General Education

General Education at UIC: An Overview

General Education is an important part of every undergraduate degree program. The General Education Program provides students with a breadth of exposure to the academic disciplines and serves as the foundation for the knowledge, skills, and competencies essential to becoming well-educated college graduates and citizens.

The program ensures a certain level of intellectual breadth, while at the same time allowing students the opportunity to select courses or clusters of courses around areas of their own interests. Specifically, the program:

- provides intellectual guidance by identifying six broad areas of knowledge that correspond to the kinds of experiences that a liberally educated person should have.
- makes clear to students what they are taking and why.
- is an open system that does not bind departments into one category. This model thus allows for the development of interdepartmental courses over time. It also allows students to gain interdisciplinary perspectives, which was one of the hoped for outcomes of revising General Education.
- gives individual colleges some freedom to adjust the General Education requirements to suit their own needs. Although there is a campus wide minimum of one course from each General Education category, colleges may add additional course requirements.

The General Education Program at UIC

The General Education Program at UIC is designed to serve as a foundation for lifelong learning. It also helps prepare students for the world beyond the college experience, a world in which one needs to be able to:

- think independently.
- understand and critically evaluate information.
- analyze and evaluate arguments.
- develop and present cogent written and oral arguments.
- explore one’s own culture and history as well as those of others.
- understand, interpret, and evaluate the arts.
- think critically about how individuals influence and are influenced by political, economic, cultural, and family institutions.

The General Education Program at UIC (sometimes referred to as Gen Ed or GE) has two main components: a grouping of core courses that are clustered around six themes and sets of required proficiencies. The specific requirements vary from college to college. All colleges, however, require a minimum of 24 semester hours of credit with at least one course in each of the six categories of General Education and proficiency in writing (as demonstrated by successful completion of ENGL 160 and ENGL 161 or by certain scores on placement or other tests). Note: Students may count up to two courses in their major toward their General Education requirements. If students have a double major, then two courses from each of the majors may be applied toward General Education.

General Education Proficiencies

The University Writing requirement is common across all colleges. Individual colleges may have additional General Education requirements and proficiencies. Students should consult their college and department sections of the catalog for information about fulfilling the General Education requirements as a required part of their degree program.

University Writing Requirement

Students must demonstrate proficiency in written English by earning passing grades in ENGL 160 and ENGL 161, or by achieving proficiency (see section on Demonstrating Writing Proficiency for a Waiver of ENGL 160 or ENGL 161 ) in one or both of these courses certified in writing by the Department of English. The Department of English reserves the right to require a student to take a preparatory course as a prerequisite for ENGL 160 if the student’s score on the Writing Placement Test reveals the need for such a course. Whenever questions arise with regard to the fulfillment of the University Writing requirement through transfer courses, a writing portfolio, or standard examinations, the Department of English will determine whether to grant the student an exemption from the requirement.

Students should consult their college section of the catalog for more information on fulfilling the University Writing requirement as part of their degree program.

General Education Core

The General Education Core includes the following six categories. This section of the catalog provides a description and list of courses for each category.

Analyzing the Natural World

A central principle of a knowledge-based society is that, where possible, experimental tests should be designed to critically evaluate the accuracy of an idea or physical law. It is crucial that students understand both how accurate experimental results are obtained and how uncertainties in these results affect scientific conclusions. Courses in this category provide an understanding of scientific method and the factual knowledge necessary to develop hypotheses, to test them, and to distinguish those conclusions resting on unsupported assertion from those verified by sound scientific reasoning. Theories also play an important role in the way we see the world around us. In the natural sciences, theories are developed to explain experimental observation, form the basis for the design of further experiments, and provide the foundation for advances in technology. Mathematics provides appropriate tools (such as calculus) necessary to formulate the scientific theories.

Courses in this category should introduce students to scientific and mathematical concepts and methods. They should be designed to facilitate the students’ ability to do one or more of the following:

1. Understand and critically evaluate information and concepts in the natural and mathematical sciences.
2. Use and understand scientific method to analyze ideas and obtain knowledge.
3. Appreciate the value of and difference between scientific laws, theories, hypotheses, and speculation.
4. Use scientific and mathematical reasoning to make relevant distinctions among ideas.
5. Think critically about contemporary issues in science and technology.
6. Logically and clearly communicate experimental results and observations to others.
7. Analyze quantitative information and draw conclusions from these analyses.

