

# **2011-2012 General Education Handbook**

**Andrew W. Mellon Center  
for  
Faculty and Curriculum Development  
LL Stevenson Hall**

## GENERAL EDUCATION SCHEDULE CODES

The following abbreviations for the General Education requirements can be found in the *Program of Classes* located in the column titled “GEN ED.” These codes indicate the requirements that a course will meet in a course category and/or flag.

### General Education Categories and Flags:

#### Categories

AR	The Arts
ARI	The Arts-Instrument*
ARP	The Arts-Piano*
ARV	The Arts-Voice*
ARIE	The Arts-Instrument Ensemble*
ARVE	The Arts-Voice Ensemble*
AV	Analysis of Values
CHC	Cultural & Historical Change
CSI	Contemporary Social Institutions
FR	Formal Reasoning
GW	Gateway
IT	Intellectual Traditions
LA	Second Language
LIT	Literature
LSI	Life Science Issues
LSL	Life Science Lab
PSI	Physical Science Issues
PSL	Physical Science Lab

#### Flags

G	Encountering Global Diversity
U	Encountering US Diversity
W	Writing Intensive

#### Other Requirements

PEY	Physical Education – Y Course
PEF	Physical Education – Fitness
PEX	Physical Education – X

\*Please see page 8 for the required combination of lessons/ensembles that will meet the Arts requirement.

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August 16, 2011

Dear Students,

Welcome class of 2015! On behalf of the faculty at Illinois Wesleyan University (IWU), I am pleased to present to you the 2011-2012 edition of the General Education Student Handbook. This handbook is a supplement to the 2011-2012 Catalog. Several requirements must be met for you to earn a degree at Illinois Wesleyan University. These requirements are described in the 2011-2012 Catalog on pages 51-53. One of these requirements is the completion of a specified program of general education, as described in this handbook, and also in the “General Education” chapter of the Catalog.

General Education at Illinois Wesleyan University strives to provide a foundation for a liberal education of quality and breadth through a continuously evolving program, which fosters intellectual independence, critical thinking, imagination, social awareness, and sensitivity to others. The faculty has worked long and hard to create an exciting, innovative and rigorous General Education Program, one that it believes will provide you with the intellectual skills and values to succeed during your four years here and beyond. It is our hope that a healthy balance of exploration and focused study may serve as a recipe for lifelong intellectual engagement. In that spirit, we encourage you to learn broadly, learn well, and with a little daring. We also remind you that being at a small liberal institution like Illinois Wesleyan University offers you the opportunity for true liberal engagement.

You will notice that the faculty intends for the General Education Program to be “continuously evolving.” As we continue to create and improve General Education at Illinois Wesleyan, we will seek your input by asking you often how well the General Education Program is meeting your needs and aspirations.

The goals of the IWU General Education Program are described in this handbook. You are given the opportunity to achieve these goals through a sequence of Course Category and Course Flag offerings, and through other requirements, which are described in this handbook. Also in the following pages, you will find detailed descriptions of academic policies and standards pertaining to the General Education Program, course lists, and a checklist for each one of the degree programs to guide you in your selection of courses, as you map out your program of liberal studies.

Please feel free to contact me, if you have any questions or simply would like to talk about the program. You can reach me at the Andrew Mellon Center for Faculty and Curriculum Development at extension 3760 or by sending email at [gened@iwu.edu](mailto:gened@iwu.edu).

Best wishes,

Zahia Drici  
Associate Dean of Curriculum

## GENERAL EDUCATION GOALS

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

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

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

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

## GENERAL EDUCATION POLICIES AND GUIDELINES

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

- A course may count for both a General Education and a major or minor requirement, but may not be counted toward both a major and minor requirement or toward requirements for two different majors.
- No General Education unit or flag courses may be taken using the "Credit/No Credit" option.
- No course unit may be counted toward more than one General Education unit requirement. However, a single course may count for both General Education unit and flag credit.
- No more than 2 General Education unit credits may come from a single department or school, not counting Gateway Colloquia and elementary language instruction courses (101, 102).
- No more than 2 units of D work may be counted toward General Education credit.
- No activity course in Physical Education may be repeated for General Education credit.

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

- The Associate Dean of Curriculum, in consultation with the Registrar, shall evaluate all requests for transfer credit for General Education courses and flags. Advanced Placement exam and International Baccalaureate exam credits will be processed by the Registrar.
- Once he/she has enrolled at IWU, a student can earn no more than 4 units of General Education credit through a combination of Advanced Placement exam credits, International Baccalaureate exam credits and courses transferred from other institutions, except for courses in approved off-campus study programs.
- In order to receive General Education credit for Advanced Placement exams, the student must have successfully completed the courses associated with the exams and the score on the Advanced Placement exam must be a 4 or 5. In order to receive General Education credit for International baccalaureate exams, the score on the exam must be a 4, 5, 6, or 7.

- In addition to the four General Education credits a student can earn for Advanced Placement exams, a student can earn a Writing Intensive Flag if his or her score is a 4 or 5 on the English Language and Composition Exam, the corresponding AP course was taken, and a grade of B or higher was received in the Gateway Colloquium course.
- Because the Gateway Colloquium is designed to be an introduction to the intellectual and academic environment that is particular to this community, a student may not receive transfer credit for the Gateway Colloquium once he/she has enrolled at IWU.
- See pages 4-6 for additional guidelines.

## **GUIDELINES FOR THE SUBMISSION OF ADVANCED PLACEMENT (AP), INTERNATIONAL BACCALAUREATE (IB), AND/OR TRANSFER CREDIT TO FULFILL THE REQUIREMENTS OF THE GENERAL EDUCATION PROGRAM**

**IMPORTANT:** Please note that there are restrictions under which the University grants credit for AP and IB exams and for courses taken at other institutions. For complete information see the section titled CREDIT FOR WORK EXTERNAL TO ILLINOIS WESLEYAN in the 2011-2012 Illinois Wesleyan University Catalog, pages 69-72.

**AP Credit:** If you have successfully completed the courses associated with the AP exams and the score on the AP exam is a 4 or 5, then submit official transcripts and official exam scores to the Registrar's Office. The Associate Dean of Curriculum, in consultation with the Registrar, will evaluate all AP credits for general education courses and flags following the correspondence chart shown on page 8. Credit will be granted and recorded by IWU only upon the successful completion of four course units of study in residence with a cumulative GPA of 2.0 or higher.

**IB credit:** If you have earned Higher Level IB scores of 4, 5, 6 or 7 only, submit official transcripts and official exam scores to the Registrar's office. The Associate Dean of Curriculum, in consultation with the Registrar, will evaluate all IB credits for general education courses and flags following the correspondence chart shown on page 8. No laboratory credit will be awarded. No credit for English literature will be awarded although general credit in English may be. Credit will be granted and recorded by IWU only upon the successful completion of four course units of study in residence with a cumulative GPA of 2.0 or higher.

### **College credit earned prior to high school graduation:**

1. First, check that the four conditions described on page 71 of the 2011-2012 IWU Catalog are satisfied.
2. If the four conditions are satisfied, then complete the form called COLLEGE CREDIT EARNED PRIOR TO HIGH SCHOOL GRADUATION available at the Registrar's Office.
3. Attach to the form a course description and a syllabus, if available, for each course you wish to transfer in to IWU.
4. Have your advisor sign the form.
5. Submit the form to the Mellon Center located in the lower level of Stevenson Hall. Please include your email address and campus phone number.
6. You will be notified by email when the form is ready for pick-up.

**Course credit transfer for currently enrolled students:**

Course credits will be accepted by Illinois Wesleyan University only if those credits are judged by the Registrar to be IWU course equivalents. Students wishing to transfer in credits earned at other institutions must provide current course catalogs to assist in the evaluation of those courses. To submit a request for credit transfer, please follow steps 3-6 described above. It is strongly recommended that you submit your request prior to enrolling at another institution. Make sure you indicate the reason for taking the course off campus. It is also strongly recommended that you get your summer courses pre-approved before May Term begins.

## ADVANCED PLACEMENT EXAMS AND CORRESPONDING GENERAL EDUCATION CATEGORY

<b>AP Exam</b>	<b>General Education Category</b>
History of Art	The Arts
Biology	Life Sciences Issues
Chemistry	Physical Sciences Issues C
Computer Science A	Formal Reasoning
Computer Science AB	Formal Reasoning
Microeconomics	Contemporary Social Institutions
Macroeconomics	Contemporary Social Institutions
English Language and Composition	Writing Intensive Flag*
English Literature and Composition	Literature
Environmental Sciences	Life Sciences - Issues
French Language	Second Language
French Literature	Literature
German Language	Second Language
Government and Politics – US	Contemporary Social Institutions
Government and Politics – Comp	Contemporary Social Institutions
European History	Cultural and Historical Change
US History	Cultural and Historical Change
Italian Language and Culture	Second Language
Japanese Language and Culture	Second Language
Math AB	Formal Reasoning
Math BC	Formal Reasoning
Physics B	Physical Sciences Issues
Physics C	Physical Sciences Issues
Physics C – E & M	Physical Sciences Issues
Psychology	Life Sciences Issues
Spanish Language	Second Language
Spanish Literature	Literature

\*Please see page 3 for additional requirements for Writing Intensive Flag.

**General Education Requirements**

DEGREE	COURSE CATEGORIES										COURSE FLAGS			Other Req. PE
	GW	AV	AR*	CSI	CHC	FR	IT	LIT	LA**	Nat. Sc.	G	U	Wj***	
BA & BS	1	1	1	1	1	1	1	1	3 <sup>rd</sup> sem. prof.	2 course units; (LSI & PSL) or (LSL & PSI)	1	1	2 (1 must be in the major)	2x or 4y or equiv. comb. ††
BFA (Art & Th.)	1	1	1	1	1	1	1	1	2 <sup>nd</sup> sem. prof.	1 course unit; LSI/LSL/PSI or PSL	1	1	same as above	same as above
BFA (Music Th.)	1	1	1	1	1	0	1	1	2 <sup>nd</sup> sem. prof.	1 course unit; LSI/LSL/PSI or PSL	1	1	same as above	same as above
BM (Music Perf.)	1	1	1	1	1	1	1	1	2 <sup>nd</sup> sem. prof.	1 course unit; LSI/LSL/PSI or PSL	1	1	same as above	same as above
BME (Music Ed.)	1	1	Fulfilled by ensembles	1	1	1	1	1	0	2 course units; (LSI & PSL) or LSI & PSI †	1	1	same as above; choose from: Music 353 to 358	same as above
BS (Nursing)	1	1	1	1	1	1	1	1	0	2 course units; (LSI & PSL) or (LSL & PSI)	1	1	2 (1 must be in the major)	same as above

(over)

\*Students interested in fulfilling General Education requirements in **The Arts** through participation in ensembles and/or Applied Music lessons have the following options:

- A. Four semesters of piano lessons (MUS 100U);
- B. Four semesters of voice lessons (MUS 100A) **OR** two semesters of voice (MUS 100A) with concurrent enrollment in either University Choir (MUS 26) or Collegiate Choir (MUS 23);
- C. Two semesters of one of the following ensembles: Orchestra (MUS 21), Wind Ensemble (MUS 22), or Symphonic Winds (MUS 24), with concurrent enrollment in the appropriate instrumental lessons (MUS 100, various sections)

\*\*Please see page 30 for additional information

\*\*\*Please see page 34 for Writing Intensive Flag requirements.

