobic training as they engage in the activity.
4. identify and practice principles of anaerobic training.	4. Courses provide students opportunities to recognize principles of anaerobic training as they engage in the activity.
Courses with the Fitness designation seek to include one or more areas of long-term personal health.	<p>Courses proposed for the Physical Education Fitness Requirement <u>will</u> include one or more of the following topics for discussion, class participation or assessment:</p> <ul style="list-style-type: none"> <li>• Nutritional guidelines</li> <li>• Proper weight control</li> <li>• Stress management through exercise</li> <li>• Components of physical fitness</li> <li>• Posture and back care</li> <li>• Cancer risk prevention through exercise</li> </ul> <p>For Personal Fitness I and Personal Fitness II a written assignment asking students to design and implement their own fitness plan will be required.</p>

### **Courses Meeting Physical Education Requirement:**

<b>Course No.</b>	<b>Title</b>	<b>Flag(s)</b>
PEC 109X	Basic Scuba Diving	None
PEC 111Y	Beginning Swimming	None
PEC 113X*	Fitness Swimming	None
PEC 114Y*	Water Aerobics	None
PEC 116X*	Lifeguard Training	None
PEC 118Y	Tennis I	None
PEC 119Y	Tennis II	None
PEC 120Y	Badminton	None
PEC 121Y	Pilates	None
PEC 122Y	Volleyball	None
PEC 123Y*	Cross Fit	None
PEC 124Y	Bowling	None
PEC 125Y	Beginning Golf	None
PEC 126Y	Intermediate Golf	None
PEC 127Y	Racquetball	None
PEC 128Y*	Circuit Training	None
PEC 129X*	Personal Fitness I	None
PEC 131X*	Personal Fitness II	None
PEC 132Y*	Fitness Walking	None
PEC 133Y*	Step Aerobics	None

PEC 134Y*	Jogging	None
PEC 135Y*	Weight Lifting	None
PEC 136Y*	Cycling Fitness	None
PEC 137Y	Special Activities	None
PEC 138Y*	Cycling Fitness II	None
PEC 139Y*	Aerobics	None
PEC 140Y	Beginning Social Dance	None
PEC 142X*	Jazz Dance I	None
PEC 143X*	Tap Dance I	None
PEC 144X*	Ballet I	None
PEC 145X*	Modern Dance I	None
PEC 151X*	Adapted Physical Education	None
PEC 152Y*	Adapted Physical Education	None
PEC 153X	Karate	None
PEC 155X	Advanced Karate	None
PEC 180Y	Fencing	None
PEC 232X*	Jazz Dance II	None
PEC 233X*	Tap Dance II	None
PEC 234X*	Ballet II	None
PEC 235X*	Modern Dance II	None
PEC 250X*	Varsity Sports	None
PEC 332X*	Jazz Dance III	None
PEC 333X*	Tap Dance III	None
PEC 334X*	Ballet III	None
PEC 335X*	Modern Dance III	None

## Encountering Global Diversity (G; 1 course unit)

(Flag designation attached to approved General Education, major, minor, or elective courses, except Gateway Colloquium and courses in the Second Language category—1 required)

### *Flag Description*

Courses given this designation prepare students for responsible citizenship in a global community. Students examine the experience and values of one or more contemporary societies outside the United States. Within the framework of individual courses, students are introduced to global diversity through an examination of at least one other society's experience and view of itself and the world. This may be accomplished through an explicit comparison between the U.S. and other societies, encounters between other societies, or through an extensive study of one individual society.

Flag Goals	Flag Criteria
In keeping with the overall goals of the General Education program, in particular the goals of heightening students' understanding of global diversity, of bringing the world to the campus and students to the world, of fostering students' ability to make and assess judgments of value, and of developing students' capacities for critical thinking, courses given this designation seek to:	To achieve these goals, courses given this designation incorporate the following concepts within the course design. These concepts need not be the entire or even the primary focus of the course for which the designation is sought.

1. develop students' ability to analyze and understand contemporary societies outside the U.S. in the context of individual courses;	1. Courses compare the U.S. and another contemporary society <b>or</b> societies, <b>or</b> examine the encounters between non-U.S. societies, or extensively investigate one non-U.S. society.
2. enable students to understand the social and cultural frames of reference of one or more societies and see the world from its/their perspective(s).	2. Courses use such materials as primary texts, films, or other appropriate materials arising directly from the non-U.S. society(ies). If the course is a travel course, it provides opportunities for direct and significant cultural interactions between the students and members of the society(ies) they are visiting.

The Global Diversity Flag may also be achieved by successful completion of a semester enrolled in an approved IWU, or an IWU-affiliated, study-abroad program, provided the following requirements are met:

1. The student must gain approval of the Registrar, in consultation with the Associate Dean of Curricular and Faculty Development prior to leaving for the semester abroad.

2. The overall academic experience must be in keeping with the Flag goals and criteria.

Note: This exception does not include May Term courses unless a specific course carries a Global Diversity Flag.