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- a also approved for Analyzing the Natural World
- b also approved for Understanding the Individual and Society
- c also approved for Understanding the Past
- d also approved for Understanding the Creative Arts
- e also approved for Exploring World Cultures
- f also approved for Understanding U.S. Society
- g indicates courses specifically designed for those majoring in areas other than science and mathematics
- h nonlaboratory courses
- i Each of the following pairs will be considered one course in meeting the LAS General Education requirements: CHEM 122/CHEM 123; CHEM 124/CHEM 125.

**Understanding the Individual and Society**

The primary goal of the Individual and Society requirement is to enhance understanding of the complex activities of individuals and their relations...
with each other and with groups, institutions, governments, media, and society. Courses within this category seek to:

1. enhance knowledge and appreciation of the diversity of individuals, societies, and cultures
2. advance the understanding of human relationships within different contexts and
3. explore the gathering and assessing of knowledge within any social setting or activity.

Courses present theories about the human activities and ideas and demonstrate how scholars use qualitative, quantitative, and humanistic methods to evaluate those theories. They may also explore the ways that knowledge is formed about the self and the world in historical, literary, philosophical, and scientific realms.

Courses in this category should introduce students either to the complexities of the individual or the relationship of the individual to social structures. They should be designed to facilitate the students’ ability to do one or more of the following:

1. Recognize, describe, and explain social institutions, structures, and processes and the complexities of a global culture and diverse society.
2. Think critically about how individuals influence and are influenced by political, geographic, economic, cultural, and family institutions in their own and other cultures and explain how one’s knowledge and beliefs may differ from others.
3. Explain the relationship between the individual and society as it influences
   a. individuals’ cognition, ethics, social interactions, communication practices and affect; and
   b. the quality of life of the individual, the family, and the community.
4. Examine how literature, history, ethical systems, scientific inquiry, or communicative practice shape our knowledge and perception of individuals and social structures.
5. Using the most appropriate principles, methods, and technologies, gather and analyze previous inquiry regarding the relationships between individuals and society, draw logical conclusions about such inquiry, and creatively or scientifically apply those conclusions to one’s life and society.

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LING 160  Language and Society  3
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PHIL 101  Critical and Analytical Reasoning  3
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PHIL 109  Who Am I?  3
PHIL 110  Philosophy of Love and Sex  3
PHIL 111  What Is a Fact?  3
PHIL 112  Morality and the Law  3
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PHIL 120  Introduction to Ancient Philosophy (Same as CL 120)  3
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Political Science
POL 101  Introduction to American Government and Politics  3
POL 120  Introduction to Political Theory  3
POL 130  Introduction to Comparative Politics (Same as INST 130)  3
POL 184  Introduction to International Relations (Same as INST 184)  3
POL 190  Scope of Political Science  3

Psychology
PSCH 100  Introduction to Psychology  4
PSCH 210  Theories of Personality  3
PSCH 231  Community Psychology  3
PSCH 270  Introduction to Psychological and Behavioral Disorders  3
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Public Policy
PPOL 100  Individual Action and Democratic Citizenship  3
PPOL 232  International Development Policy  3

Public Health
PUBH 100  Health and the Public  3
PUBH 110  Public Health and Global Societies  3

Religious Studies
RELS 100  Religion in Human Experience  3

Social Justice
SJ 101  Introduction to Social Justice: Stories and Struggles  3

Sociology
SOC 100  Introduction to Sociology  3
SOC 105  Social Problems  3
SOC 215  Sociology of Childhood and Youth  3
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SOC 225  Racial and Ethnic Groups (Same as BLST 225 and LALS 225)  3
SOC 228  Sociology of Asia and Asian Americans (Same as GLAS 228)  3
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SOC 251  Health and Medicine  3
SOC 265  Sociology of Politics  3
SOC 268  Introduction to Comparative Sociology  3
SOC 276  Urban Sociology  3