† PSL must be Chemistry, Geology or Physics. LSL must be Biology, Health or Psychology.

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

**General Education Checksheet**  
**Bachelor of Arts and Bachelor of Science**  
**Students Entering 2011**

(To print a full-page copy of this check sheet, please visit:

[http://www.iwu.edu/melloncenter/geneduc/11-12\\_General\\_Education\\_Checksheets.pdf](http://www.iwu.edu/melloncenter/geneduc/11-12_General_Education_Checksheets.pdf))

Category/Flag/Requirement	Course #	Course Title	Date Taken
Gateway Colloquium (GW) (1 course unit)			
Analysis of Values (AV) (1 course unit)			
The Arts (AR) (1 course unit)			
Contemporary Social Institutions (CSI) (1 course unit)			
Cultural and Historical Change (CHC) (1 course unit)			
Formal Reasoning (FR) (1 course unit)			
Intellectual Traditions (IT) (1 course unit)			
Literature (LIT) (1 course unit)			
The Natural Sciences (2 course units, 1 must be an issues and 1 must be a laboratory course) Life Sciences Issues (LSI) OR Life Sciences Lab (LSL) Physical Sciences Issues (PSI) OR Physical Sciences Lab (PSL)			
Second Language (LA) (0-3 course units as needed to ensure third-semester proficiency)			
Encountering Global Diversity (G) (flag attached to 1 course in General Education, or to major, minor, or elective courses)			
Encountering U.S. Diversity (U) (flag attached to 1 course in General Education, or to major, minor, or elective courses)			
Writing Intensive Courses (W)* (flag attached to 2 courses – 1 must be in the major, the other may be in General Education, major, minor or elective courses)			
Physical Education (PE) (2 courses (x) or 4 half courses (y) or equivalent combination) At least 1x or 1y course must be a fitness course			

\*Please see Page 34 for Writing Intensive Flag Requirements

**General Education Checksheet**  
**Bachelor of Fine Arts (Art and Theatre)**  
**Students Entering 2011**

(To print a full-page copy of this check sheet, please visit:

[http://www.iwu.edu/melloncenter/geneduc/11-12\\_General\\_Education\\_Checksheets.pdf](http://www.iwu.edu/melloncenter/geneduc/11-12_General_Education_Checksheets.pdf))

Category/Flag/Requirement	Course #	Course Title	Date Taken
Gateway Colloquium (GW) (1 course unit)			
Analysis of Values (AV) (1 course unit)			
The Arts (AR) (1 course unit)			
Contemporary Social Institutions (CSI) (1 course unit)			
Cultural and Historical Change (CHC) (1 course unit)			
Formal Reasoning (FR) (1 course unit)			
Intellectual Traditions (IT) (1 course unit)			
Literature (LIT) (1 course unit)			
The Natural Sciences (1 course unit, which fulfills 1 of the options below) Life Sciences Issues (LSI) OR Life Sciences Lab (LSL) OR Physical Sciences Issues (PSI) OR Physical Sciences Lab (PSL)			
Second Language (LA) (0-2 course units as needed to ensure second-semester proficiency)			
Encountering Global Diversity (G) (flag attached to 1 course in General Education, or to major, minor, or elective courses)			
Encountering U.S. Diversity (U) (flag attached to 1 course in General Education, or to major, minor, or elective courses)			
Writing Intensive Courses (W)* (flag attached to 2 courses – 1 must be in the major, the other may be in General Education, major, minor or elective courses)			
Physical Education (PE) (2 courses (x) or 4 half courses (y) or equivalent combination) At least 1x or 1y course must be a fitness course			

\*Please see Page 34 for Writing Intensive Flag Requirements

**General Education Checksheet**  
**Bachelor of Fine Arts (Music Theatre)**  
**Students Entering 2011**

(To print a full-page copy of this check sheet, please visit:

[http://www.iwu.edu/melloncenter/geneduc/11-12\\_General\\_Education\\_Checksheets.pdf](http://www.iwu.edu/melloncenter/geneduc/11-12_General_Education_Checksheets.pdf))

Category/Flag/Requirement	Course #	Course Title	Date Taken
Gateway Colloquium (GW) (1 course unit)			
Analysis of Values (AV) (1 course unit)			
The Arts (AR) (1 course unit)			
Contemporary Social Institutions (CSI) (1 course unit)			
Cultural and Historical Change (CHC) (1 course unit)			
Intellectual Traditions (IT) (1 course unit)			
Literature (LIT) (1 course unit)			
The Natural Sciences (1 course unit, which fulfills 1 of the options below) Life Sciences Issues (LSI) OR Life Sciences Lab (LSL) OR Physical Sciences Issues (PSI) OR Physical Sciences Lab (PSL)			
Second Language (LA) (0-2 course units as needed to ensure second-semester proficiency)			
Encountering Global Diversity (G) (flag attached to 1 course in General Education, or to major, minor, or elective courses)			
Encountering U.S. Diversity (U) (flag attached to 1 course in General Education, or to major, minor, or elective courses)			
Writing Intensive Courses (W)* (flag attached to 2 courses – 1 must be in the major, the other may be in General Education, major, minor or elective courses)			
Physical Education (PE) (2 courses (x) or 4 half courses (y) or equivalent combination) At least 1x or 1y course must be a fitness course			

\*Please see Page 34 for Writing Intensive Flag Requirements

**General Education Checksheet**  
**Bachelor of Music (Music Performance)**  
**Students Entering 2011**

(To print a full-page copy of this check sheet, please visit:

[http://www.iwu.edu/melloncenter/geneduc/11-12\\_General\\_Education\\_Checksheets.pdf](http://www.iwu.edu/melloncenter/geneduc/11-12_General_Education_Checksheets.pdf))

Category/Flag/Requirement	Course #	Course Title	Date Taken
Gateway Colloquium (GW) (1 course unit)			
Analysis of Values (AV) (1 course unit)			
The Arts (AR) (1 course unit)			
Contemporary Social Institutions (CSI) (1 course unit)			
Cultural and Historical Change (CHC) (1 course unit)			
Formal Reasoning (FR) (1 course unit)			
Intellectual Traditions (IT) (1 course unit)			
Literature (LIT) (1 course unit)			
The Natural Sciences (1 course unit, which fulfills 1 of the options below) Life Sciences Issues (LSI) OR Life Sciences Lab (LSL) OR Physical Sciences Issues (PSI) OR Physical Sciences Lab (PSL)			
Second Language (LA) (0-2 course units as needed to ensure second-semester proficiency)			
Encountering Global Diversity (G) (flag attached to 1 course in General Education, or to major, minor, or elective courses)			
Encountering U.S. Diversity (U) (flag attached to 1 course in General Education, or to major, minor, or elective courses)			
Writing Intensive Courses (W)* (flag attached to 2 courses – 1 must be in the major, the other may be in General Education, major, minor or elective courses)			
Physical Education (PE) (2 courses (x) or 4 half courses (y) or equivalent combination) At least 1x or 1y course must be a fitness course			

\*Please see Page 34 for Writing Intensive Flag Requirements

**General Education Checksheet**  
**Bachelor of Music Education**  
**Students Entering 2011**

(To print a full-page copy of this check sheet, please visit:

[http://www.iwu.edu/melloncenter/geneduc/11-12\\_General\\_Education\\_Checksheets.pdf](http://www.iwu.edu/melloncenter/geneduc/11-12_General_Education_Checksheets.pdf))

Category/Flag/Requirement	Course #	Course Title	Date Taken
Gateway Colloquium (GW) (1 course unit)			
Analysis of Values (AV) (1 course unit)			
The Arts (AR) (1 course unit)		Fulfilled by ensembles	
Contemporary Social Institutions (CSI) (1 course unit)			
Cultural and Historical Change (CHC) (1 course unit)			
Formal Reasoning (FR) (1 course unit)			
Intellectual Traditions (IT) (1 course unit)			
Literature (LIT) (1 course unit)			
The Natural Sciences (2 course units, 1 must be an issues and 1 must be a laboratory course) Life Sciences Issues (LSI) OR Life Sciences Lab (LSL) Physical Sciences Issues (PSI) OR Physical Sciences Lab (PSL) <i>(Chemistry, Geology, or Physics)</i>			
Encountering Global Diversity (G) (flag attached to 1 course in General Education, or to major, minor, or elective courses)			
Encountering U.S. Diversity (U) (flag attached to 1 course in General Education, or to major, minor, or elective courses)			
Writing Intensive Courses (W)* (flag attached to 2 courses – 1 must be in the major, the other may be in General Education, major, minor or elective courses)		Choose from among: Music 353, 354, 355, 356, 357, or 358	
Physical Education (PE) (2 courses (x) or 4 half courses (y) or equivalent combination) At least 1x or 1y course must be a fitness course			

\*Please see Page 34 for Writing Intensive Flag Requirements

**General Education Checksheet**  
**Bachelor of Science – Nursing**  
**Student Entering 2011**

(To print a full-page copy of this check sheet, please visit:

[http://www.iwu.edu/melloncenter/geneduc/11-12\\_General\\_Education\\_Checksheets.pdf](http://www.iwu.edu/melloncenter/geneduc/11-12_General_Education_Checksheets.pdf))

Category/Flag/Requirement	Course #	Course Title	Date Taken
Gateway Colloquium (GW) (1 course unit)			
Analysis of Values (AV) (1 course unit)			
The Arts (AR) (1 course unit)			
Contemporary Social Institutions (CSI) (1 course unit)			
Cultural and Historical Change (CHC) (1 course unit)			
Formal Reasoning (FR) (1 course unit)			
Intellectual Traditions (IT) (1 course unit)			
Literature (LIT) (1 course unit)			
The Natural Sciences (2 course units, 1 must be an issues and 1 must be a laboratory course) Life Sciences Issues (LSI) OR Life Sciences Lab (LSL) Physical Sciences Issues (PSI) OR Physical Sciences Lab (PSL)			
Encountering Global Diversity (G) (flag attached to 1 course in General Education, or to major, minor, or elective courses)			
Encountering U.S. Diversity (U) (flag attached to 1 course in General Education, or to major, minor, or elective courses)			
Writing Intensive Courses (W)* (flag attached to 2 courses – 1 must be in the major, the other may be in General Education, major, minor or elective courses)			
Physical Education (PE) (2 courses (x) or 4 half courses (y) or equivalent combination) At least 1x or 1y course must be a fitness course			