### **Courses Meeting Encountering Global Diversity Requirement:**

<b>Course No.</b>	<b>Title</b>	<b>Category</b>
ANTH 171	Cultural Anthropology	Contemporary Social Institutions
ANTH 252	Gender in Cross-cultural Perspective	Contemporary Social Institutions AND Writing Intensive
ANTH 273	Self and Society in Japan	Contemporary Social Institutions
ANTH 274	Peoples and Cultures of East Africa	Contemporary Social Institutions
ANTH 275	Anthropology of Theatre, Performance and Spectacle	The Arts
ANTH 288	Consuming Passions: The Anthropology of Food	None
ANTH 310	Re-Imagining Culture and Fieldwork	Intellectual Traditions AND Writing Intensive
ANTH 330	Language, Communication and Culture	None
ANTH 350	Health and Healing in Cross Cultural Perspective	Writing Intensive
ANTH 355	African Expressive Arts	The Arts
ANTH/MUS 245/345	World Music	The Arts
ART 116	Survey of Asian Art	The Arts



ART 209	Myth, Image, and Symbol in South Asian Religion	The Arts
ART 275/ HUM270	Visual Persuasion	The Arts
ART 322	Contemporary Art	The Arts
ART 355	African Expressive Arts	The Arts
ART 370	Museums, Representation, and Cultural Property	The Arts
ART/INST 370	World Art after 1989	The Arts
BIOL/ENST 350	Tropical Ecology	The Natural Sciences – Life Science Issues
BUS 360	Travel Seminar: Effects of National Cultures on Business Decision Making	None
BUS 451	International Business	None
ECON 355	Economics of Developing Countries	None
EDUC 373	Education and International Development	Contemporary Social Institutions AND Writing Intensive
ENGL 129	Third World Women Speak	Literature
ENGL 130	Exile to Expatriate: Literature from Displacement	Literature
ENGL 272	Travel Course: Hexes, Thugs, and Days of Old: The History and Legend of King Arthur	Literature
ENGL 359	World Literature	Literature
ENST 361	Globalization and the Environment	Contemporary Social Institutions
ENST/BIOL 350	Tropical Ecology	The Natural Sciences – Life Science Issues
ENST/PSCI 262/362	Global Environmental Sustainability and Asian Development	Contemporary Social Institutions
ENST/PSCI 360	Comparative Environmental Politics	Contemporary Social Institutions AND Writing Intensive
FREN 203	Intermediate French II	None
FREN 204	Intermediate Composition and Conversation in Quebec	None
FREN 301	Language and Culture	Contemporary Social Institutions
FREN 312	French Cinema	Contemporary Social Institutions
FREN 317	French Civilization II: France Since the Revolution	Cultural and Historical Change
FREN 318	French Civilization III: The Francophone World	Cultural and Historical Change
FREN 408	Studies of Francophone Literature	Literature
GER 202	Intermediate German II	None
HIST 100	Introduction to Chinese History	Cultural and Historical Change
HIST 101	Introduction to Japanese History	Cultural and Historical Change
HIST 122	Modern Global History	Cultural and Historical Change
HIST 160	Introduction to Latin America	Cultural and Historical Change
HIST 246	“By Force, By Famine, and by Fabled Story”: Irish Emigration to the U.S.	Cultural and Historical Change

HIST 260	Spanish North America	Cultural and Historical Change
HIST 305	Seminar in Asian History: Women in 20th Century China	Cultural and Historical Change
HIST 325	Modern Germany	Cultural and Historical Change
HIST 326	Modern Russia/Soviet Union	Cultural and Historical Change
HIST/HUM 270	Narratives of War: Spain and Chile	Cultural and Historical Change
HLTH 280	Perspectives in Global Health	None
HUM 104	World of Ideas: The Modern Era	Intellectual Traditions
HUM 104	Exploring the Family in the 19th and 20th Centuries	None
HUM 270/ART 275	Visual Persuasion	The Arts
INST 240	Introduction to International Studies	None
INST 270	Russia: From Empire to Post-Soviet State	Cultural and Historical Change
INST 270	Tale of Three Cities: Vienna, Bratislave, Prague	Cultural and Historical Change
INST/ART 370	World Art after 1989	The Arts
LC 116	German Postwar Cinema	The Arts
LC 140	Jewish Eastern Europe: Folklore and Visual Arts	Cultural and Historical Change
LC 202	From Atom to Akira: Japan's Pop Culture	Literature
LC 205	Language and Society in Japan	Contemporary Social Institutions
LC 207	Language and Gender	Contemporary Social Institutions
LC 224	Cultural Questions and Contexts in African Film, 1960–Present	Cultural and Historical Change
LC 242	Strangers in Their Own Home: Yiddish Culture of Eastern Europe	Intellectual Traditions
LC 245	Russian Culture and Society Through Film	Cultural and Historical Change
LC 250	Dangerous Texts: Literature and Politics	Literature
LC 270	Japanese Popular Culture and Otaku	Cultural and Historical Change
LC 272	From Utopia to Science Fiction: Imagining the Future in Russia and Germany	Intellectual Traditions
LC 274	The Superwomen of Central European Fiction	Cultural and Historical Change AND Writing Intensive
LC 275	Wild Strawberries, Communes, and Death: A Smorgasbord of Scandinavian and Nordic Film	The Arts
LC 303	Blades, Bows, and Bushido: The Samurai in Context	Cultural and Historical Change
LC 308	Japanese Way of Life: Traditions and Changes	Intellectual Traditions
LC 350	Terrible Perfection: Women in Russian Literature and Cinema	Literature
MUS 250	Dangerous Sounds: Music and Politics of Eastern Europe	The Arts

