General Education Program

General education is the common educational experience for all undergraduates at UWL. It is uniquely concerned with the broad education of the whole person and plays a vital role in preparing students for life beyond the university.

The primary purpose of general education is to cultivate knowledge, skills, and dispositions essential for independent learning and thinking. As a result of general education, students will be more knowledgeable in a wide variety of subject matter areas; and also better able and more willing to ask significant questions, seek appropriate solutions to complex problems, make sound judgments and formulate rational beliefs.

To these ends, the goals of the General Education Program at UWL are to develop:

- Communication skills in reading, writing, speaking, and listening
- Skills in analytical, logical and critical thinking in various branches of knowledge accomplished in part by each student completing at least one mathematics course
- Oral and written communications skills in a second language for students who elect to do so
- Knowledge of the development and interaction of human cultures
- Understanding of concepts, ideas, and systems of thought that underlie human activities
- Understanding of and sensitivity to cultural diversity in the United States
- Understanding of the social, political, and economic frameworks of societies within the global context
- Understanding and appreciation of the arts
- Understanding of nature, including the role of science and technology in environmental and social change
- Knowledge and skills essential to physical well-being and a healthy lifestyle

The UW-La Crosse General Education Program consists of three major components: First-Year Seminar, Skills, and Liberal Studies. The First-Year Seminar introduces first-year students to the concept of a liberal arts education and teaches strategies for achieving success in college. Skills courses improve students’ abilities to learn, think, and communicate effectively. Liberal studies courses engage students in the study of important areas of knowledge and experience and focus on central questions, issues, and problems we share as people and as members of the same society.

General Education Committee
The General Education Committee is responsible for coordination, review, and assessment of the general education curriculum. Membership of the committee consists of nine faculty, with proportional representation from the colleges and one student. The provost, registrar, and deans of each college serve as administrative consultants.

Outcomes
The Student Learning Outcomes for the UW-La Crosse General Education Program were approved by the Faculty Senate in May 2014.

Students will demonstrate knowledge and abilities related to:
1. Human cultures and the natural world;
2. Critical and creative thinking;
3. Aesthetic perspectives and meaning;
4. Effective communication;
5. Interaction in intercultural contexts;
6. Individual, social, and environmental responsibility.

Requirements
General education requirements
1. Students must earn a minimum of 42 credits of general education courses.
2. Students must earn the minimum credits within each category.
3. New students, and transfer students with 15 or fewer credits earned, must take a first-year seminar course (FYS 100) during one of their first two semesters at UWL.
4. All students must complete the literacy requirements (ENG 110 or ENG 112, and CST 110) and a general education mathematics course prior to earning 60 university credits.

First-Year Seminar (GE 00)
(Must be completed in the student’s first two semesters at UWL.)

Introductory college seminars are proven to have a high impact on first-year students by introducing them to the concept of a liberal arts education and teaching strategies for achieving success in college. This course focuses on a thought-provoking topic and allows students to work closely with the instructor and other students to explore college-level inquiry. The course also includes lessons designed to support the academic transition to college, including topics such as study skills, career planning, and leadership and involvement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 100</td>
<td>First-Year Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Skills
Fundamental skills are those central to learning, analyzing, evaluating, integrating, and communicating information and knowledge. These skills are essential in all fields of study and their development should be enhanced and refined throughout the college years.

(Proficiency tests are available in "Skills" courses. Contact appropriate department for information.)

Literacy: tools for skilled communication (GE 01)
(Must be completed prior to earning 60 credits.)

Reading, writing, speaking, and listening are the tools by which a person becomes educated. General education skills courses improve students’ abilities to read, write, speak, and listen with clarity, precision, and depth of understanding. Courses in this area include composition and oral communication. In addition, the program includes writing emphasis courses which enhance students’ abilities to communicate and learn through writing.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 110</td>
<td>Communicating Effectively</td>
<td>3</td>
</tr>
<tr>
<td>EN 110</td>
<td>College Writing</td>
<td>3</td>
</tr>
<tr>
<td>or EN 112</td>
<td>College Writing AP (Advanced Placement)</td>
<td></td>
</tr>
</tbody>
</table>
Students receiving less than a grade of "C" in CST 110, ENG 110 or ENG 112 must repeat the course.

Writing emphasis courses (two courses required)

All students must either complete two writing emphasis courses or complete a major that has a writing-in-the-major program. If completing two courses, they must be at the 200 level or above, one of which must be at the 300 level or above. One course must be in the major (not college core). See the class timetable (http://www.uwlax.edu/Records/Registration-Tips-and-Tricks/) for information on offerings each semester.

The following departments/majors have writing-in-the-major programs: archaeology, archaeology cultural anthropology emphasis, art, biology, biochemistry, chemistry, clinical lab science (including the dual degree in clinical lab science/clinical microbiology), communication studies, computer engineering, computer science, computer science embedded systems emphasis, economics, educational studies, English: literary and cultural studies emphasis, English: medical professions emphasis, English: writing and rhetoric emphasis, exercise and sport science, global cultures and languages, mathematics, microbiology, occupational therapy, physics, political science/public administration, psychology, public health and community health education, radiologic science: radiation therapy emphasis, recreation management/therapeutic recreation, sociology, STEP majors (biology: science education, chemistry: science education, physics: science education, mathematics education, English education, broaden social studies education, broaden social studies education: history concentration, broaden social studies education: political science concentration, and broaden social studies education: sociology concentration), and theatre arts. They incorporate writing requirements across their curriculum rather than identifying specific classes as writing emphasis classes. Students with majors in these departments will fulfill their writing emphasis requirement by completing that major. Transfer students who transfer courses from another institution that are applicable to the major should consult the department about fulfillment of the writing emphasis requirement.

Writing emphasis courses do not count toward the 42 credit general education requirement unless identified in one of the general education categories.

Mathematical/Logical systems and modern languages: tools for structured analysis and communication (GE 02)

(At least one math course must be completed prior to earning 60 credits.)

General education enhances students’ abilities to think, reason, and solve problems with precision and clarity. Study in this area helps students to understand that words and symbols can have exact definitions and usage, that analyses of some problems require strict use of structured rules, and that discoveries, results, and ideas must be communicated clearly to others who may be unfamiliar with such rules or language. This area of study emphasizes the skilled use of symbols or language to analyze, evaluate, or communicate more effectively.

Minimum of seven credits required, which must include at least one math course. Non-native speakers of English may use one math course and an acceptable score on a test of English proficiency/placement exam to meet the mathematical/logical systems and modern languages requirement.  

<table>
<thead>
<tr>
<th>Code</th>
<th>Mathematics</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 115</td>
<td>Mathematics for Early Childhood and Elementary Teachers I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MTH 116</td>
<td>Mathematics for Early Childhood and Elementary Teachers II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MTH 123</td>
<td>Mathematics for Decision Making</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 135</td>
<td>Mathematics for Elementary Teachers I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 136</td>
<td>Mathematics for Elementary Teachers II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 150</td>
<td>College Algebra</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>or MTH 151</td>
<td>Precalculus</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 160</td>
<td>Mathematics for Business</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 175</td>
<td>Applied Calculus</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>or MTH 207</td>
<td>Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 208</td>
<td>Calculus II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MTH 215</td>
<td>Mathematics for Middle School Teachers I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MTH 216</td>
<td>Mathematics for Middle School Teachers II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MTH 265</td>
<td>Mathematical Models in Biology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>STAT 145</td>
<td>Elementary Statistics</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Languages and other logical systems

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARA 102</td>
<td>Elementary Arabic II</td>
<td>4</td>
</tr>
<tr>
<td>ARA 201</td>
<td>Intermediate Arabic I</td>
<td>4</td>
</tr>
<tr>
<td>ARA 202</td>
<td>Intermediate Arabic II</td>
<td>4</td>
</tr>
<tr>
<td>CHI 102</td>
<td>Chinese in a Global Society II</td>
<td>4</td>
</tr>
<tr>
<td>CHI 201</td>
<td>Chinese Language and Culture in Action I</td>
<td>4</td>
</tr>
<tr>
<td>CHI 202</td>
<td>Chinese Language and Culture in Action II</td>
<td>4</td>
</tr>
<tr>
<td>FRE 102</td>
<td>French in a Global Society II</td>
<td>3</td>
</tr>
<tr>
<td>FRE 201</td>
<td>French Language and Cultures in Action I</td>
<td>3</td>
</tr>
<tr>
<td>FRE 202</td>
<td>French Language and Cultures in Action II</td>
<td>3</td>
</tr>
<tr>
<td>GCL 102</td>
<td>Elementary Languages II</td>
<td>4</td>
</tr>
<tr>
<td>GCL 201</td>
<td>Intermediate Languages I</td>
<td>4</td>
</tr>
<tr>
<td>GCL 202</td>
<td>Intermediate Languages II</td>
<td>4</td>
</tr>
<tr>
<td>GER 102</td>
<td>German in a Global Society II</td>
<td>4</td>
</tr>
<tr>
<td>GER 201</td>
<td>German Language and Cultures in Action I</td>
<td>4</td>
</tr>
<tr>
<td>GER 202</td>
<td>German Language and Cultures in Action II</td>
<td>3</td>
</tr>
<tr>
<td>HMG 204</td>
<td>Hmong Heritage Language: Intermediate</td>
<td>4</td>
</tr>
<tr>
<td>JPN 102</td>
<td>Elementary Japanese II</td>
<td>4</td>
</tr>
<tr>
<td>JPN 201</td>
<td>Intermediate Japanese I</td>
<td>4</td>
</tr>
<tr>
<td>JPN 202</td>
<td>Intermediate Japanese II</td>
<td>4</td>
</tr>
<tr>
<td>RUS 102</td>
<td>Russian in a Global Society II</td>
<td>4</td>
</tr>
<tr>
<td>RUS 201</td>
<td>Russian Language and Cultures in Action I</td>
<td>4</td>
</tr>
<tr>
<td>RUS 202</td>
<td>Russian Language and Cultures in Action II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Spanish in a Global Society II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 103</td>
<td>Spanish in a Global Society I &amp; II</td>
<td>4</td>
</tr>
<tr>
<td>SPA 201</td>
<td>Spanish Language and Cultures in Action I</td>
<td>4</td>
</tr>
<tr>
<td>SPA 202</td>
<td>Spanish Language and Cultures in Action II</td>
<td>4</td>
</tr>
<tr>
<td>or SPA 221</td>
<td>Introduction to Spanish for the Health Professions</td>
<td>4</td>
</tr>
<tr>
<td>ESL 250</td>
<td>Oral English Skills: Issues and Controversies in the U.S.</td>
<td>4</td>
</tr>
<tr>
<td>ESL 251</td>
<td>Written English Skills: Reading about Data</td>
<td>3</td>
</tr>
<tr>
<td>ESL 252</td>
<td>Written English Skills: Researching Your Community</td>
<td>4</td>
</tr>
<tr>
<td>ESL 253</td>
<td>Oral English Skills: The Culture of Food</td>
<td>3</td>
</tr>
</tbody>
</table>
Non-native speakers of English may satisfy the modern language option by exhibiting proficiency (a score of 70 or above) on the La Crosse Battery of Exams for non-native speakers of English or by earning a score on the TOEFL or IELTS that results in admission to UWL as a degree seeking student (contact the English as a Second Language Institute for eligibility and regulations). None of these exams provide college credit but will suffice to satisfy Languages and Other Logical Systems requirements above. Students utilizing the exam option will still need to complete a minimum of 42 credits applicable to the general education program. Students in the English as a Second Language (ESL) Program may satisfy modern language option (Languages and Other Logical Systems) by completing ESL 252 or ESL 253 and one additional course from ESL 250, ESL 251, ESL 252, ESL 253 (maximum of four credits from these courses applicable to general education).