\*Please see Page 34 for Writing Intensive Flag Requirements

## GATEWAY COLLOQUIUM

(1 course unit)

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

<b>Category Goals</b>	<b>Course Criteria</b>
<p>In keeping with the overall goals of the General Education program, in particular the goals of developing students' proficiency in writing and its use as a means of discovery and understanding, and of developing students' capacities in critical thinking, independence, and imagination through active learning, Gateway Colloquium seminars seek to:</p>	<p>To achieve these goals, all Gateway Colloquia incorporate the following criteria:</p>
<p>1. introduce students to the process of intellectual inquiry and develop students' critical thinking skills;</p>	<p>1. Courses introduce students to the methods of creating and acquiring knowledge in the university environment through assignments that require critical thinking, i.e., investigation, speculation, analysis and synthesis. Courses also introduce students to the ethical values of the academic community, i.e., sharing knowledge and crediting intellectual achievement through appropriate methods of documentation.</p>
<p>2. develop students' ability to evaluate competing ideas and experiences;</p>	<p>2. Courses focus on a specific topic in order to engage students in a shared, sustained investigation and discussion of competing ideas and to develop their reading skills. Courses will not be an introduction to a discipline.</p>

(over)

<p>3. develop students' skills in the conventions and structures of presenting knowledge in written academic and public discourse, and on strategies for effective revision;</p>	<p>3. Courses focus on writing as a process in which students produce informal writing, drafts, revisions, and final papers, and faculty read drafts, give extensive written comments on student writing, and return comments and formal papers before collecting the next formal paper assignment. Students produce about 30 pages of writing during the term, including at least 4 formal essays of varying lengths. Informal writing – journals, exercises, drafts, responses to reading or study questions – comprises the rest of the pages produced. The bulk of the course grade is derived from student writing. Since the primary focus of the course is writing, the length and number of reading assignments should be limited accordingly.</p>
<p>4. engage students in learning activities that prepare them for academic life in the university.</p>	<p>4. Courses provide active learning opportunities that encourage students to analyze, synthesize, make inferences, argue logically, and think independently.</p>

# ANALYSIS OF VALUES

(1 course unit)

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

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

(over)

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

# THE ARTS

(1 course unit)

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

Category Goals	Course Criteria
<p>In keeping with the overall goals of the General Education program, in particular the goals of offering opportunities for active learning and of developing students' imagination, their understanding of the fundamental processes and relationships of culture, and their ability to frame questions and make judgments of value, courses in the category of "The Arts" seek to:</p>	<p>To achieve these goals, offerings at the 100- or 200- level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require students to frame questions of aesthetic value, to grapple with answers to those questions, and to evaluate competing ideas or theories of interpretation at an advanced level.</p>
<p>1. develop students' awareness of the deep sources of art, both individual and communal, and of the relationship in art between disciplined technique and creative freedom;</p>	<p>1. Courses examine how the artist is related to the work (inspiration, motives, expressive intentions), how art works are constructed, and what technical and aesthetic challenges are involved in the processes of creation or performance.</p>
<p>2. examine how art records, reflects, and shapes the temper of its time and place of origin;</p>	<p>2. Courses consider such matters as interactions between and among audience, artist, performer, and the art work; the influence of historical, social, and cultural factors on art at the time a work is created or performed for the first time; the influence of art on society.</p>
<p>3. explore the significance of art in a larger context--cross-culturally, historically, or in terms of broad aesthetic parameters shared by various art forms;</p>	<p>3. Course content focuses on a single art form across multiple cultures contemporaneously or a single art form in a single culture over time or multiple art forms in a single culture contemporaneously. Courses examine the role of interpretation in suggesting message or meaning in art.</p>
<p>4. encourage students to gain a sense of what artists actually do with their hands, voices, bodies, and minds, in the creation and practice of their art.</p>	<p>4. Course assignments and activities expose students, if possible, to paintings/sculpture, to live music and theater, and/or offer them the opportunity to engage in the actual practice of creative or performing arts activities.</p>

# CONTEMPORARY SOCIAL INSTITUTIONS

(1 course unit)

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

Category Goals	Course Criteria
<p>In keeping with the overall goals of the General Education program, in particular, the goals of understanding the fundamental relationships and processes of nature and culture and their evolution over time, of fostering students' abilities to make judgments of value in the area of public policy, of encouraging students to become informed active citizens in public life, and of bringing the world to the campus and students to the world, courses in the category of "Contemporary Social Institutions" seek to:</p>	<p>To achieve these goals, offerings at the 100- or 200- level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a significant research component and will involve a degree of complexity in the material beyond that normally found in lower-level courses.</p>
<p>1. examine how one or more social institutions arises, operates, interacts with other institutions, and changes in different cultural and historical contexts;</p>	<p>1. Courses examine the evolution of one or more contemporary social institutions to the present time and analyze the current structure and functions of the institution(s) studied and its (their) relationship with other institutions in its (their) own or another culture.</p>
<p>2. illuminate the ways and means through which societal and individual values are reflected in contemporary social institutions;</p>	<p>2. Courses engage students in discovering underlying values--including those of key institutional founders or leaders, as well as those of larger groups or societies--that are embodied in the structure and functioning of the institution(s) studied.</p>
<p>3. enable students to understand how individuals' values, beliefs, and behaviors are influenced by contemporary social institutions;</p>	<p>3. Students participate in assignments and activities that require them to consider and reflect upon how their own and/or others' attitudes, convictions, and actions are influenced, consciously or unconsciously, by the institution(s) studied.</p>

4. provide students with opportunities to observe and/or to interact directly with individuals involved in the ongoing operations of one or more contemporary social institutions.

4. Courses provide opportunities for students to observe the actual functioning of the institution(s) studied and/or to interact with leaders, volunteers, clients, or other participants in the ongoing activities of the institution(s) through in-class experiences, on-campus co-curricular activities, field trips, volunteer service, electronic discussion groups, or other appropriate means.

# CULTURAL AND HISTORICAL CHANGE

(1 course unit)

**Category Description:** Courses in this category investigate the formation, persistence, and change of human-constructed institutions, emphasizing significant transformations in human social existence, and allowing historical personalities to speak to us across time and space. Each class emphasizes the complex interactions of social and historical context, acknowledging that we cannot understand the present without the past.

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

## FORMAL REASONING

(1 course unit)

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

<b>Category Goals</b>	<b>Course Criteria</b>
<p>In keeping with the overall goals of the General Education program, in particular the goals of enabling students to use formal methods of reasoning in problem solving, and developing students' capacities for critical thinking, courses in the "Formal Reasoning" category seek to:</p> <ol style="list-style-type: none"><li>1. acquaint students with one or more formal reasoning systems;</li></ol>	<p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses proposed for credit at the 300- or 400-level also require a degree of complexity in the material beyond that normally found in lower level courses. They require students to focus on metatheoretical questions, or to engage creatively in mathematical modeling or proving theorems</p> <ol style="list-style-type: none"><li>1. Courses focus on examining and carefully defining the concepts employed in one or more formal reasoning systems and instructing students in the rules used in one or more of these systems.</li></ol>
<ol style="list-style-type: none"><li>2. promote the understanding of formal reasoning systems and their use in identifying, analyzing and solving problems;</li></ol>	<ol style="list-style-type: none"><li>2. Courses instruct students in the use of formal reasoning systems to identify, analyze and solve problems. Courses stress critical thinking and reasoning skills and not solely mechanical skills. Courses assist students in writing clear solutions to problems.</li></ol>
<ol style="list-style-type: none"><li>3. provide a real-world context for the use of formal reasoning;</li></ol>	<ol style="list-style-type: none"><li>3. Courses include exercises in which students use formal reasoning systems to try to solve problems encountered in the real world.</li></ol>
<ol style="list-style-type: none"><li>4. acquaint students with the aesthetic value of formal reasoning systems.</li></ol>	<ol style="list-style-type: none"><li>4. Courses include an appreciation of the beauty, symmetry and elegance of formal reasoning systems.</li></ol>

# INTELLECTUAL TRADITIONS

(1 course unit)

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

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

4. develop students' abilities to make, assess, and defend arguments about ideas articulated in primary texts.

4. Courses actively engage students in interpreting and evaluating primary texts (including texts in translation), which provide the majority of reading for the course and which students analyze in written essays and oral discussions.

# LITERATURE

(1 course unit)

**Category Description:** Courses in this category focus on the critical reading and interpretation of literary texts.

<b>Category Goals</b>	<b>Course Criteria</b>
<p>In keeping with the overall goals of the General Education program, in particular the goals of developing students' capacities for critical thinking, intellectual independence, and imagination, their understanding of cultural relationships, their capacities for expressing and communicating ideas, and their abilities to make judgments and assess value, all in the context of active learning, courses in the "Literature" category seek to:</p>	<p>To achieve these goals, offerings at the 100- or 200- level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level have a significant research component involving critical or other secondary material, and involve an advanced level of complexity in the material studied and the interpretive questions raised.</p>
<p>1. enable students to appreciate the structure and style of a literary text;</p>	<p>1. Courses examine the style (for example: diction, sentence structure, imagery, rhythm) and structure (for example: plot, sequence of images and ideas, metrics and rhyme) characteristic of literary texts and the relation of one literary text to another.</p>
<p>2. encourage students actively to engage their imaginative faculties when they read.</p>	<p>2. Courses focus on the literary texts themselves and on the practices of intellect and imagination in the reader that make for active engagement with these texts. Such practices might include close study of significant passages, reading aloud or memorization to appreciate sounds, encouragement of visualizing, enacting of passages or texts.</p>
<p>3. enable students to connect the literature they read to the cultural and social context in which it was written, or the context it portrays.</p>	<p>3. Courses present literary texts in terms of some larger cultural framework—at least one context from which the texts emerge, or to which they respond. This context could be socio-historical or it could be the body of the author's work or movements in literary history.</p>
<p>4. develop students' abilities to make and defend thoughtful, evaluative judgments about literary texts.</p>	<p>4. Courses actively involve students (over) interpretation of texts, encouraging thoughtful judgments which the students express and defend in written essay assignments and orally in class discussion.</p>

## THE NATURAL SCIENCES

(2 course units)

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

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

(over)

4a. (in scientific methods courses) develop students' understanding of how scientific problems are studied in a laboratory environment.