MUS 250	Song and Dance in Latin America	The Arts
MUS 250/350	Jazz in Italy	The Arts
MUS 268	Latin American Music	The Arts
MUS 350	Bulgaria: Perform, Create and Explore	None
MUS/ANTH 245/345	World Music	The Arts
OCS 220	Writing in Spain	The Arts
OCS 220	Photographing Barcelona-Identifying the Catalan Culture	The Arts
OCS 221	The City of Marvels: Barcelona through its Fiction	Literature
OCS 222	“Shut. Up.”: Censorship and Literature in the United Kingdom	Analysis of Values
OCS 224	The Barcelona Model: Between the Global and the Local	Cultural and Historical Change
OCS 225.01	Modernism, the Avant-Garde, and War: The Place of Barcelona	Intellectual Traditions
OCS 225.02	Modernism, the Avant-Garde, and War: The Place of Barcelona	Intellectual Traditions AND Writing Intensive
OCS 226	Global Climate Change: Causes, Impacts, Solutions	The Natural Sciences – Life Science Issues
OCS 226	Understanding Evolution (G Flag F18 only)	The Natural Sciences – Life Science Issues
OCS 321	Barcelona through its Fiction	Literature
OCS 321	Introduction to Literature	Literature
OCS 324	The Barcelona Model: Between the Global and the Local	Cultural and Historical Change
PSCI 102	International Politics	Cultural and Historical Change
PSCI 103	Comparing Nations	Contemporary Social Institutions
PSCI 212	International Politics of East Asia	Cultural and Historical Change
PSCI 217	Politics and Society in Contemporary South Africa	None
PSCI 218	Advanced Democracies	None
PSCI 322	Politics of the European Union	Cultural and Historical Change
PSCI 323	Post-Communist Europe	Cultural and Historical Change
PSCI/ENST 262/362	Global Environmental Sustainability and Asian Development	Contemporary Social Institutions
PSCI/ENST 360	Comparative Environmental Politics	Contemporary Social Institutions AND Writing Intensive
REL 106	Women, Religion, and Spirituality	Contemporary Social Institutions
REL 110	Religions of the World	Contemporary Social Institutions
REL 130	Asian Religious Literatures	Literature
REL 131	Chinese Religions	Cultural and Historical Change

REL 132	Asian Religious Practice	Contemporary Social Institutions
REL 133	Islam in the Modern World	Cultural and Historical Change
REL 204	Native American and African Religions	Contemporary Social Institutions AND Writing Intensive
REL 209	Myth, Image, and Symbol in South Asian Religion	The Arts
REL 232	Hindus and Christians	Intellectual Traditions
REL 292	Religion in Contemporary Japan	Contemporary Social Institutions
REL 304	Latin American Religions	Cultural and Historical Change AND Writing Intensive
REL 307	Voodoo, Santeria, and Candomble	Contemporary Social Institutions
REL 309	Imagining Modern India	Intellectual Traditions
REL 330	Buddhism in India and Tibet	Cultural and Historical Change
REL 332	The Hindu Religious Tradition	Cultural and Historical Change
REL 333	Islam from Mecca to Malcolm X	Cultural and Historical Change
REL 337	Encountering Religious Diversity	Contemporary Social Institutions
SOC 277/377	Peoples and Cultures of Southeast Asia	Contemporary Social Institutions
SOC 354	Gender and Globalization	None
SPAN 203	Conversation and Composition	None
SPAN 307	Reading and Writing Culture	Writing Intensive
SPAN 308	Introduction to Literature	Literature
SPAN 360	Special Topics: Studies in Media and Film	The Arts
THEA 360	Travel Seminar: Domo-Ari got to go to Japan	The Arts
THEA 377	History of Decor	The Arts
UNIV 398	International Supervised Internship	None

## Encountering U.S. Diversity (U, 1 required)

(Flag designation attached to approved General Education, major, minor, or elective courses, except Gateway Colloquium and courses in Second Language category—1 required)

### *Flag Description*

Courses given this designation introduce students to the ways in which diversity — as influenced by ethnic, racial, class, gender, religious, and/or sexual characteristics — has shaped and continues to shape identity and experience in the U.S. Within the framework of individual courses, students are encouraged to develop an awareness of social differences and a sensitivity to others. Furthermore, in the process of recognizing, analyzing, understanding, and perhaps even reconciling various ways of viewing and experiencing the world, students are encouraged to acknowledge the intersections of diversity in their own lives.

<b>Flag Goals</b>	<b>Flag Criteria</b>
In keeping with the overall goals of the General Education program, in particular the goals of heightening students' understanding of social diversity in our own society, of fostering students' ability to make judgments of value, and of developing students' capacities for critical thinking, courses given this designation seek to:	To achieve these goals, courses given this designation incorporate the following concepts within the course design. These concepts need not be the entire or even the primary focus of the course for which the designation is sought.
1. develop students' ability to analyze and understand diversity in the context of individual courses;	1. Courses consider one group, its alternative value system(s) and experience(s), and its encounters with dominant ideas and institutions, <b>or</b> examine interactions between and among diverse groups.
2. enable students to understand the ways in which issues of difference are tied to issues of privilege and advantage, and to specific histories of groups and individuals;	2. Courses examine processes of accommodation, resistance, and appropriation.
3. encourage students to acknowledge and appreciate the diversity in their own lives.	3. Courses include some material that develops students' ability to consider the consequences of advantage and disadvantage in their own lives.