Non-native speakers should NOT enroll in a 101, 102, 201, or 202 level course taught in their native language. Native English speakers are not eligible to enroll in ESL 250, ESL 251, ESL 252, or ESL 253.

Liberal Studies

The “Liberal Studies” component of general education engages students in the study of major areas of knowledge and experience. Liberal studies courses afford opportunities for students to evaluate critically their heritage and see beyond the boundaries of their culture, to think scientifically in both the natural and social spheres, to explore texts thoroughly and imaginatively, to respond sensitively to the expressive arts, and to plan a life which makes the best possible use of work and leisure time. The thematic categories and inquiry-based teaching and learning in liberal studies courses help students to see connections among fields of knowledge and to understand different perspectives and ways of thinking about important questions.

Minority cultures or multiracial women’s studies (GE 03)

An essential goal of general education is to improve students’ understanding of and sensitivity to cultural diversity in the United States. All students take at least one course that focuses on minority cultures in the United States or women in the United States from a multiracial perspective. All courses in this category fulfill the UW System ethnic studies (ES) requirement.

Minimum of three credits required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT/RGS 362</td>
<td>Hmong Americans</td>
<td>3</td>
</tr>
<tr>
<td>ANT 375</td>
<td>Language, Power, and Inequality</td>
<td>3</td>
</tr>
<tr>
<td>ECO 336</td>
<td>Women in the U.S. Economy</td>
<td>3</td>
</tr>
<tr>
<td>EDS 206</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>EFN 205</td>
<td>Understanding Human Differences</td>
<td>3</td>
</tr>
<tr>
<td>ENG/RGS 207</td>
<td>Multicultural Literature of the United States</td>
<td>3</td>
</tr>
<tr>
<td>ENG/RGS 210</td>
<td>Literature of Black America</td>
<td>3</td>
</tr>
<tr>
<td>ENG/ERS 215</td>
<td>African American Authors</td>
<td>3</td>
</tr>
</tbody>
</table>

International and multicultural studies: becoming world citizens (GE 04)

Knowledge about the variety of human experience is an integral part of liberal education. Moreover, the international dimensions of politics, commerce, economics, and culture touch our lives every day. We live in an interdependent world in which understanding of other cultures and societies is essential. These general education courses include world history and global studies courses that focus on the peoples, cultures, and societies of the world. Some courses in this category fulfill the UW System ethnic studies (ES) requirement.

Minimum of six credits required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 200</td>
<td>World Archaeology: Origins of Development</td>
<td>3</td>
</tr>
<tr>
<td>HIS 110</td>
<td>World History</td>
<td>3</td>
</tr>
<tr>
<td>ERS 100</td>
<td>Introduction to Racial and Ethnic Studies</td>
<td>3</td>
</tr>
<tr>
<td>HIS 306</td>
<td>Ethnic America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 336</td>
<td>Latinos in the United States: 1450-2000</td>
<td>3</td>
</tr>
<tr>
<td>MUS 209</td>
<td>History of Jazz Culture</td>
<td>3</td>
</tr>
<tr>
<td>PHL 335</td>
<td>Multicultural Philosophy in the United States</td>
<td>3</td>
</tr>
<tr>
<td>POL 205</td>
<td>Women and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 285</td>
<td>Culture and Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>PSY 318</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>RGS 100</td>
<td>Race, Gender, Sexuality, and Class</td>
<td>3</td>
</tr>
<tr>
<td>SOC 225</td>
<td>Sociology of Race and Ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>TSL 200</td>
<td>Introduction to English Language Learners and Advocacy</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT/GEO/HIS/POL/SOC 202</td>
<td>Contemporary Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>ANT 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>ART 301</td>
<td>World Art</td>
<td>3</td>
</tr>
<tr>
<td>CHI 320</td>
<td>Introduction to Chinese Civilization</td>
<td>3</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Global Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>ENG 208</td>
<td>International Studies in Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>ENV 101</td>
<td>Introduction to Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>FRE 220</td>
<td>France and the Francophone World</td>
<td>3</td>
</tr>
<tr>
<td>GEO 110</td>
<td>World Cultural Regions</td>
<td>3</td>
</tr>
<tr>
<td>GEO 200</td>
<td>Conservation of Global Environments</td>
<td>3</td>
</tr>
<tr>
<td>GEO 211</td>
<td>Global Climate Change</td>
<td>3</td>
</tr>
<tr>
<td>GEO 340</td>
<td>Earth’s Polar Regions</td>
<td>3</td>
</tr>
<tr>
<td>HIS 110</td>
<td>World History (if not taken for the world history requirement)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 360</td>
<td>Women, Gender, and Sexuality in Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HMG 304</td>
<td>Hmong Heritage Language: Advanced</td>
<td>4</td>
</tr>
<tr>
<td>MIC 130</td>
<td>Global Impact of Infectious Disease</td>
<td>3</td>
</tr>
<tr>
<td>MUS 205</td>
<td>Global Cultures in Music</td>
<td>3</td>
</tr>
<tr>
<td>PHL 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>PHL 336</td>
<td>International Multicultural Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHL 349</td>
<td>Asian Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHY 142</td>
<td>Navigating Global Nuclear Issues</td>
<td>3</td>
</tr>
</tbody>
</table>
Minimum of three credits required.

which serve to influence our lives. Courses in this area focus on the
and an understanding of the social institutions that people create and
important to gain a sound understanding of oneself in relation to others
profound influence upon his or her attitudes, values, and behavior. It is
Each person, although unique, lives in a social world that exerts
social world (GE 06)

Self and society: understanding oneself and the
social world (GE 06)

Each person, although unique, lives in a social world that exerts
profound influence upon his or her attitudes, values, and behavior. It is
important to gain a sound understanding of oneself in relation to others
and an understanding of the social institutions that people create and
which serve to influence our lives. Courses in this area focus on the
study of human behavior and social institutions.

Minimum of three credits required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 212</td>
<td>Search for Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>POL 234</td>
<td>Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 244</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSY 282</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>THA 351</td>
<td>World Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>

Science: understanding the natural world (GE 05)

As the health and prosperity of our society becomes more dependent
on science and technology, our future becomes increasingly dependent
upon a scientifically literate population. Individuals in our society must
be sufficiently knowledgeable about scientific facts and applications
to make skilled decisions concerning their use in addressing society's
problems. Courses in this area include the study of basic scientific
knowledge, the role of applied science and technology as agents
of change in society, and a laboratory component to develop an
understanding of scientific inquiry.

Minimum of four credits required; one course must be a natural
laboratory science from below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 102</td>
<td>Introduction to Biological Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 100</td>
<td>Biology for the Informed Citizen</td>
<td>4</td>
</tr>
<tr>
<td>BIO 105</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHM 100</td>
<td>Contemporary Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHM 103</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>ESC 101</td>
<td>Earth Environments</td>
<td>4</td>
</tr>
<tr>
<td>MIC 100</td>
<td>Microbes and Society</td>
<td>4</td>
</tr>
<tr>
<td>PHY 103</td>
<td>Fundamental Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 106</td>
<td>Physical Science for Educators</td>
<td>4</td>
</tr>
<tr>
<td>PHY 125</td>
<td>Physics for the Life Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PHY 155</td>
<td>Solar System Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>PHY 160</td>
<td>Stars, Galaxies and the Universe</td>
<td>4</td>
</tr>
<tr>
<td>PHY 203</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 102</td>
<td>Contemporary Issues in Biological Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

Science, technology and society: emphasizing the role of applied
science and technology as agents of change in society

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 101</td>
<td>Human Nature/Human Culture</td>
<td>3</td>
</tr>
<tr>
<td>ARC 100</td>
<td>Archaeology. Discovering Our Past</td>
<td>3</td>
</tr>
<tr>
<td>ART 215</td>
<td>Introduction to Museum Studies</td>
<td>3</td>
</tr>
<tr>
<td>ART 251</td>
<td>Survey of Art History</td>
<td>3</td>
</tr>
<tr>
<td>CST 271</td>
<td>Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>ECO 110</td>
<td>Microeconomics and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO/THA 376</td>
<td>Economics of Art and Entertainment</td>
<td>3</td>
</tr>
<tr>
<td>EDS 203</td>
<td>School, Society, and Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanistic studies: the search for values and
meaning (GE 07)

Academic study of the humanities involves the study of language as
a medium for recording human experience and the major forms of
such records: philosophical, historical, and literary. Students have the
opportunity to test specialized knowledge and personal experience of
humanity. These courses focus on what it means to be human, and what
was, is, and should be valued by human beings.

Minimum of three credits required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHI 305</td>
<td>Introduction to Modern Chinese Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Literature and Human Experience</td>
<td>3</td>
</tr>
<tr>
<td>ENG 201</td>
<td>American Literature before 1865</td>
<td>3</td>
</tr>
<tr>
<td>ENG 202</td>
<td>American Literature after 1865</td>
<td>3</td>
</tr>
<tr>
<td>ENG 203</td>
<td>British Literature before 1800</td>
<td>3</td>
</tr>
<tr>
<td>ENG 204</td>
<td>British Literature after 1800</td>
<td>3</td>
</tr>
<tr>
<td>ENG 205</td>
<td>Western Literature before 1700</td>
<td>3</td>
</tr>
<tr>
<td>ENG 206</td>
<td>Western Literature after 1700</td>
<td>3</td>
</tr>
<tr>
<td>FRE 395</td>
<td>French Literary Voices in English</td>
<td>3</td>
</tr>
<tr>
<td>GCL 299</td>
<td>Global Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>GER 399</td>
<td>German Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>HIS 205</td>
<td>Ethics and Religion</td>
<td>3</td>
</tr>
<tr>
<td>PHL 100</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHL 200</td>
<td>Introduction to the Literature of Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>POL 251</td>
<td>Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>RUS 305</td>
<td>Golden Age Russian Literature and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

Arts: the aesthetic experience (GE 08)

The arts represent a fusion of the emotional, spiritual, and intellectual
realities of the human condition. Study of the arts leads to heightened
aesthetic experiences and deepens cultural understanding. This
includes courses that focus on understanding, appreciating, and
experiencing the fine and performing arts.

Minimum of two courses required from different departments.
Health and physical well-being: learning to create healthy lives (GE 09)

The miracles of modern medicine exist side by side with many kinds of limiting physical conditions such as heart disease and obesity. Many health problems could be prevented or ameliorated by alterations in the ways that people live. The courses in this area focus on knowledge and skills necessary for the appreciation and enhancement of a healthful lifestyle. They emphasize health and physical well-being throughout the life span and explore major health issues, physical fitness, and effective use of leisure.

Minimum of three credits required.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 207</td>
<td>Youth Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>HP 105</td>
<td>Analysis of Health, Wellness and Disease for the Health Care Consumer</td>
<td>3</td>
</tr>
<tr>
<td>HPR 105</td>
<td>Creating A Healthy, Active Lifestyle</td>
<td>3</td>
</tr>
<tr>
<td>MIND 110</td>
<td>Introduction to Mindfulness</td>
<td>3</td>
</tr>
<tr>
<td>REC 150</td>
<td>Leisure, Quality of Life, and Well Being</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses

First Year Seminar (GE 00)

+FYS 100 Cr.3
First-Year Seminar

This topics seminar course focuses on developing the knowledge, experiences and skills helpful for success at UWL, including learning strategies, community involvement, and academic inquiry. Students will investigate enduring questions and reflect on the purpose and value of a liberal education. Topics vary by instructor. Prerequisite: degree-seeking student in their first year at UWL or a degree-seeking transfer with 15 or fewer credits earned. Offered Fall, Spring.

Literacy (GE 01)

+CST 110 Cr.3
Communicating Effectively

This course introduces students to key communication and skills that will encourage them to become more competent and culturally sensitive communicators. Students will develop speaking, relational and listening skills as they explore interpersonal, group/team and public communication topics. This course will help students become more effective and ethical communicators in a highly diverse society. Offered Fall, Spring, Summer.