Spanish
SPAN 192  Latin American Women Writers in Translation (Same as GWS 192 and LALS 192)  3

Urban Studies
US 100  Concepts in Geography (Same as GEOG 100)  3
US 140  Introduction to Urban Transportation  3
US 205  Cinema and the City  3
US 208  Mapping the Urban: Cartography and its Alternatives (Same as GEOG 208)  3

Understanding the Past
The study of past events and ideas enables students to view the present within the context of the past, appreciate both the liberating and constraining features of tradition, and understand what forces have affected their own lives as well as those of peoples in different cultures. The objects of study in these courses include the human past and its historical record; the emergence and transformation of nations, states, ideas, and civilizations; traditions and modes of human thought; the relationship between ideas and practices; and the implications of scientific discovery and technological innovation.
Courses in this category should have as their primary focus significant past events. They should be designed to facilitate the students’ ability to do one or more of the following:

1. Understand the implication and meaning of technological innovation and scientific discovery for the development of human society.
2. Critically analyze the cultural, economic, geographical, and political processes that influenced historical events.
3. Recognize, describe, and explain the nature of past historical events and their consequences for the present.
4. Examine the relationship between individuals and past events, their interactions, and the repercussions of these interactions.
5. Understand and explain the significance and influence of the past and its connection to current political, scientific, and cultural forces.

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<td>Human Evolution</td>
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<td>ARAB</td>
<td>The Heritage of Muslim Iberia</td>
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<td>ARCH</td>
<td>Architecture as Archetype: Explorations of the City and Its Forms</td>
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<td>History of Chicago Architecture</td>
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<td>Modern Greek Cities: Historical-Ethnographic Survey (Same as HIST 286)</td>
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<td>Western Civilization Since 1648</td>
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<td>Global Transformations and the Rise of the West Since 1000 (Same as INST 105)</td>
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**Italian**

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**Latin American and Latino Studies**

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<td>LALS 105</td>
<td>Introduction to Mexican Studies</td>
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LALS 275  Gender in Latin America (Same as GWS 275 and POLS 275) a  3
LALS 290  Mexican-American History (Same as HIIST 290) 1  3

Military Science
MILS 217  Introduction to United States Military History (Same as HIIST 217)  3

Music
MUS 114  Jazz History d  3
MUS 118  American Popular Music since 1850 d  3

Native American Studies
NAST 113  Native American Studies: Sovereignty e,f  3

Nursing Elective
NUEL 244  History of Professional Nursing in the U.S.  3

Philosophy
PHIL 120  Introduction to Ancient Philosophy (Same as CL 120) b  3

Political Science
POLS 120  Introduction to Political Theory b  3

Public Policy
PPOL 230  Nonprofit Organizations and Civil Society f  3

Religious Studies
RELS 120  Catholic Thought: An Introduction (Same as CST 120)  3

Theatre
THTR 101  Theatre History I: Premodern Drama d  3
THTR 103  History of Chicago Theatre Past and Present d  3
THTR 159  Fashion and Furniture: History of Cultural Influences from Gothic to Atomic d  3

a also approved for Analyzing the Natural World
b also approved for Understanding the Individual and Society
c also approved for Understanding the Past
d also approved for Understanding the Creative Arts
e also approved for Exploring World Cultures
f also approved for Understanding U.S. Society

Understanding the Creative Arts

Courses in literature (e.g., fiction, poetry, drama), the arts (e.g., painting, sculpture, architecture, design, music, theatre and dance, film, photography, new media) and philosophy examine materials that explore and express the potential of the human imagination. Courses fulfilling this requirement acquaint students with issues involved in making, interpreting, analyzing, and evaluating written texts, musical works, visual and material culture, performing arts, and other media presentations in the context of the histories and cultures that have shaped and been shaped by their production. The aim is to develop the ability to read, experience, and view carefully, to think critically, to argue cogently and to communicate ideas effectively in written and oral form.