### **Courses Meeting Encountering U.S. Diversity Requirement:**

<b>Course No.</b>	<b>Title</b>	<b>Category</b>
AMST 150	Introduction to American Studies	Cultural and Historical Change
ANTH 360	Race, Racism, and Anthropology	Intellectual Traditions
ANTH/ENST 276	Native Americans and the Environment	Analysis of Values
CHEM 340	Introduction to Food Biochemistry: Hawaii	The Natural Sciences – Life Science Issues
ECON 230	The Economics of Gender, Race and Immigration	None
EDUC 257	The Exceptional Child	None
EDUC 376	The Right to Learn: An American Story	Cultural and Historical Change
ENGL 139	Freaks!	Literature
ENGL 255	Hip-Hop: A Literary Study	Literature
ENGL 259	Sex, Text, and Tradition in Black Women's Fiction	Literature
ENGL 351	Manifest Destinies: American Literature to 1865	Literature
ENGL 352	American Literature after 1865	Literature

ENGL 354	American Literature since 1945	Literature
ENGL 370	Major African-American Authors	Literature
ENGL/HIST 257	Promised Lands: A Cultural and Literary History of the Great Migration, 1917-1970	Cultural and Historical Change
ENST 240	Health and the Environment	The Natural Sciences – Life Science Issues
ENST 248	American Environmental History	Cultural and Historical Change
ENST/ANTH 276	Native Americans and the Environment	Analysis of Values
HIST 144	Gilded Age, 1865-1900	Cultural and Historical Change
HIST 150	Introduction to American Studies	Cultural and Historical Change
HIST 151	The United States to 1877	Cultural and Historical Change
HIST 152	The United States from 1877 to the Present	Cultural and Historical Change
HIST 153	The First Progressives, U.S.	Cultural and Historical Change
HIST 154	Film and History, U.S.	Cultural and Historical Change
HIST 242	Colonial America	Cultural and Historical Change
HIST 244	Women and the American Experience	Cultural and Historical Change
HIST 247	The American West	Cultural and Historical Change
HIST 249	Growing Up in America, 1607-Present	Cultural and Historical Change
HIST 252	The Sixties: Sex, Drugs, and Rock & Roll?	Cultural and Historical Change
HIST 254	Women in the U.S. to 1870	Cultural and Historical Change
HIST 343	Migration, Ethnicity, and Race	Cultural and Historical Change
HIST 350	Women, Work and Leisure, 1890-1930	Cultural and Historical Change
HIST 351	Modern America 1900-1945	Cultural and Historical Change
HIST 352	Recent U.S. History	Cultural and Historical Change
HIST/ENGL 257	Promised Lands: A Cultural and Literary History of the Great Migration, 1917-1970	Cultural and Historical Change
HLTH 101	Introduction to Public Health	The Natural Sciences – Life Science Issues
HLTH 310	Transcultural Healthcare in Hawaii	Cultural and Historical Change
MUS 264	Jazz History	The Arts
MUS 359/WGS 370	Women in Popular Music	None
PHIL 230	Philosophy of Feminism	None
PHIL 232	Philosophy of Race	Writing Intensive
PHIL 278	American Philosophy	None

PSCI 101	American National Government	Contemporary Social Institutions
PSCI 200	American Political Cultures	None
PSCI 220	Women and Politics	Contemporary Social Institutions
PSCI 270	Engagement and the City: Dot-Nets and the New Citizenship	None
PSCI 281	American Social Policy	Analysis of Values
PSCI 301	The American South and the Politics of Race	None
PSYC 303	Psychology of Gender	None
PSYC 304	Psychology of Racism	None
PSYC 354	Identity, Social Justice, and Psychology	None
PSYC 374	Psychology of Gender	None
REL 104	Introduction to Myths and Rituals	Contemporary Social Institutions
REL 170	African-American Religions	Cultural and Historical Change
REL 270	Born Again Religion: Varieties of American Evangelicalism	Cultural and Historical Change
REL 310	Cults in America	Contemporary Social Institutions
REL 343	American Jewish Thought	Intellectual Traditions
SOC 222	Sex and Gender in Society	Contemporary Social Institutions
SOC 230	Race and Racism	Contemporary Social Institutions
SOC 270/370	"Hidden" Communities	None
SOC 277/377	Hawaii: Studies in Multiculturalism	Contemporary Social Institutions
SPAN 230	Medical Spanish and Cultural Competency for Health Care	None
SPAN 305	AmeRican Hybrid: Puerto Rico and the United Sates	None
SPAN 468	Topics in Latino/a Literature	Literature
WGS 101	Introduction to Women's And Gender Studies	Contemporary Social Institutions
WGS 270	History of Feminist Thought in the U.S.	Cultural and Historical Change
WGS 370/MUS 359	Women in Popular Music	None

## Writing Intensive Courses (W, 2 required)

(Flag designation for any General Education, major, minor, or elective course, except Gateway Colloquium)

### *Flag Description:*

Courses given this designation offer students instruction and practice in writing. Writing Intensive courses encourage students to use writing as a tool for discovery and learning and to become aware that writing is a process. Writing Intensive courses teach disciplinary conventions of writing or teach students how to write for specific audiences and for specific purposes. Writing Intensive courses also provide opportunities for students to enrich their writing with research and/or imagination. Enrollment caps should be consistent with

the goal of providing opportunities for intensive work with student writing.