+ENG 110 Cr.3
College Writing

This course in composition addresses writing as a symbolic action that writers participate in for multiple purposes, with diverse audiences, and in various genres. It emphasizes writing as a thinking process through the learning and practice of rhetorical strategies for inquiry, persuasion, and collaboration in context. (Students who qualify with a grade of "C" or better in ENG 110 will be exempt from further writing requirements in the general education skills category, but this does not exempt students from the writing emphasis course requirements. Students receiving a grade less than "C" must repeat ENG 110.) Prerequisite: English Placement Test (EPT) score. Not open for credit for students with credit in ENG 112. Offered Fall, Spring.

+ENG 112 Cr.3
College Writing AP (Advanced Placement)

This course in composition addresses writing as symbolic action that writers participate in for multiple purposes, with diverse audiences, and in various genres. It emphasizes writing as a thinking process through the learning and practice of rhetorical strategies for inquiry, persuasion, and collaboration in context. (Students will be challenged at a level appropriate to their placement. Students who qualify with a grade of "C" or better in ENG 112 will be exempt from further writing requirements in the general education skills category, but this does not exempt students from the writing emphasis course requirement. Students earning a grade lower than "C" must repeat ENG 112. Prerequisite: English Placement Test (EPT) score and a score of 3 or 4 on the AP Placement Tests (Rhetoric/Writing or Literature). Not open for credit for students with credit in ENG 110. Offered Fall, Spring.

Mathematical/Logical Systems and Modern Languages (GE 02)

Mathematics

+MTH 115 Cr. 3
Mathematics for Early Childhood and Elementary Teachers I

This course is designed for prospective early childhood and elementary teachers. Content strands include number and operations and algebraic thinking. Topics from these strands include pre-number concepts, place-value and numeracy, and multiple representations and algorithms for whole number and fraction arithmetic. Mathematical structure will also be emphasized to analyze arithmetic and algebraic situations. Aligned with state and national standards, this course will emphasize problem solving, communication, reasoning, and representation in mathematics. Mathematical connections will be made to contextual problems and
representations when appropriate. Prerequisite: declared early childhood education or elementary/middle education major. Offered Fall, Spring.

+MTH 116 Cr. 2
Mathematics for Early Childhood and Elementary Teachers II
This course is designed for prospective early childhood and elementary teachers. Content strands include geometry, measurement, data, and chance. Topics from these strands include properties of geometric figures, geometric measurement (length, area, volume), representations of data, and chance processes. Aligned with state and national standards, this course will emphasize problem solving, communication, reasoning, and representation in mathematics. Mathematical connections will be made to contextual problems and representations when appropriate. Prerequisite: declared early childhood education or elementary/middle education major. Offered Fall, Spring.

+MTH 123 Cr. 4
Mathematics for Decision Making
This course is designed to teach students the mathematical skills needed for decision making in the 21st century. Topics for this course include set theory, syllogisms and fallacies, counting and probability, financial mathematics, and statistical concepts. Offered Fall, Spring, Summer.

+MTH 135 Cr. 4
Mathematics for Elementary Teachers I
This course is designed for prospective elementary teachers. Content strands include number and operations and algebra and functions. Number and operations topics include place value and numeracy, multiple representations and algorithms for arithmetic, number theory, and proportional reasoning. Algebra and functions topics include the concepts of variable and function, algebraic thinking, linear, polynomial, rational, and exponential functions, mathematical models, rates of change, and multiple representations of relations. Aligned with state and national standards, this course will emphasize problem solving, communication, reasoning, and representation in mathematics. Prerequisite: MTH 050 or satisfactory placement test score; EC/MC or MC/EA major plan. Offered Fall, Spring.

+MTH 136 Cr. 4
Mathematics for Elementary Teachers II
This course is designed for prospective elementary teachers. Content strands include geometry and measurement, data analysis and statistics, and probability and discrete math. Topics from these strands include: properties of geometric figures, geometric measurement (length, area, volume), congruence and similarity, and transformations; descriptive statistics, sampling design and statistical comparisons, randomness and variability, inferential statistics (including the normal distribution); counting techniques, uniform and nonuniform distributions, and representations and calculations of probabilities for simple and compound events. Aligned with state and national standards, this course will emphasize problem solving, communication, reasoning, and representation in mathematics. Prerequisite: MTH 135 with a grade of "C" or better. Offered Fall, Spring.

+STAT 145 Cr. 4
Elementary Statistics
An introductory course covering fundamentals of modern statistical methods. Topics include descriptive statistics, the binomial and normal distributions, estimation, and hypothesis testing. The z, t, F and chi-square test statistics are introduced. Instruction in computer use is included, and statistics software is used throughout the course for analyzing data files and carrying out statistical procedures. Prerequisite: MTH 050 or an appropriate placement test score. Offered Fall, Spring, Summer.

+MTH 150 Cr. 4
Precalculus
A college algebra course on properties, graphs, and applications of elementary functions. Topics include concepts from analytic geometry; theory of equations; the logarithmic, exponential, trigonometric, and inverse trigonometric functions; and analytic trigonometry. Prerequisite: grade of "C" or better in MTH 150 or two years of high school algebra and appropriate placement test score. (Successful completion of MTH 151, MTH 175 or MTH 207 precludes taking MTH 150 for credit.) Offered Fall, Spring, Summer.

+MTH 151 Cr. 4
Calculus I
A rigorous introduction to calculus. Topics include limits, rules for differentiation, derivatives of trigonometric, logarithmic and exponential functions, the Mean Value Theorem, integration, and the Fundamental Theorem of Calculus. In the area of applications, the course covers problems on related rates, extrema, areas, volumes, and Newton's Second Law. Prerequisite: grade of "C" or better in MTH 151 or four years of high school mathematics, including trigonometry, and appropriate
placement score. (Successful completion of MTH 207 precludes taking MTH 150, MTH 151, or MTH 175 for credit.) Offered Fall, Spring, Summer.

+MTH 208 Cr.4
Calculus II

A continuation of Calculus I with a rigorous introduction to sequences and series. Topics include techniques of integration and indeterminate forms, improper integrals, applications of integrals to the physical sciences, tests for the convergence of series, absolute convergence, power series, and Taylor’s Theorem with Remainder. First order linear differential equations are explored, as well as the geometry of space. Prerequisite: grade of "C" or better in MTH 207. Offered Fall, Spring.

+MTH 215 Cr.2
Mathematics for Middle School Teachers I

This course is designed for prospective elementary and middle school teachers. Content strands include number systems and algebraic thinking. Topics from these strands include rational number arithmetic, proportional reasoning, the symbolic language of algebra, and multiple representations to generalize relationships. Aligned with state and national standards, this course will emphasize problem solving, communication, reasoning, and representation in mathematics. Mathematical connections will be made to contextual problems and representations when appropriate. Prerequisite: grade of "C" or better in MTH 115 or declared math education major. Offered Fall, Spring.

+MTH 216 Cr.2
Mathematics for Middle School Teachers II

This course is designed for prospective elementary and middle school teachers. Content strands include geometry, statistics and probability. Topics from these strands include properties of geometric figures, congruence and similarity, concepts of measurement with attention to the meaning of measurement formulas, data analysis, and the calculations of probabilities for simple and compound events. Aligned with state and national standards, this course will emphasize problem solving, communication, reasoning, and representation in mathematics. Mathematical connections will be made to contextual problems and representations when appropriate. Prerequisite: grade of "C" or better in MTH 116 or declared math education major. Offered Fall, Spring.

+MTH 265 Cr.4
Mathematical Models in Biology

An introduction to the use of calculus and stochastic based models to the biological sciences. Mathematical tools such as discrete and continuous differential equations, linear algebra, phase portraits, probability theory and descriptive and inferential statistics that are necessary to analyze and interpret biological models will be covered. Biological topics may include single species and interacting population dynamics, modeling infectious diseases, enzyme kinetics, and quantitative genetics. Prerequisite: grade of "C" or better in MTH 175 or MTH 207. Offered Spring.

Languages and other logical systems

+ARA 102 Cr.4
Elementary Arabic II

This is the second semester of first year Arabic. This course is designed to reinforce and build upon what was covered during the first semester. The 5Cs of communication, culture, connections, comparisons, and communities are at the center of the course. The course will be taught using a communicative approach, meaning that our focus is on real-world situations in which you can use the language in meaningful ways. Prerequisite: ARA 101. Offered Spring.

+ARA 201 Cr.4
Intermediate Arabic I

This course will be a continuation of the first-year, introductory courses in spoken and written Arabic. Prerequisite: ARA 102. Offered Fall.

+ARA 202 Cr.4
Intermediate Arabic II

This course will continue to develop the skills previously acquired and increase knowledge about syntactical and morphological structures of Modern Standard Arabic. The overall goal of this course is to increase students’ proficiency level and enable students to do more with the Arabic language. Successful completion of this course would provide students with the groundwork for rapidly advancing in the Arabic language and the tools for further study and research in a formal classroom setting or on their own. Prerequisite: ARA 201. Offered Spring.

+CHI 102 Cr.4
Chinese in a Global Society II

This course further develops basic communicative competence in the four skills of listening, speaking, reading, and writing. It also develops students’ cross-cultural awareness while building their communicative strategies. Prerequisite: CHI 101 or placement. Offered Spring.

+CHI 201 Cr.4
Chinese Language and Culture in Action I

This course continues to develop students’ communicative competence in the four skills of listening, reading, speaking, and writing. It also develops students’ cross-cultural awareness while building communicative strategies. Prerequisite: CHI 102 or placement. Offered Fall.

+CHI 202 Cr.4
Chinese Language and Culture in Action II

The second of two intermediate-level Chinese courses, this course continues to develop students’ communicative competence in the four skills of listening, reading, speaking, and writing. It also develops students’ cross-cultural awareness and competence while building communicative strategies. Prerequisite: CHI 201 or placement. Offered Spring.

+FRE 102 Cr.3
French in a Global Society II

The second introductory courses in French emphasizes the development of practical communication skills using an interactive learning approach and integrates cultures from the Francophone world in language learning to provide students with basic survival skills in a French-speaking country. Prerequisite: FRE 101 or placement based on UW System Placement Test scores. Offered Fall, Spring.

+FRE 201 Cr.3
French Language and Cultures in Action I

The first of two intermediate-level French courses which provides a review of basic structures while expanding on grammatical structures and vocabulary to allow students to express themselves in meaningful ways both orally and in writing. Cultural competence is integrated in language learning in an interactive manner. Prerequisite: FRE 102 or
This course provides opportunities for students to develop intermediate-level Hmong heritage language skills, particularly in reading and writing skills. Students learn the Hmong language writing system in order to read and write short texts, as well as continue to work on oral proficiency skills. Prerequisite: ENG 110 or ENG 112, consent of the instructor. Offered Fall.

+JPN 102 Cr.4
Elementary Japanese II
This is the second course in a two-semester sequence that develops communication skills in listening, speaking, reading, and writing. It also aids in developing knowledge and appreciation of Japanese culture. The classes are conducted primarily in Japanese and typing in Japanese will be introduced. Prerequisite: JPN 101. Offered Spring.

+JPN 201 Cr.4
Intermediate Japanese I
This is the first course in a two-semester sequence that develops intercultural communication skills in listening, speaking, reading, and writing. It also develops socio-cultural understanding of Japanese language and society. Prerequisite: JPN 102. Offered Fall.

+JPN 202 Cr.4
Intermediate Japanese II
This is the second course in a two-semester sequence that develops communication skills in listening, speaking, reading, and writing. It also develops students' cross-cultural awareness while building their communicative strategies. Prerequisite: JPN 201. Offered Spring.

+RUS 102 Cr.4
Russian in a Global Society II
The second of two introductory courses, this course further develops basic communicative competence in the four skills of listening, speaking, reading, and writing. It also develops students' cross-cultural awareness while building their communicative strategies. Prerequisite: RUS 101 or placement. Offered Spring.