All cultures create stories, images, objects, built environments, dramas, music, etc. The study of such cultural products is an area with its own questions, techniques, and traditions. A student taking courses in this area can expect to study, in close detail, a number of significant works of literature, art, or other media. Courses in this category should facilitate a student’s ability to address one or more of the following questions:

1. Basic issues of interpretation. How does a work mean anything? How does one determine meaning? How can a work have numerous meanings, often at the same time?
2. Questions of poetics. How do the traditions of genres and forms, materials and means of production, and philosophies and theories influence individual literary and artistic works and their interpretation?
3. Questions of value. How can such creative works be evaluated? How are critical vocabularies developed? How does a work come to be called a “classic”? How do new works and genres become accepted as art?
4. Questions of cultural and historical context. How do creative works relate to the societies in which they are produced and received? How do cultural roles of creative products, definitions of art, institutions, markets, and patronage affect the creation of works of architecture, art, music, literature, and other media?

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<td>ARCH 200</td>
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<td>ART 170</td>
<td>Introduction to Filmmaking</td>
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<td>ART 190</td>
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<td>Trends in International Contemporary Art Since 1960</td>
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<td>Intro to Museum &amp; Exhibition b</td>
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<td>Ancient Egyptian Art and Archaeology (Same as BLST 210 and CL 210)</td>
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<td>American Art to 1945</td>
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**Black Studies**

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<td>Black Film, 1900 - Present: Images, Individuals and Ideas on Screen (Same as COMM 105 and MOVI 105)</td>
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<td>BLST 110</td>
<td>Introduction to African American Literature, 1760-1910 (Same as ENGL 118)</td>
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<td>BLST 111</td>
<td>Introduction to African American Literature Since 1910 (Same as ENGL 119)</td>
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<td>BLST 250</td>
<td>Comparative Black Literatures (Same as ENGL 260)</td>
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<td>BLST 262</td>
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**Central and Eastern European Studies**

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<td>Central and Eastern European Cinema (Same as MOVI 208)</td>
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<td>CEES 246</td>
<td>European Avant-Garde (Same as AH 246)</td>
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**Classics**

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<td>CL 102</td>
<td>Introduction to Classical Literature</td>
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<td>CL 103</td>
<td>Introduction to Classical and Mediterranean Archaeology</td>
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<td>CL 204</td>
<td>Greek Art and Archaeology (Same as AH 204 and HIST 204)</td>
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**Disability and Human Development**

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**English**

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<td>Understanding Drama</td>
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<td>English and American Fiction</td>
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<td>ENGL 123</td>
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<td>ENGL 131</td>
<td>Understanding Moving Image Arts (Same as MOVI 131)</td>
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<td>ENGL 135</td>
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<td>ENGL 154</td>
<td>Understanding Rhetoric</td>
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<tr>
<td>ENGL 175</td>
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<td>ENGL 207</td>
<td>Interpretation and Critical Analysis</td>
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<td>ENGL 208</td>
<td>English Studies I: Beginnings to the 17th Century</td>
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<td>English Studies II: 17th Century to Today</td>
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<td>Introduction to Shakespeare</td>
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<td>ENGL 223</td>
<td>Introduction to Colonial and Postcolonial Literature (Same as LALS 263)</td>
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<td>ENGL 230</td>
<td>Introduction to Film and Culture (Same as MOVI 230)</td>
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<td>ENGL 232</td>
<td>History of Film I: 1890 to World War II (Same as AH 232 and MOVI 232)</td>
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<td>ENGL 245</td>
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**French**

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<td>FR 297</td>
<td>Paris in Literature, Film, and Culture</td>
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<td>FR 298</td>
<td>French Literature, Drama and/or Film in Translation</td>
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<td><strong>Germanic Studies</strong></td>
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<td>GER 100</td>
<td>Introduction to Germanic Cultures and Literatures</td>
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<td>GER 122</td>
<td>Minority Perspectives in the Germanic Context (Same as JST 122 and RELS 122)</td>
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<td>GER 123</td>
<td>Introduction to Yiddish Culture and Literature (Same as JST 123 and RELS 123)</td>
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<td>GER 217</td>
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<td>GER 219</td>
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<td>Global Hip-hop and Asian Diasporas</td>
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<td>History of Chicago Theatre Past and Present</td>
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<tr>
<td>THTR 159</td>
<td>Fashion and Furniture: History of Cultural Influences from Gothic to Atomic</td>
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Exploring World Cultures

A global society demands that individuals gain an appreciation of cultures that are different from their own. Courses in this category explore how cultures function and how they may arise and change, whether through the internationalization of economies, social or political forces, changes in environment, or the development of new technologies. Further, these courses aim to provide students with the necessary tools to study and evaluate disparate social systems and cultural products.