**Students must take two “Writing Intensive” courses. One of these courses must be taken in the major, and one of the courses must be completed by the end of the sophomore year. Students who have more than one major must take a “Writing Intensive” course in each major.**

Flag Goals	Flag Criteria
<p>In keeping with the overall goals of the General Education program, in particular the goals of developing students’ capacities for expressing and communicating ideas in writing, using writing as a means of discovery and understanding, and developing students’ capacities for critical thinking, intellectual independence, and imagination, courses given this designation seek to develop students’ abilities:</p>	<p>To achieve these goals, courses given this designation incorporate the following criteria, by means appropriate to the course goals and content.</p>
<p>1. to write effectively, using evidence that supports the writer’s purpose;</p>	<p>1. Courses should offer explicit instruction in writing in genres or formats appropriate to a specific discipline or to a specific audience, with attention to using evidence.</p>
<p>2. to understand that writing is a process that includes revision;</p>	<p>2. Instructors must provide students with feedback on their drafts and with opportunities to revise their texts. Courses should assign 6000 words or 20 pages of writing, including both low stakes assignments (i.e., informal writing or writing-to-learn activities, journals, reading responses, exercises) and high stakes assignments (i.e., polished and revised writing that might include formal essays, research papers, or other genres significant to the discipline or to course objectives).</p>
<p>3. to analyze writing situations by considering the audience, the discipline, and the purpose.</p>	<p>3. Courses should give students instruction and practice in anticipating and responding to the needs of an audience and in responding to the conventions of a discipline.</p>



4. to use writing as a tool for invention and discovery	4. Courses should encourage learning through writing using methods such as directed free-writing, reading journals, summaries or syntheses of readings, class listservs, etc.
5. to find, evaluate, and ethically use information from sources, if appropriate to the course objectives.	5. Courses should give students instruction and practice in acquiring information literacy skills within a discipline, if appropriate to the course objectives.

### Courses Meeting Writing Intensive Requirement:

Course No.	Title	Category
ACC 216	Professional Issues in Accounting	Analysis of Values
AMST 490	Senior Seminar: Methods in American Studies	None
ANTH 252	Gender in Cross-cultural Perspective	Contemporary Social Institutions AND Global Diversity
ANTH 310	Re-Imagining Culture and Fieldwork	Intellectual Traditions AND Global Diversity
ANTH 310	Issues and Ethnography in Anthropology	None
ANTH 350	Health and Healing in Cross Cultural Perspective	Global Diversity
ART 399	Senior Seminar	None
ART 450	Advanced Studies in Art History	None
ART 490	Senior Seminar	None
BIOL 217	Introductory Ecology	None
BIOL 240	Introduction to Cellular and Molecular Biology	None
BIOL 300	Biology and Ethics	Analysis of Values
BIOL 302	Parasitology	None
BIOL 327	Experimental Ecology	None
BIOL 328	Experimental Zoology	None
BIOL 330	Topics in Cell Biology	None
BIOL 410	Molecular Foundations of Developmental Biology	None
BIOL 412	Molecular Genetics	None
BIOL 413	Better Living through Microbes	None
BUS 318	Accounting and Auditing Processes	None
BUS 333	Marketing Channels	None
BUS 339	Seminar in Marketing: Market Research	None
BUS 355	Business Law I	None
CHEM 380	Advanced Inorganic Synthesis and Analysis	None
CHEM 415	Biochemistry II	None
CHEM 499	Research/Thesis	None
COG 200	Introduction to Cognitive Science	The Natural Sciences – Life Science Issues
CS 222	Values, Ethics, and Issues in Cybertechnology	Analysis of Values
CS 253	Software Development	None
CS 357	Models of Computing	None