**OR**

4b. (in scientific issues courses) improve understanding of scientific and technological issues which affect society and consider strengths and limitations of science in dealing with these issues.

4a. Students attend a regularly scheduled lab that averages two hours per week of laboratory instruction over the course of the semester. At least twenty percent of the course grade is determined from this laboratory work.

**OR**

4b. Students participate in discussions or assignments that require them to address the impact of scientific knowledge on society, and to evaluate the role that science and scientists play in these issues.

## SECOND LANGUAGE

(0-3 course units, as needed, to ensure proficiency at the appropriate level. See the checklist for your degree.)

**Category Description:** Courses in this category develop a student’s ability to speak, read, listen and write in a modern second language, or to read in classical Greek. Modern language courses stress basic conversational skills necessary for survival in a target-language environment, while classical Greek courses emphasize reading of texts in the original. All courses in this category seek to place the target language within a cultural context.

<p style="text-align: center;"><b>Category Goals</b></p> <p>In keeping with the overall goals of the General Education program, in particular the goals of developing the capacity for expressing and communicating ideas in a language other than English, of fostering in students the ability to make and assess judgments of value, and of bringing the world to the campus and the campus to the world, courses in this category seek to:</p>	<p style="text-align: center;"><b>Course Criteria</b></p> <p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course.</p>
<p>1a. develop in students of modern languages the four basic language skills of speaking, reading, listening, and writing in a language other than English;</p> <p style="text-align: center;"><b>OR</b></p> <p>1b. develop in students of classical Greek a proficiency in reading ancient Greek authors in the original, with help from vocabulary lists and annotations;</p>	<p>1a. Courses provide practice in face-to-face conversation in the target language, which primarily consists of topics relating to the self and the immediate environment. Courses also allow students to practice reading sentences and strings of sentences in the target language.</p> <p style="text-align: center;"><b>OR</b></p> <p>1b. Courses involve instruction in the vocabulary and grammar of classical Greek, as well as opportunities to read texts in ancient Greek.</p>
<p>2. develop students' understanding of and appreciation for the culture in which the target language is embedded;</p>	<p>2. Courses, whether modern or classical, place the target language within a cultural context common to native speakers of that language and expose students to the values held by the culture as a whole.</p>

(over)

<p>3. provide students of modern languages with opportunities to hear and/or interact with native or near native speech of the target language.</p>	<p>3. Courses in modern languages include opportunities for students to hear native or near native speech (other than the instructor) engaging in naturally-spoken passages and/or dialogue through the use of target-language broadcasts, films, or speakers, or through travel to a country where the target language is the primary language spoken.</p>
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In place of the courses listed above, students can satisfy this requirement by an equivalent score on an IWU Placement Exam or AP language exam. Entering international students whose native language is not English are exempt from the second language requirement under any one of the following circumstances:

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

## ENCOUNTERING GLOBAL DIVERSITY

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

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

Flag Goals	Flag Criteria
<p>In keeping with the overall goals of the General Education program, in particular the goals of heightening students' understanding of global diversity, of bringing the world to the campus and students to the world, of fostering students' ability to make and assess judgments of value, and of developing students' capacities for critical thinking, courses given this designation seek to:</p>	<p>To achieve these goals, courses given this designation incorporate the following concepts within the course design. These concepts need not be the entire or even the primary focus of the course for which the designation is sought.</p>
<p>1. develop students' ability to analyze and understand contemporary societies outside the U.S. in the context of individual courses;</p>	<p>1. Courses compare the U.S. and another contemporary society or societies, <b>or</b> examine the encounters between non-U.S. societies, <b>or</b> extensively investigate one non-U.S. society.</p>
<p>2. enable students to understand the social and cultural frames of reference of one or more societies and see the world from its/their perspective(s).</p>	<p>2. Courses use such materials as primary texts, films, or other appropriate materials arising directly from the non-U.S. society(ies). If the course is a travel course, it provides opportunities for direct and significant cultural interactions between the students and members of the society(ies) they are visiting.</p>

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

(over)

1. The student must gain approval of the Associate Dean of Curriculum prior to leaving for the semester abroad.
2. The overall academic experience must be in keeping with the Flag goals and criteria.

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

## ENCOUNTERING U.S. DIVERSITY

(Flag designation attached to approved General Education, major, minor, or elective courses except Gateway Colloquium – 1 required)

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

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

## WRITING INTENSIVE COURSES

(Flag designation for any General Education, major, minor, or elective course, except Gateway Colloquium – 2 required, one of which must be taken in the major).

**Flag Description:** Courses given this designation offer students instruction and practice in writing, typically within a specific disciplinary context. Writing Intensive courses teach the conventions of writing within a specific discipline or for a specific purpose, focus attention on writing as a process, and encourage students to use writing as a tool for discovery and learning. **Students must take two “Writing Intensive” courses. One of these courses must be taken in the major, and one of the courses must be completed by the end of the sophomore year. Students who have more than one major must take a “Writing Intensive” course in each major.**

Flag Goals	Flag Criteria
<p>In keeping with the overall goals of the General Education program, in particular the goals of developing students' capacities for expressing and communicating ideas in writing, using writing as a means of discovery and understanding, and developing students' capacities for critical thinking, intellectual independence, and imagination, courses given this designation seek to:</p>	<p>To achieve these goals, courses given this designation incorporate the following criteria, by means appropriate to the course goals and content.</p>
<p>1. give students significant practice in writing;</p>	<p>1. Students should produce a minimum of 15-20 typed, double-spaced pages per semester, including drafts. This writing may take a variety of forms, depending on the discipline and/or purpose of the course, such as formal papers, informal journal entries, mathematical proofs, short philosophical arguments, a long research paper, etc.</p>
<p>2. focus on writing as a process, with opportunities for revision;</p>	<p>2. Regardless of the type of writing produced, the writing process must be ongoing throughout the semester. Students should begin writing assignments early, periodically turn in drafts, and have opportunities for revision in response to written and/or oral critiques.</p>

<p>3. enable students to understand that writing varies according to purpose and audience;</p>	<p>3. Courses should give explicit instruction in writing in accordance with the conventions of a discipline or the requirements of a specific purpose and audience.</p>
<p>4. give students opportunities to use writing as a tool for invention and discovery.</p>	<p>4. Courses should encourage learning through writing using methods such as directed freewriting, reading journals, summaries or syntheses of readings, class listservs, etc.</p>

## PHYSICAL EDUCATION

(1 course unit)

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

**Two courses (x) or four half courses (y) or an equivalent combination is required. At least one 1x or 1y course must be a fitness course.**

Each course proposed for the Physical Education Fitness requirement must include:

1. Discussion, class presentation, and assessment of the following topics
  - Long- and short-term fitness goals
  - Principles of warm-up and stretching
  - Principles of aerobic training
  - Principles of strength training
  - Nutritional guidelines
  - Proper weight control
  - Stress management through exercise
  - Components of physical fitness
  - Posture and back care
  - Cancer risk prevention through exercise
  - Use of a variety of fitness machines
  
2. A written assignment requiring students to design and implement their own personal fitness plan

# Master Course Lists

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**A master course list in alphabetical order by course is available at the following link:**

[http://www.iwu.edu/melloncenter/geneduc/Gen\\_Ed\\_MasterList\\_July2011.pdf](http://www.iwu.edu/melloncenter/geneduc/Gen_Ed_MasterList_July2011.pdf)

## General Education Courses by Category

Category/Flag	Number	Crosslisting	Title
AR	G	ANTH 250	World Music
AR	G	ANTH 275	Anthropology of Theatre, Performance and Spectacle
AR	G	ANTH 355	African Expressive Arts
AR		ART 115	Introduction to Art History
AR		ART 125	Introduction to Kiln Glass
AR		ART 130	Painting I
AR		ART 135	Printmaking I
AR		ART 137	Sculpture I
AR		ART 139	Ceramics I
AR		ART 140	Photography I
AR		ART 141	Graphic Design I
AR	G	ART 245	Urban Photography in Barcelona
AR		ART 320	Surrealism to Pop Art
AR		ART 325	Modern Architecture
AR		EDUC 370	Images of Children and Education in Film
AR		ENGL 101	Introduction to Creative Writing
AR	W	ENGL 272	Travel Course: Writing in Ireland
AR		ENGL 301	Seminar in Creative Writing
AR		FA 110	Film Aesthetics
AR	G	FA 120	Japanese Film and Aesthetics
AR		GRS 307	ART 307 In Search of Troy: The Art and Archaeology of Bronze Age Greece
AR		GRS 309	ART 309 Classical Greek Art and Architecture
AR		GRS 311	HIST 311 Art and Architecture of the Roman World
AR		GRS 370	ART 375 Unearthing the Past: Art and Archaeology of the Roman World
AR		HIST 370	GRS 370 The Ancient Roman City: Art, Architecture, and Urban Planning
AR	G	LC 116	German Postwar Cinema
AR	G	LC 275	Wild Strawberries, Communes, and Death: A Smorgasbord of Scandinavian and Nordic Film
AR		LC 275	Heroic Poetry in Performance
AR		MUS 021	Orchestra (Gen Ed credit)
AR		MUS 022	Wind Ensemble (Gen Ed credit)
AR		MUS 023	Collegiate Choir (Gen Ed credit)
AR		MUS 024	Symphonic Winds
AR		MUS 026	University Choir (Gen Ed credit)
AR		MUS 100	Applied Minor (Oboe, Bassoon)
AR		MUS 100	Applied Minor (Trumpet)
AR		MUS 100	Applied Minor (Trumpet)
AR		MUS 100	Applied Minor (Viola)
AR		MUS 100	Applied Minor (Cello)
AR		MUS 100	Applied Minor (String Bass)
AR		MUS 100	Applied Minor (Clarinet)
AR		MUS 100	Applied Minor (Flute, Saxophone)
AR		MUS 100	Applied Minor (French Horn)
AR		MUS 100	Applied Minor (Trombone, Euphonium, Tuba)
AR		MUS 100	Applied Minor (Violin)
AR		MUS 100	Applied Minor (Percussion)
AR		MUS 100A	APP GEN ED — The Voice and the Arts
AR		MUS 164	Gourmet Listener
AR	G	MUS 250	Song and Dance in Latin America
AR	G	MUS 250	LC 270 Dangerous Sounds: Music and Politics of Eastern Europe
AR	G	MUS 250/350	Jazz in Italy
AR		MUS 250/350	Collegiate Choir in Spain
AR	U	MUS 264	Jazz History
AR	G	MUS 268	Latin American Music
AR		MUTH 374	Music Theatre History and Literature
AR	G	OCS 220	Photographing Barcelona-Identifying the Catalan Culture
AR		OCS 220	Studies in the Arts: Landscape Painting in Western Art
AR		OCS 220	Studies in the Arts: British Theatre
AR		OCS 220	Studies in the Arts: History of 20th-Century Art