+RUS 201 Cr.4
Russian Language and Cultures in Action I
The first of two intermediate-level Russian courses, this course continues to develop students' communicative competence in the four skills of listening, speaking, reading, and writing. It also develops students' cross-cultural awareness and competence while building their communicative strategies. Prerequisite: RUS 201 or placement. Offered Fall.

+RUS 202 Cr.4
Russian Language and Cultures in Action II
The second of two intermediate-level Russian courses, this course continues to develop students' communicative competence in the four skills of listening, speaking, reading, and writing. It also develops students' cross-cultural awareness and competence while building their communicative strategies. Prerequisite: RUS 201 or placement. Offered Spring.

+SPA 102 Cr.4
Spanish in a Global Society II
This is the second introductory course in Spanish comprehension, speaking, writing, reading, and culture. Prerequisite: SPA 101 or placement based on UW System Spanish Placement Test score. Offered Occasionally.

+SPA 103 Cr.4
Spanish in a Global Society I & II

This is an introductory course that covers in one semester the essential content of first-year Spanish. It is designed for students with two or more years of high school Spanish or with previous experience learning a foreign language. Special emphasis is placed on facilitating the development of oral communication. Prerequisites: students with no evidence of prior study of Spanish are required to begin at SPA 103. Not open to students with credit in SPA 101 or SPA 102. Offered Fall.

+SPA 201 Cr.4
Spanish Language and Cultures in Action I

This course is the first of two intermediate-level Spanish courses. Students continue to develop all language skills with special emphasis placed on refining speaking and listening comprehension. Prerequisite: SPA 102 or SPA 103 or placement based on UW System Placement Test scores. Offered Fall, Spring.

+SPA 202 Cr.4
Spanish Language and Cultures in Action II

This course is the second of two intermediate-level Spanish courses, designed specifically to transition students to upper-level content courses. Students continue to develop all language skills with special emphasis placed on refining reading and writing in Spanish. Topics in Spanish culture history and contemporary Spanish speaker countries society are explored while obtaining a grasp of more complex grammatical structure. Prerequisite: SPA 201 or placement based on UW System Placement Test scores. Not open to students with credit in SPA 221. Offered Fall, Spring.

+SPA 221 Cr.4
Introduction to Spanish for the Health Professions

In this course, students will strengthen their linguistic skills through the lens of the world of healthcare. More specifically, students will continue to work on the grammatical foundations of Spanish while acquiring vocabulary they can use in basic interactions with their patients. Particular attention will be paid to the experiences of patients and healthcare providers through cultural readings and stories. Class activities and assignments will be designed to allow students to understand and define cultural exchanges between Spanish-speaking patients and healthcare providers, and compare them with the products, practices and perspectives of their own cultural experiences. Prerequisite: SPA 201 or placement based on UW System Placement Test scores. Not open to students with credit in SPA 202. Offered Annually.

+ESL 250 Cr.4
Oral English Skills: Issues and Controversies in the U.S.

Students in this class develop language strategies and techniques for success in academic classes, including the formal and informal discourse patterns needed for academic work. Students learn about local and state politics and explore how policies relate to social justice goals, while also exploring notions of advocacy and how their own actions make a difference. Special focus will be on developing confidence to speak up in academic settings. Finally, students identify bias in speaking and use vocabulary, structures, and discourse patterns appropriate for persuasive speaking. Prerequisite: non-native speakers of English and/or appropriate score on ESL placement test and/or successful completion of Level 2 of the ESL Institute Program. Offered Fall, Spring, Summer.

+ESL 251 Cr.3
Written English Skills: Researching Your Community

This course is designed to prepare students for college-level reading and writing through an individual research project. Students review the process of research (gathering materials, selecting sources, and arranging information) and practice the kind of writing that they are likely to encounter throughout their college career (summarizing, paraphrasing, critiquing, and synthesizing) as they research a personally-meaningful aspect of their new community. Special attention is placed on synthesizing and citing academic sources as students draft, revise, and proofread their research papers. Prerequisite: non-native speakers of English and/or appropriate score on ESL placement test and/or successful completion of Level 2 of the ESL Institute Program. Offered Fall, Spring, Summer.

+ESL 252 Cr.4
Written English Skills: Reading about Data

The focus of this course is on reading data and statistics in academic writing. Students identify a topic of interest then critically evaluate and select research articles related to the topic. Students use effective academic reading skills (previewing, predicting, identifying organizational patterns, detecting unstated assumptions) and strategies (scanning, skimming, using headings, guessing meaning from context) to read the selected research articles, paying particular attention to the methodology, data collection, data analysis, and findings sections. Students write summaries of what they learn from each article and develop the skills to look at their own and others' writing critically. Seven week course. Prerequisite: non-native speakers of English and/or appropriate score on ESL placement test and/or successful completion of Level 2 of the ESL Institute Program. Offered Spring.

+ESL 253 Cr.3
Oral English Skills: The Culture of Food

Through a focus on food, especially as seen through the medium of American movies and reality television shows, students develop oral language skills (listening and speaking) along with cultural understanding. Students master listening skills (such as listening for the main idea and guessing vocabulary from context) and, through reading about dominant cultural values and seeing them played out in media, develop culturally-appropriate speaking skills for a variety of purposes. Seven week course. Prerequisites: non-native speakers of English and/or appropriate score on ESL placement test and/or successful completion of Level 2 of the ESL Institute Program. Offered Fall, Spring, Summer.

+CS 101 Cr.4
Introduction to Computing

Computers and computer software are an integral part of modern society. This course explores this relationship. Students will examine the computer as a problem-solving tool through the use of database, spreadsheets and small scale programming. Students will examine the computer as a communication tool through the use of word processing and the Internet. Other topics include the history and future of computer technology, computer hardware basics, man/machine relationships, applications of computers in various disciplines, and social/ethical issues. Credits earned in CS 101 cannot be applied to the CS major or minor. Offered Occasionally.

+CS 115 Cr.3
Introduction to Python Programming

This course is an introduction to the fundamentals of software development using Python for students with no prior programming knowledge. Topics include variables, data structures, arithmetic and logical operators, selection control, repetition control, methods, parameter passing, basic data analysis, and rudimentary software engineering techniques. Topics on basic data analysis include relevant tools and Application Programming Interfaces (APIs) for working with and visualizing small to medium-sized data sets from files and online sources. Students complete numerous programming projects using the Python language. Prerequisite: not open to students with credit in CS 120. Offered Fall, Spring.

+CS 120 Cr.4
Software Design I
An introduction to the fundamentals of software development; including software objects, classes, objects, inheritance, polymorphism, logic, selection control, repetition control, subprograms, parameter passage, and rudimentary software engineering techniques. Students complete numerous programming projects using a modern programming language. Prerequisite: MTH 151 or MTH 175 or math placement test scores at or above MTH 151. Offered Fall, Spring.

+CT 100 Cr.3
Introduction to Computational Thinking

Computational thinking represents a universally applicable collection of concepts and techniques borrowed from computer scientists. This course is designed to teach how to think algorithmically; to impact how the world’s information is encoded and how that impacts our lives; to explore the capabilities and limitations of computers from the past, the present, and the future; to apply software design diagrammatic techniques to model real-world systems; to learn how the rules of logic apply to computation, reasoning and discourse; to examine how computers both enhance and constrain our lives; to explore many of the problem solving strategies used by software developers and how they are useful to you. Prerequisite: not open to any declared music major or minor. Offered Fall, Spring.

+MUS 115 Cr.4
Musical Elements: Language and Systems

Like modern languages, music employs a distinct vocabulary and set of rules. Musical language and the systems developed in it will be explored and studied including types of notation, syntax and style. Temporal, harmonic and melodic structures such as phrases, cadences and simple forms as well as the basic vocabulary will be discussed in relation to communicating and interpreting music by written and aural means. This course is for students with little to no music background and does not apply to any music major or minor. Lect. 3, Lab 2. Offered Fall.

+PHL 101 Cr.3
Introduction to Logic

This course offers students an introduction to several methods of logic: the science of reasoning. In this course, students examine the nature of statements and arguments, identify rules for distinguishing good arguments from bad, learn methods for constructing and testing proofs, and practice good reasoning in general. Offered Fall, Spring.

Minority Cultures or Multiracial Women's Studies (GE 03)

+ANT/RGS 362 Cr.3

Hmong Americans (ES)

This is an introductory course to Hmong American history, culture, and contemporary life. The course reviews Hmong history within the context of U.S. foreign policy in Southeast Asia from 1945 to 1975 and examines the sociocultural transformations that have been taking place in Hmong American communities across the U.S. since 1976. (Cross-listed with ANT/RGS; may only earn credit in one department.) Offered Occasionally.

+ANT 375 Cr.3
Language, Power, and Inequality

This course will examine how our ideas about language intersect with differences in power and social inequality in the United States. These ideas include how we think people “should” speak, who speaks the “best,” and which language varieties are valued. Focusing on the role of institutions and their effects on minority language speakers, we will explore issues such as language subordination, stereotypes of US regional dialects and accents, “mixed” languages, “mock” languages, political correctness, and multilingualism. This course will also examine how our ideas about language are used to construct and reflect social boundaries, which can affect people’s social and political opportunities. Offered Occasionally.

+ECO 336 Cr.3
Women in the U.S. Economy (ES)

An introduction to the status of women in the U.S. economy. Topics include alternative perspectives on women, work and the labor force, the value of paid versus unpaid labor, pay equity, the social support network, and the prospects for change. Offered Fall, Spring.

+EDS 206 Cr.3
Multicultural Education

This introductory diversity course explores the role that multiculturalism plays in schools and the broader society. This course examines aspects of identity from anthropological, sociological, historical, political, and economic perspectives and how they intersect in school settings. It uses schools as the site for analyzing the ways in which aspects of minority cultures are addressed and incorporated into educational instruction in public schools. Through engagement with diverse texts, activities, and presentations, it prepares students for teaching and working in increasingly diverse and pluralistic schools and communities, and specifically with minority cultures. As part of the course, students learn about and reflect upon Wisconsin Act 31, which refers to the requirement that all public school districts and pre-service education programs provide instruction on the history, culture, and tribal sovereignty of Wisconsin’s eleven federally-recognized American Indian nations and tribal communities. Moreover, the course maintains a concerted focus on how students, teachers, parents, and community members experience and perceive schooling in the United States. The students in the course develop a nuanced understanding of cultural representation at the individual, institutional, and societal levels by critically examining key texts as well as their own personal experiences. Finally, the course provides future teachers and all citizens with the analytical and pedagogical tools to ensure that multiculturalism is valued, cultivated, and promoted in classrooms across the U.S. Prerequisite: EDS 203 recommended. Offered Fall, Winter, Spring, Summer.

+EFN 205 Cr.3
Understanding Human Differences (ES)

The course will focus on human differences and the factors which influence these differences, specifically group identifications. It will explore the interaction between misperceptions and ethnocentric perspectives which foster the development of prejudicial attitudes.
It will explain the effect of prejudicial attitudes on expectations for "different" others (stereotyping) and on behavior toward those others (discrimination). It will examine diverse groups in our society and how membership in one or more of these groups affects one's sense of identity and one's opportunities. Offered Fall, Winter, Spring.

+ENG/RGS 207 Cr.3
Multicultural Literature of the United States (ES)

This course examines cultural themes in American literature in an effort to enhance student awareness of the multi-ethnic nature of American culture. Students engage in close reading, discussion, analysis, and interpretation of texts written by individuals from a variety of American ethnic and cultural backgrounds. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. (Cross-listed with ENG/RGS; may only earn credit in one department.) Offered Fall, Spring.