DTE 201	Design Processes	None
ECON 370	Special Topics: Topics in Experimental Economics	None
ECON 401	Senior Project	None
EDUC 255	Child Study and Assessment	None
EDUC 373	Education and International Development	Contemporary Social Institutions AND Global Diversity
EDUC 498	Educational Inquiry	None
ENGL 206	Creative Non-Fiction	None
ENGL 222	Shakespeare's Shrews	Literature
ENGL 254	Web of American Poetry	Literature
ENGL 272	Travel Course: Writing in Ireland	The Arts
ENGL 280	Understanding Literature	None
ENGL 401	Senior Writing Project	None
ENGL 480	Senior Seminar	None
ENST 451	Independent Research and Writing	None
ENST 480	Senior Seminar: Creating a Sustainable Society	None
ENST/PSCI 360	Comparative Environmental Politics	Contemporary Social Institutions AND Global Diversity
FIS 409	Portfolio Management	None
FREN 302	Advanced Expression: The Written Media	None
FREN 310	Business French	None
GER 490	Senior Project	None
GRS 312	Sex and Gender in Ancient Greece and Rome	Cultural and Historical Change
GRS 499	Directed Research	None
GRS/THEA 212	Greek Drama and Society	Literature
GRS/THEA 214	Greek and Roman Comedy	Literature
HIST 170	Civil Violence in Ancient Greece and Rome	Analysis of Values
HIST 219	Oracles and Empires in Ancient Colonization	Cultural and Historical Change
HIST 241	Great Depression in the United States	Cultural and Historical Change
HIST 290	The Theory and Crafting of History	None
HIST 490	Capstone Seminar in History	None
JOUR 211	Editorial Writing and Reporting	None
JOUR 212	News Writing and Reporting	None
JOUR 325	Feature Writing and Investigative Reporting	None
LC 274	The Superwomen of Central European Fiction	Cultural and Historical Change AND Global Diversity
MATH 200	Techniques of Mathematical Proof	None
MUS 353w	History of Musical Style I: Renaissance	None
MUS 354w	History of Musical Style II: Baroque	None
MUS 355w	History of Musical Style II: Classic	None
MUS 356w	History of Musical Style IV: Romantic	None
MUS 357w	History of Musical Style V: Post-Romanticism to WWII	None
MUS 358w	History of Musical Style VI: Post-World War II to the Present	None
NEUR 490	Senior Capstone in Neuroscience	None
NURS 485	Seminar in Professional Nursing	None

OCS 225.02	Modernism, the Avant-Garde, and War: The Place of Barcelona	Intellectual Traditions AND Global Diversity
PEC 327	Essentials of Strength and Conditioning	None
PHIL 205	What is Law?	Analysis of Values
PHIL 232	Philosophy of Race	U.S. Diversity
PHIL 268	Hume's Philosophy of Religion	Intellectual Traditions
PHIL 307	Philosophy of Natural Science	Intellectual Traditions
PHIL 310	Social and Political Philosophy	Intellectual Traditions
PHIL 311	Philosophy of Mind	Intellectual Traditions
PHIL 340	Philosophy of Language	None
PHIL 350	Knowledge, Belief, and Society	None
PHIL 351	Metaphysics	None
PHIL 355	Major Philosophers and Philosophical Movements	Intellectual Traditions
PHIL 356	Contemporary Ethical Theory	Analysis of Values
PHYS 399	Experimental Physics	None
PSCI 225	Compare, Discover, Analyze	None
PSCI 230	American Presidency	None
PSCI 241	American Elections, Political Parties and Campaigns	Contemporary Social Institutions
PSCI 244	Voting, Voice, and Virtual Freedom	Analysis of Values
PSCI 305	Theories of International Relations	Intellectual Traditions
PSCI 315	Classical Political Thought: Democracy in Athens and America	Intellectual Traditions
PSCI 316	Modern Political Thought: Liberalism and Its Discontents	Intellectual Traditions
PSCI 317	American Political Thought: Three Political Traditions	Intellectual Traditions
PSCI 342	The Politics of Presence	None
PSCI 343	Making Democracy Work	Contemporary Social Institutions
PSCI 420	Political Research Seminar: Behavior and Attitude	None
PSCI 421	Political Research Seminar: Inclusion & Exclusion	None
PSCI 422	Political Research Seminar: American Political Development	None
PSCI 423	Political Research Seminar: International Security	None
PSCI 424	American Politics in Action: People, Policies and Power	The Arts
PSCI 425	Political Research Seminar: Hunger	None
PSCI 426	Political Research Seminar: Democracy	None
PSCI/ENST 360	Comparative Environmental Politics	Contemporary Social Institutions AND Global Diversity
PSCI/SOC 398	Grant Writing	None
PSYC 300	Research Methods in Psychology	None
PSYC 313	Advanced Behavioral Neuroscience	None

PSYC 321	Brain Injury and Recovery	None
PSYC 336	Advanced Social Psychology	None
PSYC 351	Counseling and Psychotherapy	Intellectual Traditions
PSYC 370	Psychomedy: The Science and Art of Humor	None
PSYC 401	Thesis in Psychology	None
REL 204	Native American and African Religions	Contemporary Social Institutions AND Global Diversity
REL 221	The World of Jesus	Cultural and Historical Change
REL 242	Philosophers Read the Bible	Intellectual Traditions
REL 290	Interpreting Religious Experience	Intellectual Traditions
REL 291	Magic, Witchcraft, and Religion	Contemporary Social Institutions
REL 304	Latin American Religions	Cultural and Historical Change AND Global Diversity
REL 323	Christian Controversies and Creeds	Intellectual Traditions
REL 325	Lost Books of the Bible	Intellectual Traditions
REL 342	Judaism Through the Ages	Intellectual Traditions
SOC 290	History of Sociological Thought	Intellectual Traditions
SOC 305	Medical Sociology	Intellectual Traditions
SOC 392	Class, Status, and Power	Intellectual Traditions
SOC 490	Senior Seminar	None
SOC/PSCI 398	Grant Writing	None
SPAN 303	Advanced Grammar and Composition	None
SPAN 307	Reading and Writing Culture	Global Diversity
THEA 241	Introduction to Dramatic Literature	The Arts
THEA 276	Dance Appreciation	The Arts
THEA 341	Playwriting	The Arts
THEA 342	Screenwriting	The Arts
THEA 370	Dramatic Literature for Young Audiences	None
THEA/GRS 212	Greek Drama and Society	Literature
THEA/GRS 214	Greek and Roman Comedy	Literature
WGS 490	Senior Seminar	None