## General Education Courses by Category

Category/Flag	Number	Crosslisting	Title
AR	OCS 220		Spanish Painting in the Prado Museum
AR	OCS 220		From Goya to Contemporary Art in Spain
AR	OCS 360		Studies in the Arts: Spanish Painting in the Prado Museum
AR	G REL 209		Myth, Image, and Symbol in South Asian Religion
AR	G SPAN 360		Special Topics: Studies in Media and Film
AR	THEA 101		Theatre Appreciation
AR	THEA 102		Fundamentals of Acting
AR	W THEA 241		Introduction to Dramatic Literature
AR	W THEA 276		Dance Appreciation
AR	THEA 318		Scene Painting
AR	G THEA 360		Travel Seminar: Domo-Ari got to go to Japan
AR	THEA 376		Dance History
AR	G THEA 377		History of Decor
AR	THEA 378		Costume History
AV	W BIOL 300	PHIL 300	Biology and Ethics
AV	W CS 222		Values, Ethics, and Issues in Cybertechnology
AV	ENST 100		Environment and Society
AV	GRS 270	HUM 270	Preserving the Past: Collectors and the Trade in Antiquities
AV	HLTH 330		Human Sexuality
AV	HLTH 350		Drug Abuse: The Individual and Society
AV	INST 222/322		International Human Rights: An Introduction
AV	LC 247		Fairy Tales of the 20th Century: Archaic Values in the Modern Age
AV	LC 303		War and Peace in Japan
AV	LC 347	HUM 370	The Moral Impulse in the Russian Culture: Reading Leo Tolstoy
AV	OCS 222		Practical Ethics
AV	OCS 222		Management and Ethics in a Cross-cultural Environment
AV	PHIL 105		Rights and Wrongs
AV	PHIL 204		Introduction to Ethical Theory
AV	PHIL 213		Business Ethics
AV	PHIL 214		Philosophy of Education
AV	PHIL 224		Individual and State
AV	PHIL 225		Medical Ethics
AV	PHIL 270		Sex, Values, and Human Nature
AV	PHIL 270		Introduction to Philosophical Aesthetics
AV	PHIL 305		Philosophy of Law
AV	PSCI 104		Multiculturalism and Its Critics
AV	PSCI 270		Human Development and International Politics
AV	U PSCI 281		American Social Policy
AV	PSCI 308		Constitutional Law II: The First Amendment and American Democracy
AV	PSCI 365	ENST 365	Ethical Dilemmas in Environmental Politics
AV	REL 102		Introduction to Religious Thought
AV	REL 324		Sexuality and Christianity
AV	REL 341		Religious Tolerance and Pluralism
CHC	U AMST 150		Introduction to American Studies
CHC	U AMST 270		Studies in American Cultural Identity-Beginnings to the Civil War
CHC	U EDUC 370		Songs of Struggle and Joy in American Working Class Culture
CHC	U EDUC 376	PSCI 376	The Right to Learn: An American Story
CHC	U ENST 248	HIST 248	American Environmental History
CHC	FREN 315		French Civilization I: Roman Gaul through the Renaissance
CHC	FREN 316		French Civilization II: Renaissance to Revolution
CHC	G FREN 317		French Civilization II: France Since the Revolution
CHC	G FREN 318		French Civilization III: The Francophone World
CHC	W GER 417		Beyond the Wall: German Culture Since 1989
CHC	W GRS 312		Sex and Gender in Ancient Greece and Rome
CHC	GRS 370	HIST/REL 370	Blood Rites and Mystery Cults in Ancient Rome
CHC	G HIST 100		Introduction to Chinese History
CHC	G HIST 101		Introduction to Japanese History
CHC	HIST 120		Ancient and Medieval West
CHC	HIST 121		Renaissance, Reformation and Revolution
CHC	G HIST 122		Modern Global History

## General Education Courses by Category

Category/Flag	Number	Crosslisting	Title
CHC	U		The United States to 1877
CHC	U		The United States from 1877 to the Present
CHC	U		Slavery, Civil War and Reunion
CHC	G		Introduction to Latin America
CHC			World War II In the Pacific
CHC			Greek Civilization
CHC			Roman Civilization
CHC			Medieval Europe
CHC			The Holocaust
CHC	U		Slavery, Antislavery, and Reform
CHC	W		Great Depression in the United States
CHC	U		The Civil Rights Movement
CHC	U		Colonial Identity in the Atlantic World
CHC	U		Women and the American Experience
CHC			"By Force, By Famine, and by Fabled Story": Irish Emigration to the U.S.
CHC	U		The American West
CHC	U		Revolutions in American Childhood and Family Life
CHC			The Vietnam Wars
CHC	U		The Sixties: Sex, Drugs, and Rock & Roll?
CHC			The Beatles and Their World
CHC	U		Women in the U.S. to 1870
CHC	U		Women in the United States, 1870 to the Present
CHC	G		Spanish North America
CHC	G		1968: A World of Revolution
CHC	G		The Chinese Revolution
CHC	G		Modern Japan
CHC		REL 315	Pagan and Christian Historical Writing in Ancient Rome
CHC			The World of Alexander the Great
CHC			Late Antiquity
CHC			Tudor-Stuart England
CHC			Love and Death in Freud's Vienna
CHC			Studies in History: Sex, Politics, and Impeachment under King James
CHC			Sex, Gender, and Power Under King James
CHC	G		Modern Germany
CHC	G		Modern Russia/Soviet Union
CHC			Sailors, Pirates, and Passengers: Seafaring in the Atlantic
CHC			The Americas in the Age of Revolution 1760-1825
CHC	U		White Power/Black Leadership
CHC	U		United States Immigration History
CHC	U		Reconstructing America, 1865-1900
CHC	U		Social and Cultural History of the United States
CHC	U		Artisans, Workers and Robber Barons: the Commercial and Industrial Transformation of the United States
CHC	U		Women, Work and Leisure, 1890-1930
CHC	U		Modern America 1900-1945
CHC	U		Recent U. S. History
CHC			United States Foreign Relations to 1914
CHC			United States Foreign Relations Since 1914
CHC	W		Ancient Colonizations: Expanding the Greek and Roman World
CHC			The Civil War Era
CHC	G		Seminar in Asian History: Women in 20th Century China
CHC	U	NURS 390	Transcultural Healthcare in Hawaii
CHC	G	HUM 270	Russia: From Empire to Post-Soviet State
CHC	G	JAPN 306	Japanese Studies through Anime
CHC	G		Jewish Eastern Europe: Folklore and Visual Arts
CHC	G		Contemporary Chinese Culture
CHC	G		Chinese Culture Through Film
CHC	G		Cultural Questions and Contexts in African Film, 1960-Present
CHC	G		Russian Culture and Society through Film
CHC			The Art of Film Noir

## General Education Courses by Category

Category/Flag	Number	Crosslisting	Title
CHC G, W	LC 274		The Superwomen of Central European Fiction
CHC	MUS 201/202		Survey of Music History I & II
CHC G	OCS 224		The Bloody History of Afternoon Tea: The British Empire and Asia
CHC	OCS 224		Studies in Cultural and Historical Change: Spanish Culture and Civilization
CHC	OCS 224		Studies in Cultural and Historical Change: The Making of Modern Europe
CHC	OCS 224		Imperial Spain 1469-1898
CHC	OCS 224		Spanish Civilization and Culture
CHC	OCS 314		Spanish Culture and Civilization I
CHC	OCS 315		Spanish Culture and Civilization II
CHC	OCS 320		Studies in Cultural History
CHC G	PSCI 102		International Politics
CHC G	PSCI 214		Politics in China
CHC G	PSCI 219		Post-Communism
CHC G	REL 131		Chinese Religions
CHC	REL 135		Zen
CHC U	REL 170		African-American Religions
CHC	REL 221		The World of Jesus
CHC	REL 223		The First Christians
CHC	REL 231		Cults, Divination and Popular Religions in East Asian Societies
CHC U	REL 270		Born Again Religion: Varieties of American Evangelicalism
CHC G, W	REL 304		Latin American Religions
CHC	REL 322	GRS 370	Judaism and Christianity in the Roman World
CHC G	REL 330		Buddhism in India and Tibet
CHC G	REL 332		The Hindu Religious Tradition
CHC G	REL 333		Islam from Mecca to Malcolm X
CHC	REL 370		Religion in Early America
CHC U	SOC 321		Urban Children and Adolescents
CHC	SPAN 314		Iberian Culture and Civilization I
CHC	SPAN 316		Latin American Culture and Civilization
CHC	SPAN 320		Studies in Cultural History
CHC	SPAN 403		History of the Spanish Language
CHC	THEA 371		Theatre History I
CHC	THEA 372		Theatre History II
CHC U	WS 270		History of Feminist Thought in the U.S.
CSI G	ANTH 171		Cultural Anthropology
CSI G	ANTH 273		Self and Society in Japan
CSI G	ANTH 274	ENST 282	Peoples and Cultures of East Africa
CSI G	ANTH 352		Gender in Cross-Cultural Perspective
CSI	BUS 270		Financial Institutions in Modern Societies
CSI	ECON 100		Introduction to Economics
CSI	ECON 324		Public Finance
CSI	EDUC 225		Foundations of Education: Contexts of Teaching and Learning
CSI G, W	EDUC 373	INST 373	Education and International Development
CSI G, W	ENST 360	PSCI 360	Comparative Environmental Politics
CSI G	ENST 361	PSCI 361	Globalization and the Environment
CSI G	FREN 301		Language and Culture
CSI G	FREN 312		French Cinema
CSI G	LC 205		Language and Society in Japan
CSI G	LC 207		Language and Gender
CSI G	LC 209	JAP 309	Business Communication in Japanese Media
CSI G	LC 304	JAPN 304	Cross Cultural Communication
CSI	NURS 214		Nursing and Society
CSI	OCS 223		Studies in Contemporary Social Institutions: The European Union: History, Economics, Politics
CSI	OCS 223		Studies in Contemporary Social Institutions: London: World City
CSI	OCS 223		The Practice of World Religions in Contemporary Spain
CSI	OCS 223		London: The Multicultural Metropolis
CSI	OCS 223		Sports and Society in Spain
CSI	OCS 224		Studies in Contemporary Social Institutions: The Political History of