+ENG/RGS 210 Cr.3
Literature of Black America (ES)

Survey and exploration of Black American prose and poetry from their eighteenth century beginnings to the end of the Harlem Renaissance and the depression years. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. (Cross-listed with ENG/RGS; may only earn credit in one department.) ENG 210 offered Fall. RGS 210 offered Fall, Spring.

+ENG/ERS 215 Cr.3
African American Authors (ES)

A study of the principal post-depression (1940 to present) African American authors, critics, and scholars which clarifies the relationship between these writers and the general field of American literature and which illustrates their unique contributions as representatives of African American culture. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. (Cross-listed with ERS/ENG; may only earn credit in one department.) ENG 215 offered Spring. ERS 215 offered Fall, Spring.

+ERS 100 Cr.3
Introduction to Ethnic and Racial Studies (ES)

An examination of the persistence of minority and ethnic problems in the United States and consideration of the contributions, parallels, similarities, and differences between and among ethnic and minority groups. Offered Fall, Winter, Spring, Summer.

+HIS 306 Cr.3
Ethnic America (ES)

The role and impact of immigrants and ethnic minorities on the political, economic and cultural development of the United States from colonial times to the present. Emphasis on the immigrant experience - the problems of immigrant adjustment, patterns of immigrant mobility and assimilation, and the persistence of ethnicity and ethnic tensions. Offered Alternate Years.

+HIS 336 Cr.3
Latinos in the United States: 1450-2000s (ES)

This course will introduce students to the diverse experiences of Hispanic peoples in the United States through an interdisciplinary survey of their social, historical, political, economic, and cultural experiences. Focus on Mexican American/Chicano, Puerto Rican, Dominican, Cuban, and Central American experiences. Offered Alternate Years.

+MUS 209 Cr.3
History of Jazz Culture (ES)

A chronological study of the history of jazz from its African/Creole roots to the present with emphasis on ethnic cultural contributions and innovations through listening and selected readings. Offered Fall, Spring.

+PHL 335 Cr.3
Multicultural Philosophy in the United States (ES)

This survey course examines philosophical ideas and systems that are generated from a wide range of cultural traditions found in the United States. The aim of this course is to broaden and deepen understanding and appreciation of the diverse philosophical contributions made by a wide range of historically marginalized thinkers. This course focuses on philosophical contributions from Black American, Indigenous, Asian-American, and Latinx thinkers, women, members of the LGBTQ+ community, and persons with disabilities. Offered Alternate Years.

+POL 205 Cr.3
Women and Politics (ES)

An examination of the positions and roles of women in the political arena. This course discusses the nature and extent of women's political involvement, both in the United States and abroad, with particular emphasis on the cultural and racial diversity of women political participants in the United States. Additional topics will include the legal status of women, differences between male and female political behavior, factors that influence women's political participation and current political issues related to women. Offered Annually.

+PSY 285 Cr.3
Culture and Mental Health (ES)

This course provides an examination of the relationship between culture and mental health. Specific attention is given to the impact of racism, prejudice, and minority status on the lives of various American minority groups and how the effects of these factors reveal themselves within a mental health framework. An eclectic, multidisciplinary approach that draws from clinical and social psychology, as well as sociology, is utilized. Prerequisite: PSY 100; sophomore standing. Offered Fall, Spring.

+PSY 318 Cr.3
Psychology of Women (ES)

Theories and research concerning the biological, psychological, and social aspects of female functioning will be evaluated. The course will analyze psychological literature that addresses itself to the experience, development, and behavior of women from different ethnic and cultural backgrounds. Prerequisite: PSY 100; sophomore standing. Offered Fall, Spring.

+RGS 100 Cr.3
Race, Gender, Sexuality, and Class (ES)

This course provides an introduction to how race, gender, sexuality, and class have been intertwined and coexisted over time to produce and reproduce social inequalities in the US, in the context of a globally connected world. It explores the key concepts, theories, and historical experiences that form the basis of scholarly work in comparative race, gender, sexuality, and class studies. The creation, transmittal, interpretation and institutionalization of racial, gender, sexual, and class identities are examined through a human rights framework. Offered Fall, Winter, Spring, Summer.

+SOC 225 Cr.3
Sociology of Race and Ethnicity (ES)
This course offers a critical examination of the social dynamics shaping race and ethnicity in the United States. Students will examine both historic and contemporary issues related to race and ethnicity including the social construction of race, sources of prejudice, institutional and individual-level discrimination, power relations and stratification, and strategies for addressing racial and ethnic inequality. Emphasis is placed on the use of empirical evidence to evaluate popular beliefs about race and ethnicity in the United States. Offered Annually.

+TSL 200 Cr.1
Introduction to English Language Learners and Advocacy (ES)

In this course, students develop their understanding of and sensitivity to cultural diversity in the United States through the study of English learners (ELs) in public schools. Course topics include discovery of who ELs are, their educational rights, special challenges they may face in schools, and how to address those challenges. Students engage in inquiry-based learning as they ask essential questions about linguistic diversity, education, and educating a multilingual society. Students also learn to evaluate school environments for ELs, and practice skills needed to advocate for ELs. Students apply their knowledge through case studies, role plays, and online and face-to-face discussions. Seven-week course. Prerequisite: EDS 203 or EDS 206 recommended. Offered Fall, Winter, Spring.

International and Multicultural Studies (GE04)

World history
+ARC 200 Cr.3
World Archaeology: Origins and Development of Human Culture and Society

The complex global institutions that make up our modern world have antecedents going back thousands of years. This survey course explores the origins of these cultural institutions and their development in Africa, the Middle East, Europe, Asia and the New World from an archaeological perspective. This course also examines the intimate interconnections between human culture, technology, and the natural environment, and it explores the long-term impact of human behavior on the environment over the last several thousand years. Specific themes explored include the biological origin of our species, the first use of tools and the development of artistic expression, human response to climate change, the origins and development of agriculture and animal domestication, the advent of writing, history and science, the rise of urbanism and state level society, and the lasting cultural impacts of early global interactions among the great civilizations of the ancient world. Offered Fall, Spring.

+HIS 110 Cr.3
World History

This course examines world history using a specific theme. The course is global in scope from ancient times to the present and covers a minimum of three civilizations. Instructors trace the development of one theme over multiple historical periods and places in the world. Offered Fall, Spring, Summer.

Global and multicultural studies
+ANT/GEO/HIS/POL/SOC 202 Cr.3
Contemporary Global Issues

This course will offer a contemporary multi-disciplinary perspective regarding the major issues and trends confronting the Global Society as it enters the 21st century. Emphasis will be given to a critical review and assessment of the origin and present condition of the plethora of situations and problems affecting modern Global Society. The student will also learn to critically evaluate current and future events. The course will incorporate the views and approaches of the following disciplines: sociology/anthropology, economics, geography, political science and history. (Cross-listed with ANT/ECO/GEO/HIS/POL/SOC 202; may only earn credit in one department.) Offered Annually.

+ANT 212 Cr.3
Search for Economic Justice

Using humanistic and social scientific approaches, students will explore movements for economic empowerment as a critical dimension of justice in the increasingly global world. Through a mixture of face-to-face, online, and experiential methods, students will examine connections between the individual and larger systems and between the local and the global. They will critically analyze economic and political structures and movements as they pertain to gender, race, ethnicity, and class. The course will be informed by the perspectives of English, economics, political science, anthropology, and women’s, gender, and sexuality studies. Students may only earn credit in one of the following: ANT 212, ECO 212, ENG 212, PHL 212, POL 212. Offered Annually.

+ART 301 Cr.3
World Art

This course will be an in-depth examination of art forms in various historical, social, and religious contexts of Africa, South and South East Asia, the Pacific, and the Americas. Students will explore issues, approaches and controversies in cross cultural civilizations through art as a primary source of understanding. They will experience how, through art, the values and ideas of many cultures have evolved and new patterns of globalization have shaped the modern world. Junior Standing Offered Fall, Spring.

+CHI 320 Cr.3
Introduction to Chinese Civilization

This is a survey course covering the development of Chinese civilization from the beginnings to the 20th century. It introduces the evolution and continuities of this ancient culture seen through the lens of philosophy, religion, ritual, social relations, institutions, and achievements. This course is taught in English for students who want a basic appreciation of this important non-Western culture. No experience with the Chinese language or culture is required. Offered Spring - Odd Numbered Years.

+ECO 120 Cr.3
Global Macroeconomics

Introduction to the functioning of the world economy. Applications of economic principals to domestic and international problems with an introduction to economic systems, economic thought, and economic history around the world. General topics include the economics of international exchange rates, global macroeconomics, international monetary systems, and economic development. Prerequisite: grade of "C" or better in MTH 051 or placement in MTH 150 or higher. Offered Fall, Winter, Spring, Summer.

+ECO 212 Cr.3
Search for Economic Justice

Through a mixture of face-to-face, online, and experiential methods, students will explore, examine, and compare and contrast the concept of economic justice from several theoretical perspectives including Amartya Sen, John Rawls, and Fredrich Hayek. From there the course will explore human rights and economics, the role of formal and informal institutions and the role of globalization. Students will be exposed to examples of women’s rights and how the expansion of personal justice relates to economic development. Lastly, students will be exposed to data and other tools used to measure economic justice, freedom
and individual rights through an analysis of different databases on human rights and institutions. Students may only earn credit in one of the following: ANT 212, ECO 212, ENG 212, PHL 212, POL 212. Offered Occasionally.

+ENG 208 Cr.3
International Studies in Literature
A study of representative authors from selected regions and ages of the world, ranging from such non-Western traditions as the Indic, Arabic, African, Chinese, and Japanese to such Western traditions as the Icelandic, Scandinavian, Australian, Russian, and South American. Content and focus vary with instructors. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Occasionally.

+ENG 212 Cr.3
Search for Economic Justice
Using humanistic and social scientific approaches, students will explore movements for economic empowerment as a critical dimension of justice in the increasingly global world. Through a mixture of face-to-face, online, and experiential methods, students will examine connections between the individual and larger systems and between the local and the global. They will critically analyze economic and political structures and movements as they pertain to gender, race, ethnicity, and class. The course will be informed by the perspectives of English, economics, political science, philosophy, anthropology, and women's, gender and sexuality studies. Students may only earn credit in one of the following: ANT 212, ECO 212, ENG 212, PHL 212, POL 212. Offered Occasionally.

+ENV 101 Cr.3
Introduction to Environmental Studies
This interdisciplinary, introductory seminar explores current environmental issues from a variety of perspectives (historical, social, and scientific) and disciplines (humanities, social sciences, and natural sciences). Attitudes toward the natural world and approaches to public and private decision-making are examined in terms of environmental justice issues. Field trips are taken to examine local and regional practices and issues. Offered Fall, Spring.

+FRE 220 Cr.3
France and the Francophone World
This course offers both historical and contemporary perspectives on France and its relationship to the Francophone world. Students will examine French history and colonialism and their impact on such regions/countries as Quebec, Martinique, Guadeloupe, Haiti, Senegal, Tahiti, and the Maghreb (North Africa). This course will also explore the multiple identities (based on ethnicity, race, gender and sexual orientation) that continue to "disrupt" the notion of a collective French consciousness as it persists today. These include North-African and Russian immigrants, Jews, women, gays and lesbians. Taught in English. Offered Spring.

+GEO 110 Cr.3
World Cultural Regions
This course provides an understanding of the global distribution of world cultures. The cultural, economic and natural patterns and their interrelationships are examined on a global and regional scale. The development and distribution of cultural regions within countries are included when appropriate. Offered Fall, Spring.

+GEO 200 Cr.3
Conservation of Global Environments
Introduction to natural resources, resource management, environmental and land use ethics, environmental impacts of resource utilization and strategies to resolve environmental conflicts. Course examines the relationships between society and the environment from the global to the local scale. Offered Fall, Spring.