## **GENERAL EDUCATION REQUIREMENTS — BACHELOR OF ARTS / BACHELOR OF SCIENCE**

<b>CATEGORY / FLAG</b>	<b>REQUIREMENT</b>
Gateway Colloquium (GW) .....	(1 course unit)
Analysis of Values (AV) .....	(1 course unit)
The Arts (AR).....	(1 course unit)
Contemporary Social Institutions (CSI) .....	(1 course unit)
Cultural and Historical Change (CHC).....	(1 course unit)
Formal Reasoning (FR) .....	(1 course unit)
Intellectual Traditions (IT) .....	(1 course unit)
Literature (LIT) .....	(1 course unit)
Second Language (LA).....	(0-3 course units as needed to ensure third-semester proficiency)
The Natural Sciences.....	(2 units, one must be an issues and one must be a laboratory course) Life Sciences Issues Course (LI) OR Life Sciences Lab Course (LL) AND Physical Sciences Issues Course (PI) OR Physical Sciences Lab Course (PL)
Encountering Global Diversity (G) .....	(flag attached to 1 course in General Education, or to major, minor, or elective courses)
Encountering U. S. Diversity (U).....	(flag attached to 1 course in General Education, or to major, minor, or elective courses)
Writing Intensive Courses (W).....	flag attached to 2 courses — 1 must be in the major, the other may be in General Education, major, minor, or elective courses)
Physical Education (PE) .....	(4Y courses or 2X courses) (1 must be a designated fitness course)

## **BACHELOR OF FINE ARTS**

<b>CATEGORY / FLAG</b>	<b>REQUIREMENT</b>
Gateway Colloquium (GW).....	(1 course unit)
Analysis of Values (AV) .....	(1 course unit)
The Arts (AR) .....	(1 course unit)
Contemporary Social Institutions (CSI) .....	(1 course unit)
Cultural and Historical Change (CHC) .....	(1 course unit)
Formal Reasoning (FR) .....	(1 course unit)

Intellectual Traditions (IT) .....	(1 course unit)
Literature (LIT).....	(1 course unit)
Second Language (LA).....	(0-2 course units as needed to ensure second semester proficiency)
The Natural Sciences.....	(1 course unit, which fulfills one of the options below)
	Life Sciences Issues Course (LI)
	OR
	Life Sciences Lab Course (LL)
	OR
	Physical Sciences Issues Course (PI)
	OR
	Physical Sciences Lab Course (PL)
Encountering Global Diversity (G) .....	(flag attached to 1 course in General Education, or to major, minor, or elective courses)
Encountering U. S. Diversity (U).....	(flag attached to 1 course in General Education, or to major, minor, or elective courses)
Writing Intensive Courses (W) .....	(flag attached to 2 courses – 1 must be in the major, the other may be in General Education, major, minor, or elective courses)
Physical Education (PE) .....	(4Y courses or 2X courses)

## **BACHELOR OF MUSIC (MUSIC PERFORMANCE STUDENTS AND COMPOSITION MAJORS)**

<b>CATEGORY / FLAG</b>	<b>REQUIREMENT</b>
Gateway Colloquium (GW) .....	(1 course unit)
Analysis of Values (AV).....	(1 course unit)
Contemporary Social Institutions (CSI) .....	(1 course unit)
Cultural and Historical Change (CHC) .....	(1 course unit)
Formal Reasoning (FR).....	(1 course unit)
Intellectual Traditions (IT).....	(1 course unit)
Literature (LIT) .....	(1 course unit)
Second Language (LA) .....	(0-2 course units as needed to ensure second-semester proficiency)
The Natural Sciences .....	(1 course unit, which fulfills one of the options below)
	Life Sciences Issues Course (LI)
	OR
	Life Sciences Lab Course (LL)
	OR
	Physical Sciences Issues Course (PI)
	OR
	Physical Sciences Lab Course (PL)

- Encountering Global Diversity (G) .....(flag attached to 1 course in General Education, or to major, minor, or elective courses)
- Encountering U. S. Diversity (U).....(flag attached to 1 course in General Education, or to major, minor, or elective courses)
- Writing Intensive (W) .....(flag attached to 2 courses – 1 must be in the major, the other may be in General Education, major, minor, or elective courses)
- Physical Education (PE) .....(4Y courses or 2X courses) One course must be designated fitness