## General Education Courses by Category

Category/Flag	Number	Crosslisting	Title
CSI	PSCI 101		Contemporary Spain
CSI	G PSCI 103		American National Government
CSI	U PSCI 220		Comparing Nations
CSI	PSCI 241		Women and Politics
CSI	W PSCI 343		American Elections, Political Parties and Campaigns
CSI	G REL 104		Parties and Legislatures
CSI	G REL 106		Introduction to Myth and Ritual
CSI	G REL 110		Women, Religion and Spirituality
CSI	G REL 132		Religions of the World
CSI	G, W REL 204		Asian Religious Practice
CSI	REL 291		Native American and African Religions
CSI	G REL 292		Magic and Religion
CSI	G REL 307		Religion in Contemporary Japan
CSI	U REL 310		Voodoo, Santeria, and Candomble
CSI	SOC 101		Cults in America
CSI	SOC 120		Introductory Sociology
CSI	U SOC 222		Social Problems
CSI	U SOC 230		Sex and Gender in Society
CSI	G SOC 270/370		Race and Ethnic Relations
CSI	G SOC 270/377		Peoples and Cultures of Southeast Asia
			Travel and Fieldwork in Sociology: Peoples and Cultures of Southeast Asia
CSI	U SOC 277/377		Hawaii: Studies in Multiculturalism
CSI	U WS 101		Introduction to Women's Studies
CSI	U WS 101		Introduction to Women's Studies
FR	CS 126		Introduction to Computer Science Using the Web
FR	CS 127		Computer Science I
FR	CS 138		Artificial Intelligence for Non Majors
FR	JAPN 303		Studies in Japanese Linguistics
FR	MATH 106		Mathematics for Elementary Education Majors II
FR	MATH 110		Finite Mathematics
FR	MATH 135	CS 135	Computational Discrete Mathematics
FR	MATH 161		Calculus I
FR	MATH 165		Analysis I
FR	MATH 215		Linear Algebra
FR	PHIL 102		Elementary Symbolic Logic
FR	SPAN 373		Introduction to Spanish Linguistics
IT	U ANTH 360		Race, Racism, and Anthropology
IT	GRS 210	REL 210	Greek Myth and The Hero
IT	GRS 370		Transforming Identities: Pagans, Christians and Jews
IT	HIST 224		Century of Genius
IT	HIST 225		The Enlightenment
IT	HUM 101		World of Ideas: Antiquity
IT	HUM 102		World of Ideas: c.10th-16th Centuries A.D.
IT	HUM 103		World of Ideas: 17th-18th Centuries
IT	G HUM 104		World of Ideas: The Modern Era
IT	HUM 270		The Plantagenet World: France and England in the Middle Ages
IT	LC 112	GER 340	German Romanticism
IT	G LC 242		Strangers in Their Own Home: Yiddish Culture of Eastern Europe
IT	LC 265		Renaissance Italy
IT	LC 270		The Evolution of Revolution: From France to Russia
IT	G LC 272		From Utopia to Science Fiction: Imagining the Future in Russia and Germany
IT	G LC 308		Japanese Way of Life: Traditions and Changes
IT	OCS 225		Studies in Intellectual Traditions: The Concept of Kingship
IT	OCS 225		Jose Ortega y Gasset and Modern Spanish Identity
IT	OCS 225		Studies in Intellectual Traditions: Shades of Italy in British Art, Architecture and Literature
IT	OCS 225		Studies in Intellectual Traditions: The History of the Social Sciences in Great Britain: An Intellectual Biography
IT	OCS 225		Surrealism and Early Modernism

## General Education Courses by Category

Category/Flag	Number	Crosslisting	Title
IT	PHIL 103		Mind and World
IT	PHIL 106		God and Science
IT	PHIL 107		Philosophy of Natural Science
IT	PHIL 209		Philosophy of Religion
IT	W PHIL 268		Hume's Philosophy of Religion
IT	PHIL 270		American Philosophy
IT	PHIL 280		History of Ancient Philosophy
IT	PHIL 281		History of Modern Philosophy
IT	W PHIL 307		Philosophy of Natural Science
IT	W PHIL 310		Social and Political Philosophy
IT	W PHIL 311		Philosophy of Mind
IT	W PHIL 355	GRS 370	Major Philosophers and Philosophical Movements
IT	PHYS 210		Conceptions of the Cosmos
IT	W PSCI 315		Classical Political Thought: Democracy in Athens and America
IT	W PSCI 316		Modern Political Thought: Liberalism and Its Discontents
IT	W PSCI 317		American Political Thought: Three Political Traditions
IT	PSCI 318		Schools and Sects in the Study of Politics
IT	PSYC 330		History and Systems of Psychology
IT	W PSYC 335		Counseling and Psychotherapy
IT	REL 111		Exploring Mysticism
IT	REL 120		Introduction to Biblical Studies
IT	G REL 232		Hindus and Christians
IT	REL 241		Modern Religious Thought
IT	W REL 242		Philosophers Read the Bible
IT	REL 246		Who is (not) a Jew?
IT	W REL 290		Interpreting Religious Experience
IT	REL 293		God and Postmodernism
IT	REL 294		Jesus and the Gospels
IT	G REL 309		Imagining Modern India
IT	REL 323		Christian Controversies and Creeds
IT	W REL 325	GRS 325	Lost Books of the Bible
IT	REL 331		Buddhism in East Asia
IT	W REL 342		Judaism Through the Ages
IT	U REL 343		American Jewish Thought
IT	W SOC 290		History of Social Thought
IT	W SOC 305		Medical Sociology
LA	FREN 201		Intermediate French I
LA	FREN 202		Intermediate French in Quebec
LA	GER 201		Intermediate German I
LA	GRK 201		Intermediate Greek
LA	ITAL 201		Intermediate Italian I
LA	JAPN 201		Intermediate Japanese I
LA	LAT 201		Intermediate Latin
LA	ML 201		Intermediate Modern Language I (Chinese)
LA	OCS 227		Studies in Second Language: Espanol Intensivo
LA	RUSS 201		Intermediate Russian I
LA	SPAN 201		Intermediate Spanish I
LIT	G ENGL 170		Third World Women Speak
LIT	G, W ENGL 170		Special Topics in Literature: From Exile to Expatriate
LIT	U ENGL 170		Women and Literature
LIT	ENGL 170		Could It Be Satan?
LIT	ENGL 170		Short Story
LIT	ENGL 170		Travellers and Travel Liars
LIT	ENGL 170		Bad Girls
LIT	ENGL 170		Fiction into Film
LIT	ENGL 170		The Anti-Hero
LIT	ENGL 170		Special Topics in Literature: Science Fiction
LIT	W ENGL 220		Shakespeare's Shrews
LIT	W ENGL 220		Thinking Like A Mountain
LIT	ENGL 220		The Twenties: A New Literary Generation
LIT	ENGL 220		Literature and Its Signs: The Web of American Poetry

## General Education Courses by Category

Category/Flag	Number	Crosslisting	Title
LIT	ENGL 220		Contemporary Irish Literature: The Nightmare of History
LIT	ENGL 220		The Play's the Thing
LIT	ENGL 220		Tempests
LIT	ENGL 220		An (Un)suitable Job for a Woman
LIT	ENGL 220		Continuity and Change in British Poetry
LIT	ENGL 220		Literature and Its Signs: "Classic" Fiction
LIT	ENGL 220		Literature and Its Signs: 20th Century British and Irish Poetry
LIT	ENGL 231		Early English Drama
LIT	ENGL 232		British Drama: 1950-Present
LIT	W ENGL 233		American Drama: 1940-Present
LIT	ENGL 241		Such a Knight: Medieval Chivalry
LIT	ENGL 243		A Survey of English Poems, 1500 - 1700
LIT	ENGL 245		Comedy of Manners
LIT	G ENGL 249		Writing in the Third World
LIT	ENGL 258		On the Bus: The Beat Writers
LIT	U ENGL 259		Sex, Text, and Tradition in Black Women's Fiction
LIT	G ENGL 272		Hexes, Thugs and Days of Old: The History and Legend of King Arthur
LIT	ENGL 341		Medieval Literature
LIT	ENGL 342		Renaissance Literature
LIT	ENGL 343		Restoration and 18th Century
LIT	ENGL 344		Romantic Literature
LIT	ENGL 346		Victorian Literature
LIT	ENGL 348		Recent and Contemporary British Literature
LIT	ENGL 351		American Literature to 1865
LIT	U ENGL 352		American Literature After 1865
LIT	U ENGL 354		American Literature Since 1945
LIT	ENGL 356		Modernism
LIT	G ENGL 359		World Literature
LIT	U ENGL 361		Gender and the Novel
LIT	ENGL 362		Electronic Fiction
LIT	ENGL 365		Autobiography
LIT	ENGL 366		Romance: The Genre
LIT	U ENGL 370		Special Topics: Major African-American Authors
LIT	ENGL 370		Avant-Garde Fiction
LIT	ENGL 370		Abraham Lincoln in Fiction and Biography
LIT	ENGL 391		Chaucer
LIT	ENGL 393		Shakespeare's Comedies and Histories
LIT	ENGL 394		Shakespeare's Tragedies and Romances
LIT	ENGL 398		James Joyce
LIT	U FREN 277	ENGL 170	Writing L'Amérique
LIT	FREN 303		Introduction to French Literature I: The Individual and Society
LIT	FREN 304		Introduction to French Literature II: Ideals of Love
LIT	FREN 405		Studies in Medieval and Renaissance Literature
LIT	FREN 406		Studies in Seventeenth and Eighteenth Century Literature
LIT	FREN 407		Studies in 19th and 20th Century Literature
LIT	G FREN 408		Studies of Francophone Literature
LIT	GER 488		Von Demokratik zur Diktatur/From Democracy to Dictatorship
LIT	GRS 212		Greek Drama and Society
LIT	GRS 277		Literature in the Age of Augustus and the Early Roman Empire
LIT	LC 105		Special Topics in Japanese Literature in Translation
LIT	LC 110	GER 387	Playing Revolution
LIT	LC 115		Special Topics in German Literature
LIT	LC 145		Special Topics in Russian Literature in Translation
LIT	LC 165		Special Topics in Italian Literature in Translation
LIT	LC 173		Tales of Mystery, Horror and Humor
LIT	G LC 202		Japanese Literature and Culture
LIT	G LC 250		Dangerous Texts: Literature and Politics
LIT	G LC 350		Terrible Perfection: Women in Russian Literature and Cinema
LIT	G OCS 221		The City of Marvels: Barcelona through its Fiction
LIT	OCS 221		Studies in Literature: Shakespeare and Others in London Theatre
LIT	G REL 130		Asian Religious Literatures