+GEO 211 Cr.3
Global Climate Change
This course serves as an introduction to causes of natural and human-induced climate change, and the current and future impacts of climate change on environmental systems and society. Actions that could be taken by governments, industry, non-profit organizations, and individuals to mitigate the magnitude and effects of climate change will be addressed. The course will investigate social, cultural, and political aspects associated with climate change policy, including how vulnerability, resilience, and adaptability to a changing climate vary across the globe. Offered Fall, Spring, Summer.

+GEO 340 Cr. 3
Earth's Polar Regions
This course explores the human and environmental geography of the Arctic and Antarctic, including physical landscape and climate, terrestrial and marine ecosystems, natural resources and development, exploration, governance, and indigenous peoples. The circumpolar northern Arctic region will be compared with the southern continent of Antarctica. Anthropogenic and climate change impacts on the Arctic and Antarctic will be discussed, as will the interconnectedness of polar regions to global processes and international issues. Offered Fall Even-Numbered Years.

+HIS 360 Cr.3
Women, Gender, and Sexuality in Latin America
The course analyzes historical transformations in Iberia and Latin America and their effects on women's and men's lives and gender relations. The relationship of gender and power will be explored to understand inequalities; themes will include precolonial societies, colonialism, religious change, urban labor, nationalism, sexuality, and homosexual cultures. Offered Occasionally.

+HMG 304 Cr.4
Hmong Heritage Language: Advanced
This course provides opportunities for students to develop advanced-level Hmong heritage language reading and writing skills. Students may engage in activities including, but not limited to: exploring Hmong language features related to social customs, reading authentic Hmong language manuscripts, practicing Hmong language narrative and expository writing, and translating documents in their fields. Prerequisite: HMG 204. Consent of instructor. Offered Occasionally.

+MIC 130 Cr.3
Global Impact of Infectious Disease
A multifaceted examination of issues related to infectious disease throughout the world. The course will begin with historical examples of how infectious disease has impacted society, from plagues of centuries past to recent emerging diseases. After defining the types of pathogens and methods for their control, the interplay between infectious disease and global economics, health and politics will be evaluated. Additionally, the impact of public perceptions and misconceptions on the spread of infectious disease will be analyzed. Finally, the role of current human activities in shaping disease patterns of the future will be explored. Offered Fall, Spring, Summer.
+MUS 205 Cr.3
Global Cultures in Music
This course surveys the selected musical traditions of the world. By looking at selected communities in detail, students will better understand that music is, in most cases, connected to culture and cannot be understood without an awareness of cultural contexts. Students will also develop a musical vocabulary and listening skills through exposure to recordings, lectures and assignments about stylistic elements, and analysis. The ability to read music is not required for the course, but it is helpful. The lectures will be supplemented with sound recordings, and will include in-class demonstrations when possible. Offered Fall, Spring, Summer.

+PHL 212 Cr.3
Search for Economic Justice
Using humanistic and social scientific approaches, students will explore movements for economic empowerment as a critical dimension of justice in the increasingly global world. Through a mixture of face-to-face, online, and experiential methods, students will examine connections between the individual and larger systems and between the local and the global. They will critically analyze economic and political structures and movements as they pertain to gender, race, ethnicity, and class. The course will be informed by the perspectives of philosophy, English, economics, political science, anthropology, and women’s, gender, and sexuality studies. Students may only earn credit in one of the following: ANT 212, ECO 212, ENG 212, PHL 212, POL 212. Offered Annually.

+PHL 336 Cr.3
International Multicultural Philosophy
This survey course examines philosophical ideas and systems that are generated from a wide range of cultural traditions worldwide through the medium of film. The aim of this search is to broaden and deepen our understanding and appreciation of the multiplicity of philosophical perspectives which are part of an increasingly diverse, interconnected, and globalized world. Offered Alternate Years.

+PHL 349 Cr.3
Asian Philosophy
This course is an examination of the main questions found in the Asian philosophical traditions. Students read Indian, Chinese, and Japanese philosophers, with a special emphasis on Hinduism, Buddhism, Confucianism, and Daoism. Questions are centered in ethics, epistemology, and metaphysics. Topics include: (right) conduct and virtue; the nature of reality, mind, and self (e.g., what is a self, what is a person?); the Middle Way; individual and social well-being; and the notions of interdependent arising, emptiness, and enlightenment. Conceptual connections are made with Western philosophical traditions. Offered Alternate Years.

+PHY 142 Cr.3
Navigating Global Nuclear Issues
This course will serve as an introduction to the topic of nuclear weapons, energy and policy in society. This includes the social, economic, cultural and political aspects surrounding the development of nuclear weapons and their place in the world, especially in current events. International organizations will be discussed along with their role in regulation and recommending economic sanctions. We will look at the resurgence of nuclear energy and how it affects everything from the environment to global trade. Finally, the role of terrorism and the impact this has on shaping the human experience will be explored. Offered Occasionally.

+POL 212 Cr.3
Search for Economic Justice
Using humanistic and social scientific approaches, students will explore movements for economic empowerment as a critical dimension of justice in the increasingly global world. Through a mixture of face-to-face, online, and experiential methods, students will examine connections between the individual and larger systems and between the local and the global. They will critically analyze economic and political structures and movements as they pertain to gender, race, ethnicity, and class. The course will be informed by the perspectives of English, economics, political science, anthropology, and women’s, gender, and sexuality studies. Students may only earn credit in one of the following: ANT 212, ECO 212, ENG 212, PHL 212, POL 212. Offered Occasionally.

+POL 234 Cr.3
Comparative Politics
The course is devoted to the comparison and the critical analysis of selected topical global societies and regions. A general comparative framework will be utilized to develop a critical assessment of a representative sample of developed and developing contemporary societies. Emphasis will be given to a comparative study of institutions and their functions, various administrative and decision-making processes, and contemporary problems and issues. Finally, implications in the 21st century will also be discussed. Offered Fall.

+POL 244 Cr.3
International Relations
An introduction to the study of international relations and global politics. The course introduces both the concepts, like anarchy, states, and non-state actors, and the perspectives, like realism and liberalism, that are commonly used to assess areas like global conflict and security, the politics of globalization, and transnational political issues. Offered Fall, Spring.

+PSY 282 Cr.3
Cross-Cultural Psychology
An orientation to the definitions, concepts, theories, and methodologies of cross-cultural psychology. Included is an examination of cultural and ecological factors and their influences on perceptual and cognitive processes, personality, language, and other psychological variables. Prerequisite: PSY 100. Offered Fall, Spring.

+THA 351 Cr.3
World Theatre
Survey of historical and contemporary theatre in cultural context from various cultures/geographic regions around the world. These areas include India and the near east, China, Japan, and the far east, Africa, Latin America, and the middle east. Particular attention is paid to local custom, religious practice and theatrical practice. Prerequisite: THA 110. Offered Spring - Odd Numbered Years.

Science (GE05)

Natural laboratory sciences
+ANT 102 Cr.4
Introduction to Biological Anthropology
This course introduces the basic fields of physical anthropology: population genetics, human osteology, primatology, pale anthropology, and forensics. The class provides a substantive framework for learning about the biological diversity of the human species through scientific
Some microorganisms have caused tremendous suffering throughout history, however many microbes have also provided countless benefits to humans and play vital roles in essential global cycles. This course examines the science of microbiology and the impact of microbiology on human affairs. The principles of microbial diversity, cell structure, growth and reproduction, global processes, disease, and prevention of disease are covered. Each topic provides a basis for discussion of current issues where microorganisms play a role. The laboratory provides an inquiry based approach to examining the diversity of microorganisms and their role in disease, spoilage, genetic engineering, food and antibiotic production, agriculture, and the environment. Offered Fall, Spring.

+BIO 100 Cr.4
Biology for the Informed Citizen
This course develops an understanding of what science is and utilizes biology as a framework for investigating the importance of science in our everyday lives. Topics include evolution, ecology, human impact on the environment, cell biology, and genetics as it relates to human reproduction. This course is designed as a general education course for non-science or non-allied health majors. Not applicable to the major or minor in biology. Prerequisite: Students with credit in BIO 105 cannot earn credit in BIO 100. Offered Fall, Spring, Summer.

+BIO 105 Cr.4
General Biology
An introduction to biology including topics in ecology, population biology, nutrient cycling, food webs, cell structure and function, metabolism, photosynthesis, reproduction, genetics, molecular biology and evolution. This course provides a strong foundation for further science courses, and is designed for science majors, allied health majors and students with an interest in science. Lect. 3, Lab 2. Offered Fall, Spring.

+CHM 100 Cr.4
Contemporary Chemistry
A survey course focusing on applied chemistry. Fundamental chemistry and science concepts are developed and then used to study applications of this science to technology in society. Emphasis is placed on selected topics that are current. Course is not applicable to a major or minor in chemistry and does not meet the prerequisite requirement of any other chemistry course. Lect. 3, Lab 2. Offered Fall.

+CHM 103 Cr.5
General Chemistry I
An introduction to chemistry including topics in atomic structure, chemical bonding, molecular structure, chemical stoichiometry, reactivity, states of matter, solutions, acid-base theory, and nuclear chemistry, and also including selected topics in descriptive and applied chemistry. Scientific inquiry, experimental design and data analysis are included. Lect. 3, Lab 3, Disc. 1. Prerequisite: "C" or better in MTH 150 or placement into MTH 151 or higher. Students who are currently enrolled in CHM 103 may not register for this course again until after priority registration (unless they have instructor/dept consent). Offered Fall, Spring, Summer.

+ESC 101 Cr.4
Earth Environments
This course concentrates on understanding the earth's dynamic environments through the study of processes and physical and human interactions related to the lithosphere, hydrosphere and atmosphere. A scientific approach is used to examine fundamental concepts in earth and environmental science related to topics such as plate tectonics, landform development, atmospheric processes, global climate, and water resources, in order to provide an understanding of how the earth system functions and the human role in these phenomena. Lect. 3, Lab 2. Offered Fall, Spring.

+MIC 100 Cr.4
Microbes and Society
Microbiology plays an integral role in human affairs and our daily lives. Some microorganisms have caused tremendous suffering throughout
Stars, Galaxies and the Universe

An introduction to astronomy as a science, emphasizing celestial objects beyond our solar system. Throughout the course, comparison of observations with theoretical models will be stressed. Topics studied include the size and scale of the universe, using light and gravity to study the cosmos, the sun, the properties of other stars, lives and deaths of stars, star clusters, black holes, the Milky Way galaxy, dark matter, other galaxies, quasars, Big Bang cosmology, dark energy, and gravitational waves. Particular emphasis will be placed on recent discoveries. Lect. 3, Lab 2. Offered Fall.

+PHY 203 Cr.4
General Physics I

A broad theoretical and experimental introduction to the study of physics using the techniques of algebra, trigonometry and calculus. Topics covered are one-and two-dimensional kinematics, motion with varying acceleration, vectors, Newton's laws of motion, circular motion, work, energy, center of mass, momentum, rigid body motion, moment of inertia, angular momentum and torque. Additional topics may include oscillatory motion and gravitation. Wherever possible, applications to other fields of science and engineering will be discussed. Lect. 3, Lab 2. Prerequisite: MTH 207 or concurrent enrollment. Offered Fall.

Science, technology, and society

+BIO 102 Cr.3
Contemporary Issues in Biological Sciences

An intra-disciplinary approach to investigating current issues within the biological sciences. Specific topics under the general categories of health, medicine, environment, genetics, and industrial technology will be identified, described and characterized. The science underlying the issue will be explored and the potential impact (past and future) of applied scientific advances within the respective disciplines will be examined in depth. Not applicable to a major or minor in biology. Offered Occasionally.

Self and Society (GE 06)

+ANT 101 Cr.3
Human Nature/Human Culture

This course provides an overview of the four subfields of anthropology: physical anthropology, archaeology, cultural anthropology, and linguistic anthropology. The course will focus on how anthropologists seek to understand what it means to be human by examining how people are biologically, culturally, and socially similar and different around the world. We will cover multiple aspects of the human experience, including human evolution and biological diversity, primates and hominids, domestication and subsistence practices, marriage systems, sex and gender norms, religious beliefs, and linguistic diversity. Offered Annually.