## **BACHELOR OF MUSIC EDUCATION (MUSIC EDUCATION STUDENTS)**

### **CATEGORY / FLAG / REQUIREMENT COURSE TITLE**

- Gateway Colloquium (GW) .....(1 course unit)
- Literature (LIT) .....(1 course unit)
- Analysis of Values (AV).....(1 course unit)
- Contemporary Social Institutions (CSI) .....(1 course unit)
- Cultural and Historical Change (CHC) .....(1 course unit)
- Formal Reasoning (FR).....(1 course unit)
- Intellectual Traditions (IT).....(1 course unit)
- Second Language (LA) .....(0 course unit)
- The Arts (AR) .....(1 course unit)  
met by ensembles
- The Natural Sciences .....(1 course unit, which fulfills one of the options below)  
Life Sciences Issues Course (LI)  
OR  
Life Sciences Lab Course (LL)  
OR  
Physical Sciences Issues Course (PI)  
OR  
Physical Sciences Lab Course (PL)
- Life Science Area:*  
Biology  
Health  
Psychology
- Physical Science Area:*  
Chemistry  
Geology  
Physics
- Physical Education (PE) .....(4Y or 2X courses, 1 course must be designated fitness)

Encountering Global Diversity (G) .....	(flag attached to 1 course in General Education, or to major, minor, or elective courses)
Encountering U.S. Diversity (U).....	(flag attached to 1 course in General Education, or to major, minor, or elective courses)
Writing Intensive Courses (W) .....	(flag attached to 2 courses — 1 must be in the major: Music 353w, 354w, 355w, 356w, or 357w, the other may be in General Education, major, or elective courses)

## **BACHELOR OF FINE ARTS (B.F.A. ACTING AND THEATRE DESIGN AND TECHNOLOGY ONLY)**

<b>CATEGORY / FLAG</b>	<b>REQUIREMENT</b>
Gateway Colloquium (GW).....	(1 course unit)
Analysis of Values (AV) .....	(1 course unit)
The Arts (AR) .....	(1 course unit)
Contemporary Social Institutions (CSI) .....	(1 course unit)
Cultural and Historical Change (CHC) .....	(1 course unit)
Formal Reasoning (FR) .....	(1 course unit)
Intellectual Traditions (IT) .....	(1 course unit)
Literature (LIT).....	(1 course unit)
Second Language (LA) .....	(0-2 course units as needed to ensure second-semester proficiency)
The Natural Sciences .....	(1 course unit, which fulfills one of the options below) Life Sciences Issues Course (LI) OR Life Sciences Lab Course (LL) OR Physical Sciences Issues Course (PI) OR Physical Sciences Lab Course (PL)
Encountering Global Diversity (G).....	(flag attached to 1 course in General Education, or to major, minor or elective courses)
Encountering U. S. Diversity (U) .....	(flag attached to 1 course in General Education, or to major, minor, or elective courses)
Writing Intensive Courses (W) .....	flag attached to 2 courses – 1 must be in the major, the other may be in General Education, major, minor, or elective courses)
Physical Education (PE).....	(4Y courses or 2X courses)



## BACHELOR OF FINE ARTS (MUSIC THEATRE STUDENTS ONLY)

<b>CATEGORY / FLAG</b>	<b>REQUIREMENT</b>
Gateway Colloquium (GW) .....	(1 course unit)
Analysis of Values (AV).....	(1 course unit)
The Arts (AR).....	(1 course unit)
Contemporary Social Institutions (CSI) .....	(1 course unit)
Cultural and Historical Change (CHC) .....	(1 course unit)
Intellectual Traditions (IT) .....	(1 course unit)
Literature (LIT).....	(1 course unit)
Second Language (LA) .....	(0-2 course units as needed to ensure second-semester proficiency)
The Natural Sciences.....	(1 course unit, which fulfills one of the options below) Life Sciences Issues Course (LI) OR Life Sciences Lab Course (LL) OR Physical Sciences Issues Course (PI) OR Physical Sciences Lab Course (PL)
Encountering Global Diversity (G).....	(flag attached to 1 course in General Education, or to major, minor or elective courses)
Encountering U. S. Diversity (U) .....	(flag attached to 1 course in General Education, or to major, minor, or elective courses)
Writing Intensive Courses (W) .....	flag attached to 2 courses – 1 must be in the major, the other may be in General Education, major, minor, or elective courses)
Physical Education (PE).....	(4Y courses or 2X courses)

## BACHELOR OF SCIENCE IN NURSING

<b>CATEGORY / FLAG</b>	<b>REQUIREMENT</b>
Gateway Colloquium (GW).....	(1 course unit)
Analysis of Values (AV).....	(1 course unit)
The Arts (AR).....	(1 course unit)
Contemporary Social Institutions (CSI) .....	(1 course unit) Met through N214
Cultural and Historical Change (CHC) .....	(1 course unit)
Formal Reasoning (FR).....	(1 course unit)
Intellectual Traditions (IT).....	(1 course unit)

- Literature (LIT)..... (1 course unit)  
The Natural Sciences
- (LI or LL; PI or PL)..... (2 units, one must be an issues and  
one must be a laboratory course).  
Met through two of the following:  
BIOL 107 & BIOL 108, BIOL 114,  
PSYC 253, CHEM 110, and HLTH 230
- Encountering Global Diversity (G)..... (flag attached to 1 course in General  
Education, or to major, minor, or  
elective courses) Encountering U.  
S. Diversity (U) (flag attached to 1  
course in General Education, or to  
major, minor, or elective courses).
- Writing Intensive Courses (W)..... (flag attached to 2 courses – 1 must  
be in the major, the other may be in  
General Education, major, minor,  
or elective courses) Met, in part,  
through N485.
- Physical Education (PE)..... (4Y courses or 2X courses) (1 must be  
a designated fitness course).