## General Education Courses by Category

Category/Flag	Number	Crosslisting	Title
LIT	REL 334		Reading Hindu Texts
LIT	REL 335		Reading Buddhist Texts
LIT	G SPAN 308		Introduction to Literature
LIT	W SPAN 408		Spanish Literature I
LIT	G SPAN 418		Modern Spanish Literature
LIT	U SPAN 468		Topics in Latino/a Literature
LIT	SPAN 478		Latin American Literature: Short Narrative and Essay
LIT	G SPAN 488		Latin American Literature: The Novel
LSI	ANTH 160		Human Origins
LSI	BIOL 104		Plants and Civilization
LSI	BIOL 110		Biology and Human Concerns
LSI	BIOL 114		The Microbial World
LSI	BIOL 120	ENST 120	Ecology and Environmental Problems
LSI	BIOL 164		Marine Realm
LSI	BIOL 218	ENST 218	Field Ornithology
LSI	BIOL 312		Genetics
LSI	BIOL 316		Evolution
LSI	G BIOL 350	ENST 350	Tropical Ecology
LSI	U CHEM 340		Introduction to Food Biochemistry: Hawaii
LSI	U ENST 270		Special Topics: Health and the Environment
LSI	ENST 270		Special Topics: Toxic Threats to Reproduction and Child Development
LSI	ENST 270		Special Topics: War on Cancer: Does Environment Matter?
LSI	U HLTH 101		Introduction to Public Health
LSI	HLTH 230		Human Nutrition
LSI	OCS 226		Studies in Natural Sciences: Biology and Human Concerns
LSI	PSYC 100		General Psychology
LSI	PSYC 101		Lifespan Human Development
LSI	PSYC 175		Special Topics: Psychology in the Popular Media
LSI	PSYC 201		Animal Behavior
LSI	PSYC 215		Abnormal Psychology
LSL	BIOL 101		General Biology
LSL	BIOL 107		Human Biology: Anatomy and Physiology
LSL	BIOL 210		Human Evolution
LSL	BIOL 220	ENST 220	Natural History of Illinois
LSL	PSYC 211		Learning and Conditioning
PE	PEC 109X		Basic Scuba Diving
PE	PEC 111Y		Beginning Swimming
PE	PEC 113X*		Fitness Swimming
PE	PEC 114Y*		Water Aerobics
PE	PEC 116X*		Lifeguard Training
PE	PEC 118Y		Tennis I
PE	PEC 119Y		Tennis II
PE	PEC 120Y		Badminton
PE	PEC 122Y		Volleyball
PE	PEC 124Y		Bowling
PE	PEC 125Y		Beginning Golf
PE	PEC 126Y		Intermediate Golf
PE	PEC 127Y		Racquetball
PE	PEC 128Y*		Nautilus Fitness
PE	PEC 129X*		Personal Fitness I
PE	PEC 131X*		Personal Fitness II
PE	PEC 132Y*		Fitness Walking
PE	PEC 133Y*		Step Aerobics
PE	PEC 134Y*		Jogging
PE	PEC 135Y*		Weight Lifting
PE	PEC 136Y*		Cycling Fitness
PE	PEC 137Y+		Special Activities
PE	PEC 138Y*		Cycling Fitness II
PE	PEC 139Y*		Aerobics
PE	PEC 140X		Beginning Social Dance
PE	PEC 142Y		Beginning Jazz Dance

## General Education Courses by Category

Category/Flag	Number	Crosslisting	Title
PE	PEC 143y		Beginning Tap
PE	PEC 144x	MUTH 134	Ballet I
PE	PEC 145y*		Beginning Modern Dance I
PE	PEC 151X*		Adapted Physical Education
PE	PEC 152Y*		Adapted Physical Education
PE	PEC 153X		Karate
PE	PEC 155X		Advanced Karate
PE	PEC 180Y		Fencing
PE	PEC 232x		Jazz Dance II
PE	PEC 233x		Tap Dance I
PE	PEC 234x	MUTH 234x	Ballet II
PE	PEC 235x	MUTH 235	Modern Dance II
PE	PEC 250X*		Varsity Sports
PE	PEC 332x	MUTH 332	Jazz Dance III
PE	PEC 333x	MUTH 333	Tap Dance II
PE	PEC 334x	MUTH 334	Ballet III
PE	PEC 335x	MUTH 335	Modern Dance III
PSI	CHEM 140		Chemistry in the Kitchen
PSI	ENST 132		Atmospheric Pollution
PSI	PHYS 120	ENST 115	Energy and Society
PSI	PHYS 239		Problems of Nuclear Disarmament
PSL	CHEM 104		Inside Chemistry
PSL	CHEM 110		Basic Chemistry
PSL	CHEM 130	ENST 130	Chemistry of the Environment
PSL	CHEM 175		Forensic Chemistry
PSL	CHEM 201		General Chemistry
PSL	CHEM 202		General Chemistry
PSL	CHEM 311		Organic Chemistry
PSL	ENST 110		Earth Systems Science
PSL	ENST 135	CHEM 135	Water Quality
PSL	GEOL 101		General Geology
PSL	PHYS 101		General Physics
PSL	PHYS 102		General Physics
PSL	PHYS 105		Physics I - Mechanics
PSL	PHYS 110		Fundamental Astronomy
PSL	PHYS 130		Sound, Music, and Hearing

## General Education Courses by Flag

Flag/Category	Number	Crosslisting	Title
G	CSI ANTH 171		Cultural Anthropology
G	AR ANTH 250		World Music
G	CSI ANTH 273		Self and Society in Japan
G	CSI ANTH 274	ENST 282	Peoples and Cultures of East Africa
G	AR ANTH 275		Anthropology of Theatre, Performance and Spectacle
G	ANTH 288		Consuming Passions: The Anthropology of Food
G	ANTH 330		Language, Communication and Culture
G	CSI ANTH 352		Gender in Cross-Cultural Perspective
G	AR ANTH 355		African Expressive Arts
G	AR ART 245		Urban Photography in Barcelona
G	LSI BIOL 350	ENST 350	Tropical Ecology
G	BUS 360	PSYC 332	Travel Seminar: Effects of National Cultures on Business Decision Making
G	BUS 451		International Business
G	ECON 355		Economics of Developing Countries
G	LIT ENGL 170		Third World Women Speak
G	LIT ENGL 249		Writing in the Third World
G	LIT ENGL 272		Hexes, Thugs and Days of Old: The History and Legend of King Arthur
G	LIT ENGL 359		World Literature
G	CSI ENST 361	PSCI 361	Globalization and the Environment
G	AR FA 120		Japanese Film and Aesthetics
G	FREN 203		Intermediate French II
G	FREN 204		Intermediate Composition and Conversation in Quebec
G	CSI FREN 301		Language and Culture
G	CSI FREN 312		French Cinema
G	CHC FREN 317		French Civilization II: France Since the Revolution
G	CHC FREN 318		French Civilization III: The Francophone World
G	LIT FREN 408		Studies of Francophone Literature
G	GER 202		Intermediate German II
G	GER 301		Advanced German
G	CHC HIST 100		Introduction to Chinese History
G	CHC HIST 101		Introduction to Japanese History
G	CHC HIST 122		Modern Global History
G	CHC HIST 160		Introduction to Latin America
G	CHC HIST 260		Spanish North America
G	CHC HIST 270		1968: A World of Revolution
G	CHC HIST 300		The Chinese Revolution
G	CHC HIST 301		Modern Japan
G	HIST 303		China: The Cultural Revolution
G	CHC HIST 325		Modern Germany
G	CHC HIST 326		Modern Russia/Soviet Union
G	CHC HIST 390		Seminar in Asian History: Women in 20th Century China
G	IT HUM 104		World of Ideas: The Modern Era
G	HUM 104		Exploring the Family in the 19th and 20th Centuries
G	INST 240		Introduction to International Studies
G	CHC INST 270	HUM 270	Russia: From Empire to Post-Soviet State
G	INST 270		Tale of Three Cities: Vienna, Bratislave, Prague
G	ITAL 202		Intermediate Italian II
G	JAPN 202		Intermediate Japanese
G	CHC LC 106	JAPN 306	Japanese Studies through Anime
G	AR LC 116		German Postwar Cinema
G	CHC LC 140		Jewish Eastern Europe: Folklore and Visual Arts
G	CHC LC 170		Contemporary Chinese Culture
G	CHC LC 170		Chinese Culture Through Film
G	LIT LC 202		Japanese Literature and Culture
G	CSI LC 205		Language and Society in Japan
G	CSI LC 207		Language and Gender
G	CSI LC 209	JAP 309	Business Communication in Japanese Media