+ARC 100 Cr.3
Archaeology: Discovering Our Past

This course is an introduction to the fascinating world of archaeology designed as a detailed exploration of the methods used to learn about past human life before written records. Each student will be involved in the process of discovering our past. Not recommended for Archaeological Studies majors. Offered Annually.

+ART 215 Cr.3
Introduction to Museum Studies

Museums are more popular than ever before. This course, designed for students interested in museological practices and museum careers, will focus on art museums, but will also embrace history, anthropology, archeology and public administration, to examine the institutional and ethical dimensions of presenting culture in a dedicated space. It will introduce students to how museums operate, and explore critical issues of power, privilege and diversity. We will look at museum missions, collection practices, exhibition strategies, and audience appeal. With that in mind, we will examine the various ideologies at play in museums today, and the ethics of cultural representation and "ownership" of cultural artifacts. Offered Fall.

+Eco 251 Cr.3
Survey of Art History

This course is a survey of selected art and design from diverse cultures - prehistory to the present. Students explore basic art history methods of formal, stylistic, and iconographic analysis and practice skills needed to develop critical looking and thinking. Emphasis placed on the relationships between artifacts and cultures, and how the production of art and design is a form of human world knowledge. Themes include the role of the artist and designer over time, techniques and materials as technological advancements, the social and religious context of art, how art history influences contemporary images and photography, and how to apply art history analysis skills to interpreting contemporary media images. Offered Fall.

+CST 271 Cr.3
Media and Society

This course explores media and their economic, social, political, and cultural implications in individual and social life. Students will have the opportunity to engage with concepts and theories relating to media industries and production, media audiences, media effects on social and cultural change, social and cultural issues created or sustained by media, critical analysis of media messages, and issues relating to evolving media technologies. Offered Fall, Spring.

+Eco/Tha 376 Cr.3
Economics of Art and Entertainment

The overall goal of this course is to enable participants to make or evaluate selected decisions and policy issues pertaining to the arts and to better understand the unique status the arts hold in the American economy. Prerequisite: grade of "C" or better in MTH 051 or placement in MTH 150 or higher. Offered Fall, Winter, Spring, Summer.

+COO/THA 376 Cr.3
Economics of Art and Entertainment

The overall goal of this course is to enable participants to make or evaluate selected decisions and policy issues pertaining to the arts and to better understand the unique status the arts hold in the American economy. Prerequisite: sophomore standing. (Cross-listed with ECO/THA; may only earn credit in one department.) Offered Spring - Odd Numbered Years.

+EDS 203 Cr.3
School, Society, and Teachers

This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. It explores the ways educators are positioned within the twenty-first century as well as the contemporary issues they face, including but not limited to school law, governance, ethics, financing, and accountability reforms. Students will begin to articulate their personal philosophies of education through analysis of social class, race, gender, conflicting
aims of education, and formal and hidden curricula. This course focuses on teacher education preparation, but is open to all students who are interested in the role of education in society and the roles that teachers play in shaping an educated society. Offered Fall, Winter, Spring, Summer.

+ENG 220 Cr.3
Women and Popular Culture

Fundamentals of cultural studies, with a focus on analyzing representations of women in modern American popular culture and their historical reception. Primary texts from media such as film, television, advertising, and popular fiction will be studied for how they communicate cultural values regarding women and femininity. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Occasionally.

+FIN 207 Cr.3
Personal Finance

A survey course covering personal financial issues; topics include goal setting, budgeting, major purchases, loan provisions, taxation, insurance coverages, investment opportunities (including stocks, bonds, and mutual funds) and retirement planning. Open to students in all colleges. Offered Occasionally.

+GEO 102 Cr.3
Maps and Society

This course introduces all aspects of maps and how they affect the individual in society. It examines the evolution of maps, the map as an art form, the map as a communication medium for spatial knowledge, the meaning of maps and their relationship to culture and society past and present, the influence of maps on an individual through mass media and the Internet, and the way maps reflect personal and societal points of view. It focuses on privacy and civil liberty issues of the individual in the age of digital information where maps and map databases can disclose the privacy of personal space. In addition, today’s GIS maps (in planning, in marketing, in hazard controls, etc.) embed substantial amounts of personal information that can affect personal security and how our lives are directly, indirectly, knowingly, and unknowingly influenced. Offered Fall, Spring.

+GER 398 Cr.3
German Thinkers and Popular Culture

A course that critically examines instances of popular culture such as Hollywood movies, reality TV, pop songs, social media sites, and bestselling novels through the lens of various philosophical traditions. Focusing predominantly on German thinkers from the 18th-20th centuries such as Kant, Schopenhauer, Nietzsche, Freud, and Benjamin, the course explores how their ideas can help a person today find deeper meaning in pop culture, as well as how pop culture might aid in understanding these thinkers’ difficult theories. Taught in English. Offered Fall - Even Numbered Years.

+PH 200 Cr.3
Public Health for the Educated Citizen

This course introduces the context and scope of public health from historical, modern, and postmodern perspectives. Historical perspective will be used to explain the philosophical foundations, ethics, methods, and essential services that make up public health. Modern perspectives will be used to explain a century of controlling communicable diseases, lengthening lives, and the emergence of new challenges. A postmodern perspective will be used to explore persistent health disparities, social determinants of health, and public health in an era of globalization. Participants will be challenged to consider their role in public health as citizens and/or professionals in a free society. Offered Fall, Winter, Spring, Summer.

+PHL 120 Cr.3
Introduction to Ethics and Society: The Person and the Community

Introduces the major perspectives on ethics and its relationship to individuals and social responsibility. Specific contemporary moral and social problems are introduced, such as abortion, famine, war, and individual rights versus the collective rights of society. Offered Fall, Spring.

+POL 101 Cr.3
American National Government

An introduction to the underlying principles and values, administrative and political decision-making processes, and institutions of American national government in an international context utilizing a comparative approach. The course includes discussion, analysis and development of critical thinking skills related to public policy-making problems and current issues. The course emphasizes the development of intellectual skills associated with an informed, involved and active citizenry. Offered Fall, Spring, Summer.

+POL 102 Cr.3
State and Local Government

An introduction to the underlying principles of federalism and focus on the new increasing decentralization of government program responsibilities to subnational governments in the United States. This is complemented by a comparison of the complex cultural, economic and intergovernmental settings of subnational governments. Students consider the implications of different environments for citizen participation, government characteristics, policy processes, and values associated with policy outcomes. The course emphasizes constructive citizenship in an environment where subnational governments will increasingly affect their lives. Offered Fall, Spring.

+PSY 100 Cr.3
General Psychology

A comprehensive introduction to contemporary basic principles and theories of behavior and related processes along with supporting scientific evidence and applications. Topics include sensory processes, perception, learning, memory, motivation, emotion, developmental change, measurement, social interaction and abnormal behavior. Offered Fall, Spring, Summer.

+RGS/SOC 150 Cr.3
Introduction to Social Justice

Introduces the major perspectives on ethics and its relationship to individuals and social responsibility. Specific contemporary moral and social problems are introduced, such as abortion, famine, war, and individual rights versus the collective rights of society. Offered Fall, Winter, Spring, Summer.

+RGS 307 Cr.3
American National Government

An introduction to the underlying principles and values, administrative and political decision-making processes, and institutions of American national government in an international context utilizing a comparative approach. The course includes discussion, analysis and development of critical thinking skills related to public policy-making problems and current issues. The course emphasizes the development of intellectual skills associated with an informed, involved and active citizenry. Offered Fall, Spring, Summer.

+RGS/SOC 150 Cr.3
Introduction to Social Justice

An introduction to the underlying principles and values, administrative and political decision-making processes, and institutions of American national government in an international context utilizing a comparative approach. The course includes discussion, analysis and development of critical thinking skills related to public policy-making problems and current issues. The course emphasizes the development of intellectual skills associated with an informed, involved and active citizenry. Offered Fall, Spring, Summer.

+RGS/SOC 150 Cr.3
Introduction to Social Justice

An introduction to the underlying principles and values, administrative and political decision-making processes, and institutions of American national government in an international context utilizing a comparative approach. The course includes discussion, analysis and development of critical thinking skills related to public policy-making problems and current issues. The course emphasizes the development of intellectual skills associated with an informed, involved and active citizenry. Offered Fall, Spring, Summer.

+RGS/SOC 150 Cr.3
Introduction to Social Justice

An introduction to the underlying principles and values, administrative and political decision-making processes, and institutions of American national government in an international context utilizing a comparative approach. The course includes discussion, analysis and development of critical thinking skills related to public policy-making problems and current issues. The course emphasizes the development of intellectual skills associated with an informed, involved and active citizenry. Offered Fall, Spring, Summer.

+RGS/SOC 150 Cr.3
Introduction to Social Justice

An introduction to the underlying principles and values, administrative and political decision-making processes, and institutions of American national government in an international context utilizing a comparative approach. The course includes discussion, analysis and development of critical thinking skills related to public policy-making problems and current issues. The course emphasizes the development of intellectual skills associated with an informed, involved and active citizenry. Offered Fall, Spring, Summer.
persuasive power of these types of mediums, it will examine why such representations were created and why they still persist. Often these racialized images are equally rooted in gender, class, and sexualized identities and this will be explored as well. The mythopoeic image that surrounds Indigenous Americans, African Americans, Asian Americans, Latinx, and other minority groups will be juxtaposed against the historical reality that these groups have faced and the contemporary inequalities that we still must confront. Prerequisite: ERS 100 or RGS 100 or WGS 100. Offered Fall, Spring.

+SOC 110 Cr.3
Introduction to Sociology

An analysis of the complex relationship between society, the individual and the physical environment. It examines such questions as: how social patterns develop and persist over time; how the individual is shaped by social, cultural and environmental factors; why societies are constantly changing; and how individuals, through social interaction, shape their social world. Cross-cultural comparisons will be emphasized, showing how society and the physical environment affect the life choices of individuals. Offered Annually.

+SOC 120 Cr.3
Social Problems

Social analysis, critical thinking, and problem solving are introduced as basic social science skills. These skills are applied to major contemporary social problems related to deviant behavior, social inequality, social change, and problems associated with major societal institutions. A variety of individual and collective responses and social policy strategies at local, national, and international levels are examined. Offered Fall.

+THA 130 Cr.3
Multicultural U.S. Plays: Acting the Text

In this performance-based course students will study and perform dramatic literature from multiple cultures within the U.S. society. Plays will be selected from African-American, Asian-American, Native American, Hispanic-American, Lesbian/Gay/Transgendered/Bisexual and other cultures for study. Students will research cultural context, analyze the plays, develop basic skills in performance, and prepare and perform scenes from the plays under study, in order to enhance student awareness and exchange ideas about the multicultural nature of the U.S. No acting experience required. Offered Spring.

Humanistic Studies (GE 07)

Literature

+CHI 305 Cr.3
Introduction to Modern Chinese Literature

This course provides a general survey of the most important Chinese writers of the 20th century and their works. Literary works are discussed in their social, cultural, and historical contexts. Taught in English and based entirely on translated texts, the course is ideal for students with little or no Chinese background who are nevertheless drawn to one of the most vibrant literary cultures in the world. Offered Spring - Even Numbered Years.

+ENG 200 Cr.3
Literature and Human Experience

Intensive study of selected literary texts, with emphasis on various ways of reading, studying, and appreciating literature as an aesthetic, emotional, and cultural experience. Content varies with instructor. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Fall, Spring.

+ENG 201 Cr.3
American Literature before 1865

An exploration of American literature from early times to the late nineteenth century; including such authors as Bradstreet, Franklin, Hawthorne, Poe, Melville, and Dickinson. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Fall, Spring.

+ENG 202 Cr.3
American Literature after 1865

An exploration of American literature from the late nineteenth century to the present; including such authors as Twain, Freeman, James, Chopin, Frost, Hemingway, Faulkner, Wright, and Bellow. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Fall, Spring.

+ENG 203 Cr.3
British Literature before 1800

Encounters with major works of English literature from medieval times through the eighteenth century, including fiction, drama, essays, and poetry. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Fall, Spring.

+ENG 204 Cr.3
British Literature after 1800

Encounters with major works of English literature of the nineteenth and twentieth centuries, including fiction, drama, essays, and poetry. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Fall, Spring.

+ENG 205 Cr.3
Western Literature before 1700

An examination of the expression and development of the ideas and values of Western Civilization in time-honored works of literature ranging from Biblical times, through the Greek and Roman eras, to the European Middle Ages and the Renaissance. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Fall.

+ENG 206 Cr.3
Western Literature after 1700

An examination of the conflicting ideas and values of Western Civilization as expressed in the literature of the eighteenth, nineteenth, and twentieth centuries; with special attention to the literary and cultural impact of science and modern philosophy and the roots and identity of the modern age. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. Offered Fall.

+FRE 395 Cr.3
French Literary Voices in English

This course is designed to be an exploration of Francophone literature using a thematic approach. Students will read, discuss, and write about great texts written in French and translated into English. Texts will include short stories and novels by writers from the classical French canon (e.g., Maupassant, Voltaire, Flaubert, Hugo) and those from the Global French world (e.g., Laye, Memmi, Begaq, Ba). Prerequisite: sophomore standing. Offered Fall - Even Numbered Years.

+GCL 299 Cr.3
Global Literature in Translation
A course designed to introduce students to the great Russian writers of the 19th century, a period referred to as the Golden Age of Russian literature. Literary works will be discussed in their social, cultural, and historical context. The course will center on works by such writers as Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Taught in English. Offered Spring - Even Numbered Years.

**Arts (GE 08)**

**+ART 102 Cr.2**  
Art Appreciation  
Discovering the visual world. An introduction to the visual arts of applied arts, architecture, craft arts, film/video arts, painting/drawing, printing/ graphic arts, and sculpture. The student will learn to use analysis and evaluation to explore the meaning of art. Offered Fall, Winter, Spring.

**+ART 160 Cr.3**  
General Art Foundations  
An introductory course in visual art, with emphasis on understanding the methods of art making in a variety of studio disciplines. Topics include recognition of visual elements and principles of design, methods of applying these elements and principles throughout a variety of art forms, thematic development, relationship of the visual arts to other fields of human endeavor, and an introduction to writing about visual art. Course content includes representative paradigms of world art, Western art, multicultural and contemporary art. Critical thinking is explored through responses to the visual arts through active involvement with various creative processes and media. Offered Fall, Spring.

**+ART 172 Cr.3**  
Photography Survey  
This course is a thematic examination of photography as an art form. Through lectures, films, hands on assignments and in class discussions, students will learn important conceptual and visual trends employed in art photography. Topics covered will include: 19th and 20th century influences, multi-cultural interpretation of genres, new approaches to representation of self and the influence of digital technology on photography. Students will also learn about individual and collective cultural models utilized to form the complex visual language of photographs. Offered Fall, Spring.

**+ART 272 Cr. 4**  
Photography and Imaging I  
This studio course serves as an introduction to digital photography, including digital camera functions, exposure techniques, digital workflow, image processing, and inkjet printing. Students learn the technical mechanics of the medium and are given hands-on projects to further their understanding of photography in aesthetic and conceptual terms. Students are encouraged to explore the possibilities of the medium, think critically about photographic works, and embrace creative risk as they learn and refine their craft. Class time will consist of demonstrations, lectures, discussions, studio/lab sessions, and group critiques. To complete the assignments for this course, each student must have access to an external hard drive and a digital camera with manual exposure control and the ability to capture RAW files. A limited number of cameras are available for rent through the UWL Photography Lab. Lect. 2, Studio 4. Offered Fall, Spring.

**+ART 302 Cr.3**  
Visual Language in the Global Classroom  
This course provides a discovery of the connections between visual art and a variety of disciplines. Cultural values and the social institution
of education will be examined. Through inquiry, analysis, and research, students will explore art as a form of perceptual, social, and cultural learning. Students will develop guiding questions, rubrics, and procedures for the instruction of visual art education and will consider a model of instruction which guides and nurtures creativity and higher level thinking skills. Offered Fall.

**+ART 332 Cr.3**

Themes of Contemporary Art

Have you ever seen an artwork and thought to yourself, “A four-year-old could do that?” This class introduces the contemporary art world and considers how artists of the past thirty years have challenged our understanding of what art is and can be. We will explore the rise of postmodernism and new forms of art making, the intersection of art and social movements, issues of identity and representation, censorship, the art market, and how contemporary artists are engaging with some of the most important issues of our day. Prerequisite: junior standing. Offered Spring.

**+ESS 104 Cr.2**

Dance Appreciation

This course attempts to develop an awareness and appreciation of the role of dance in human society through the study of its purposes, functions and various forms. Offered Fall, Spring.

**+MUS 100 Cr.1**

Screaming Eagles Marching Band I

Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Not repeatable for credit. Offered Fall.

**+MUS 103 Cr. 1**

Concert Band I

This course is a large ensemble open to students in all schools and colleges with experience in band. Not eligible toward music major or minor. Repeatable for credit - maximum two. Offered Fall.

**+MUS 105 Cr.2**

Music Appreciation

The Western classical tradition. A survey of the forms and styles within each period since the Baroque. Emphasis on the content of specific masterpieces to enhance perceptive learning. Not open to students with credit in MUS 110. Not applicable to major or minor. Offered Fall, Spring.

**+MUS 106 Cr.1**

Concert Choir I

Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Offered Fall, Spring.

**+MUS 110 Cr.3**

The Listening Experience in Music

An introductory course to music listening, with emphasis on methods of perceiving and understanding musical information. Topics include factors in listening, recognition of musical elements and other concepts which contribute to aural perception, and understanding the influence of musical context. The course content will include representative examples of world music, compositions by women, and representative music from the Western classical tradition. Prerequisite: Not open to students with credit in MUS 105. Not applicable to major or minor. Offered Occasionally.

**+MUS 123 Cr. 1**

Treble Chorus I

Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Offered Fall, Spring.

**+MUS 134 Cr. 1**

Jazz Ensemble I

Small ensemble open to students in all schools and colleges with consent of instructor. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 123/223/323/423 (Treble Chorus), MUS 158/258/358/458 (Choral Union), if choral or general music education major. MUS 100/200/300/400 (Marching Band), MUS 144/244/344/444 (Symphonic Band) MUS 156/256/356/456 (Orchestra), MUS 140/240/340/440 (Wind Ensemble), if instrumental or general music education major. A maximum of two credits in all small ensembles may be applied to the music major. Repeatable for credit - maximum two. Offered Fall, Spring.

**+MUS 140 Cr. 1**

Wind Ensemble I

Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Offered Fall, Spring.

**+MUS 156 Cr. 1**

Orchestra I

Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Offered Fall, Spring.

**+MUS 158 Cr. 1**

Choral Union I

Large ensemble open to students in all schools and colleges with consent of instructor. A maximum of six credits in all large ensembles may be applied to music major. Repeatable for credit - maximum two. Offered Fall, Spring.

**+MUS 317 Cr.3**

Musical Classroom

Contextual music methodology course designed for elementary classroom teachers. This course is intended to explore the role of the classroom teacher. The emphasis of the course is to incorporate music into the daily class activities through performance and teaching opportunities. The course content will include listening to representative selections of Western classical, American, and Asian music in relation to its historical, social, and cultural contexts. Not applicable to the music major or minor. Most appropriate for teacher education. Offered Fall, Spring.

**+PHL 332 Cr.3**

Philosophy of the Arts

An examination of production, appreciation, and criticism of art. Topics may include the nature of art, the nature of beauty, the function(s)
of art (if any), the moral status of works of art, aesthetic evaluation, the antimony of taste, the paradoxes of fiction, tragedy, and horror, and public financing of art. Theories may include the imitation/representation theory, expressionism, formalism, aesthetic experience theory, and institutional theory. Offered Annually.

+THA 110 Cr.2
Theatre Appreciation

A study of theatre as an art form. Emphasis on the role of the audience as collaborators in the performance and their understanding and appreciation of the elements of a theatrical production. Offered Fall, Spring, Summer.

+THA 120 Cr.3
Acting for Non-Majors

This course emphasizes the development of the actor's instrument by introducing the student to the basic imaginative, physical, and vocal skills necessary for acting. It also enhances the student's understanding of the cooperative nature of acting. It prepares them to create, discuss, rehearse, and perform. The student will apply these techniques in an interactive studio setting. Offered Spring.

+THA 201 Cr.3
Dramatic Literature and Theatre Arts

From text to theatre, how does dramatic literature translate into live performance? To read plays is but one aspect of the art of drama. To create a theatrical performance from a play script is to appreciate the full artistic potential of dramatic literature. International and multicultural theatre ranging from the classical to the contemporary will be the basis for explorations into the significance and beauty of the dramatic arts. An interdisciplinary approach in both content and method will be used as the dramatic literature is considered in the context of history and culture, literature and art. Offered Fall.

Health and Physical Well-Being (GE 09)

+HED 207 Cr.3
Youth Health Issues

This exploratory course is designed to identify the health issues that affect youth throughout various stages of their development. Societal institutions that support the healthy growth and development of youth will be identified, while students consider strategies that enable the healthy mental/emotional, physical, and social development of today's youth between the ages of 4-18. Offered Fall, Spring.

+HPR 105 Cr.3
Creating A Healthy, Active Lifestyle

This course will focus on the knowledge and skills necessary for developing and maintaining a healthy, physically active lifestyle throughout one's lifespan. Major issues directly affecting one's health such as physical fitness, movement skills and activities, health promotion and disease prevention, the effective use of leisure and content in various wellness topical areas will be included. Offered Fall, Spring.

+HP 105 Cr.3
Analysis of Health, Wellness and Disease for the Health Care Consumer

In our technological world, health research and information is expanding rapidly and has become readily available to consumers. As life-long consumers of this information and health care services, students need to be able to understand the principles on which healthcare is based and to interpret this information in its application to their personal, family and community situations. This course uses an inquiry-based format to consider topics in nutrition, pharmaceuticals, cancer, communicable disease, contraception and sexually transmitted disease, chronic diseases, environmental impacts on health, recreation, fitness, epidemiology and disease prevention. Offered Fall, Spring.

+MIND 110 Cr.3
Introduction to Mindfulness

This course introduces students to key components of mindfulness and contemplative literature, history, and practices. Students will explore multiple perspectives informed by the sciences and humanities. Emphasizing the benefits of mindfulness practices at both individual and interpersonal levels, this course is experience-based and centers around developing the practical skills of meditation and awareness. Participants are expected to engage in a personal practice that is relevant and meaningful to their academic, personal, and/or career goals. Ultimately, this course will facilitate expanded self-awareness, enhanced social connectivity, and purposeful engagement in students' studies, lives, and future careers. Offered Fall, Spring.

+REC 150 Cr.3
Leisure, Quality of Life, and Well Being

This course will focus on the knowledge and skills necessary for integrating the major elements of well-being (physical, emotional, spiritual, environmental, intellectual, social, and occupational) through the lens of a leisure perspective into a balanced and fulfilling lifestyle throughout one's lifespan. Course content will include theories and methods related to leisure as the foundation for enhancing overall wellness, building coping strategies, and negotiating a balanced, fulfilling life. Additionally, this course will explore philosophical and historical aspects of leisure and recreation. Offered Fall, Spring, Summer.