## General Education Courses by Flag

Flag/Category	Number	Crosslisting	Title
G	CHC LC 224		Cultural Questions and Contexts in African Film, 1960-Present
G	IT LC 242		Strangers in Their Own Home: Yiddish Culture of Eastern Europe
G	CHC LC 245		Russian Culture and Society through Film
G	LIT LC 250		Dangerous Texts: Literature and Politics
G	IT LC 272		From Utopia to Science Fiction: Imagining the Future in Russia and Germany
G	AR LC 275		Wild Strawberries, Communes, and Death: A Smorgasbord of Scandinavian and Nordic Film
G	CSI LC 304	JAPN 304	Cross Cultural Communication
G	IT LC 308		Japanese Way of Life: Traditions and Changes
G	LIT LC 350		Terrible Perfection: Women in Russian Literature and Cinema
G	AR MUS 250		Song and Dance in Latin America
G	AR MUS 250	LC 270	Dangerous Sounds: Music and Politics of Eastern Europe
G	AR MUS 250/350		Jazz in Italy
G	AR MUS 268		Latin American Music
G	MUS 350		Bulgaria: Perform, Create and Explore
G	AR OCS 220		Photographing Barcelona-Identifying the Catalan Culture
G	LIT OCS 221		The City of Marvels: Barcelona through its Fiction
G	CHC OCS 224		The Bloody History of Afternoon Tea: The British Empire and Asia
G	PSI PHYS 239		Problems of Nuclear Disarmament
G	CHC PSCI 102		International Politics
G	CSI PSCI 103		Comparing Nations
G	CHC PSCI 214		Politics in China
G	PSCI 217		Politics and Society in Contemporary South Africa
G	PSCI 218		European Politics: Between Integration and Disintegration
G	CHC PSCI 219		Post-Communism
G	PSCI 270/370		French Political Culture
G	CSI REL 104		Introduction to Myth and Ritual
G	CSI REL 106		Women, Religion and Spirituality
G	CSI REL 110		Religions of the World
G	REL 112		Religion and Violence
G	LIT REL 130		Asian Religious Literatures
G	CHC REL 131		Chinese Religions
G	CSI REL 132		Asian Religious Practice
G	AR REL 209		Myth, Image, and Symbol in South Asian Religion
G	IT REL 232		Hindus and Christians
G	CSI REL 292		Religion in Contemporary Japan
G	CSI REL 307		Voodoo, Santeria, and Candomble
G	IT REL 309		Imagining Modern India
G	CHC REL 330		Buddhism in India and Tibet
G	CHC REL 332		The Hindu Religious Tradition
G	CHC REL 333		Islam from Mecca to Malcolm X
G	RUSS 202		Intermediate Russian II
G	CSI SOC 270/370		Peoples and Cultures of Southeast Asia
G	CSI SOC 270/377		Travel and Fieldwork in Sociology: Peoples and Cultures of Southeast Asia
G	SPAN 203		Conversation and Composition
G	LIT SPAN 308		Introduction to Literature
G	AR SPAN 360		Special Topics: Studies in Media and Film
G	LIT SPAN 418		Modern Spanish Literature
G	LIT SPAN 488		Latin American Literature: The Novel
G	AR THEA 360		Travel Seminar: Domo-Ari got to go to Japan
G	AR THEA 377		History of Decor
G, W	ANTH 350		Healing, Birthing, and Dying
G, W	CSI EDUC 373	INST 373	Education and International Development
G, W	LIT ENGL 170		Special Topics in Literature: From Exile to Expatriate
G, W	CSI ENST 360	PSCI 360	Comparative Environmental Politics
G, W	CHC LC 274		The Superwomen of Central European Fiction
G, W	CSI REL 204		Native American and African Religions
G, W	CHC REL 304		Latin American Religions
U	CHC AMST 150		Introduction to American Studies

## General Education Courses by Flag

Flag/Category	Number	Crosslisting	Title
U	CHC AMST 270		Studies in American Cultural Identity-Beginnings to the Civil War
U	AMST 280		Encountering Diversity in Chicago, America's Most Segregated City
U	IT ANTH 360		Race, Racism, and Anthropology
U	LSI CHEM 340		Introduction to Food Biochemistry: Hawaii
U	ECON 230		The Economics of Gender, Race and Immigration
U	CHC EDUC 370		Songs of Struggle and Joy in American Working Class Culture
U	CHC EDUC 376	PSCI 376	The Right to Learn: An American Story
U	LIT ENGL 170		Women and Literature
U	LIT ENGL 259		Sex, Text, and Tradition in Black Women's Fiction
U	LIT ENGL 352		American Literature After 1865
U	LIT ENGL 354		American Literature Since 1945
U	LIT ENGL 361		Gender and the Novel
U	LIT ENGL 370		Special Topics: Major African-American Authors
U	CHC ENST 248	HIST 248	American Environmental History
U	LSI ENST 270		Special Topics: Health and the Environment
U	LIT FREN 277	ENGL 170	Writing L'Amérique
U	CHC HIST 151		The United States to 1877
U	CHC HIST 152		The United States from 1877 to the Present
U	CHC HIST 155		Slavery, Civil War and Reunion
U	CHC HIST 240		Slavery, Antislavery, and Reform
U	CHC HIST 242		The Civil Rights Movement
U	CHC HIST 243		Colonial Identity in the Atlantic World
U	CHC HIST 244		Women and the American Experience
U	CHC HIST 247		The American West
U	CHC HIST 249		Revolutions in American Childhood and Family Life
U	CHC HIST 252		The Sixties: Sex, Drugs, and Rock & Roll?
U	CHC HIST 254		Women in the U.S. to 1870
U	CHC HIST 255		Women in the United States, 1870 to the Present
U	CHC HIST 342		White Power/Black Leadership
U	CHC HIST 343		United States Immigration History
U	CHC HIST 344		Reconstructing America, 1865-1900
U	CHC HIST 345		Social and Cultural History of the United States
U	CHC HIST 347		Artisans, Workers and Robber Barons: the Commercial and Industrial Transformation of the United States
U	CHC HIST 350		Women, Work and Leisure, 1890-1930
U	CHC HIST 351		Modern America 1900-1945
U	CHC HIST 352		Recent U. S. History
U	LSI HLTH 101		Introduction to Public Health
U	CHC HLTH 310	NURS 390	Transcultural Healthcare in Hawaii
U	AR MUS 264		Jazz History
U	MUS 350/370		Women in Popular Music: From Betty Boop to Madonna
U	PHIL 230		Philosophy of Feminism
U	PHIL 278		American Philosophy
U	PSCI 200		American Political Cultures
U	CSI PSCI 220		Women and Politics
U	AV PSCI 281		American Social Policy
U	PSCI 301		The American South and the Politics of Race
U	PSYC 303		Psychology of Gender
U	PSYC 304		Psychology of Racism
U	CHC REL 170		African-American Religions
U	CHC REL 270		Born Again Religion: Varieties of American Evangelicalism
U	CSI REL 310		Cults in America
U	IT REL 343		American Jewish Thought
U	CSI SOC 222		Sex and Gender in Society
U	CSI SOC 230		Race and Ethnic Relations
U	CSI SOC 277/377		Hawaii: Studies in Multiculturalism
U	CHC SOC 321		Urban Children and Adolescents
U	SPAN 230		Medical Spanish and Cultural Competency for Health Care
U	LIT SPAN 468		Topics in Latino/a Literature
U	CSI WS 101		Introduction to Women's Studies
U	CSI WS 101		Introduction to Women's Studies

## General Education Courses by Flag

Flag/Category	Number	Crosslisting	Title
U	CHC		WS 270 History of Feminist Thought in the U.S.
UW			SPAN 240 Spanish for Social Justice
W			AMST 490 Senior Seminar: Methods in American Studies
W			ANTH 310 Issues and Ethnography in Anthropology
W			ART 490 Senior Seminar
W			BIOL 217 Introductory Ecology
W			BIOL 240 Introduction to Cellular and Molecular Biology
W	AV	PHIL 300	BIOL 300 Biology and Ethics
W			BIOL 302 Parasitology
W			BIOL 327 Advanced Ecology
W			BIOL 328 Experimental Zoology
W			BIOL 330 Topics in Cell Biology
W			BIOL 410 Molecular Foundations of Developmental Biology
W			BIOL 412 Molecular Genetics
W			BUS 318 Accounting and Auditing Processes
W			BUS 330 Seminar in Marketing: Market Research
W			BUS 333 Marketing Channels
W			BUS 355 Business Law I
W			BUS 370 Special Topic: Bulls and Bears
W			CHEM 380 Advanced Inorganic Synthesis and Analysis
W			CHEM 499 Research/Thesis
W	AV		CS 222 Values, Ethics, and Issues in Cybertechnology
W			CS 357 Models of Computing
W			ECON 370 Time Series Analysis
W			ECON 370 Special Topics: Topics in Experimental Economics
W			ECON 401 Senior Project
W			EDUC 255 Studying Children and Adolescents
W			EDUC 498 Educational Inquiry
W			ENGL 206 Creative Non-Fiction
W			ENGL 211 Editorial Writing and Reporting
W			ENGL 212 News Writing and Reporting
W	LIT		ENGL 220 Shakespeare's Shrews
W	LIT		ENGL 220 Thinking Like A Mountain
W	LIT		ENGL 233 American Drama: 1940-Present
W	AR		ENGL 272 Travel Course: Writing in Ireland
W			ENGL 280 Practical Criticism
W			ENGL 325 Feature Writing and Investigative Reporting
W			ENGL 480 Senior Seminar
W			ENST 451 Independent Research and Writing
W			ENST 480 Senior Seminar: Creating a Sustainable Society
W			FREN 302 Advanced Expression: The Written Media
W			FREN 310 Business French
W	CHC		GER 417 Beyond the Wall: German Culture Since 1989
W	CHC		GRS 312 Sex and Gender in Ancient Greece and Rome
W			GRS 499 Directed Research
W	CHC		HIST 241 Great Depression in the United States
W			HIST 290 Seminar in the Theory and Writing of History
W	CHC		HIST 370 Ancient Colonizations: Expanding the Greek and Roman World
W			HIST 490 Senior History Seminar
W			INST 488 Senior Seminar
W			JAPN 301 Advanced Japanese
W			MATH 200 Techniques of Mathematical Proof
W			MUS 353 History of Musical Style I: Renaissance
W			MUS 354 History of Musical Style II: Baroque
W			MUS 355 History of Musical Style: Classic
W			MUS 356 History of Musical Style: Romantic
W			MUS 357 History of Musical Style V: Post-Romanticism to World War II
W			MUS 358 History of Musical Style VI: Post World War II to the Present
W			MUS 359 Music Reference, Research, Writing
W			NURS 485 Seminar in Professional Nursing
W			PEC 327 Essentials of Strength and Conditioning

## General Education Courses by Flag

Flag/Category	Number	Crosslisting	Title
W	IT		Hume's Philosophy of Religion
W	IT		Philosophy of Natural Science
W	IT		Social and Political Philosophy
W	IT		Philosophy of Mind
W			Philosophy of Language
W			Epistemology
W			Metaphysics
W	IT	GRS 370	Major Philosophers and Philosophical Movements
W			Contemporary Ethics
W			Experimental Physics
W	IT		Classical Political Thought: Democracy in Athens and America
W	IT		Modern Political Thought: Liberalism and Its Discontents
W	IT		American Political Thought: Three Political Traditions
W	CSI		Parties and Legislatures
W			Theories of International Relations
W			Senior Seminar
W			Research Methods in Psychology
W		BIOL 318	Advanced Behavioral Neuroscience
W	IT		Counseling and Psychotherapy
W			Advanced Social Psychology
W			Thesis in Psychology
W	IT		Philosophers Read the Bible
W	IT		Interpreting Religious Experience
W	IT	GRS 325	Lost Books of the Bible
W	IT		Judaism Through the Ages
W	IT		History of Social Thought
W	IT		Medical Sociology
W			Senior Seminar
W			Reading and Writing Culture
W			Advanced Grammar and Composition
W	LIT		Spanish Literature I
W	AR		Introduction to Dramatic Literature
W	AR		Dance Appreciation
W			Playwriting
W			Dramatic Literature for Young Audiences
W			Gender in Dramatic Literature
W			Senior Seminar



Critical Thinking

Imagination

Intellectual Independence

Sensitivity to Others

Social Awareness