Courses in this category should address significant aspects of any culture that is not part of the mainstream American culture. They should be designed to facilitate the students’ ability to do one or more of the following:

1. Analyze a culture, including its political, social, ethical, communicative, or economic systems.
2. Analyze how cultures are formed, transmitted, and changed.
3. Compare different cultures.
4. Explore the values or cultural products of non-U.S. cultures.
5. Analyze the influence of other cultures upon U.S. culture.

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Courses in this category should address some significant aspect of U.S. society as their central focus. They should be designed to facilitate the understanding of the complexities of our current communities.

The goal is thus to understand our society and the social, cultural, and political tensions that arise between that which unites and that which divides us. The aim of this category is to study the United States as their central focus. They should be designed to facilitate the understanding of the complexities of our current communities.

Courses in this category should address some significant aspect of U.S. society as their central focus. They should be designed to facilitate the understanding of the complexities of our current communities.

2. Analyze the communicative, political, social, economic, or cultural systems in the U.S.
3. Explore the diverse communities—racial, ethnic, class, gender, religious, and sexual—that define cultural and political life in the United States.
4. Critically examine the tensions among various groups within U.S. society.
5. Explore contemporary governmental policies.
6. Analyze the role and influence of the U.S. in the world.
7. Study events, ideas, or movements that have influenced U.S. society.

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<td>Women and Gender in American History (Same as GWS 259)</td>
<td>3</td>
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<tr>
<td>HIST 267</td>
<td>American Intellectual History to 1865 (Same as POLS 267)</td>
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<td>HIST 268</td>
<td>American Intellectual History since 1865 (Same as POLS 268)</td>
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<tr>
<td>HIST 293</td>
<td>The Gilded and the Gritty: Power, Culture, and the Making of 20th-century America</td>
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<td>HIST 253</td>
<td>Sexuality in America: Historical Perspectives (Same as GWS 252)</td>
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<tr>
<td>HIST 255</td>
<td>History of Chicago</td>
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<tr>
<td>HIST 256</td>
<td>Religion in American History (Same as RELS 256)</td>
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<td>HIST 259</td>
<td>Women and Gender in American History (Same as GWS 259)</td>
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<td>HIST 267</td>
<td>American Intellectual History to 1865 (Same as POLS 267)</td>
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<td>HIST 268</td>
<td>American Intellectual History since 1865 (Same as POLS 268)</td>
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<td>HIST 293</td>
<td>The Gilded and the Gritty: Power, Culture, and the Making of 20th-century America</td>
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**Honors College**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HON 123</td>
<td>Honors Core in Understanding Individual and Society Understanding U.S. Society</td>
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<tr>
<td>HON 126</td>
<td>Honors Core in Understanding the Past and Understanding U.S. Society</td>
<td>3</td>
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<tr>
<td>HON 128</td>
<td>Honors Core in Understanding the Creative Arts and Understanding U.S. Society</td>
<td>3</td>
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<tr>
<td>HON 129</td>
<td>Honors Core in Exploring World Cultures and Understanding U.S. Society</td>
<td>3</td>
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<tr>
<td>HON 134</td>
<td>Honors Core in Analyzing the Natural World and Understanding U.S. Society</td>
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<tr>
<td>HON 144</td>
<td>Honors Core in Understanding U.S. Society</td>
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**Italian**

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<tr>
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<tbody>
<tr>
<td>ITAL 270</td>
<td>Migration and Diaspora in the Italian and Italian American Experience (Same as ENGL 270)</td>
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**Latin American and Latino Studies**

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<tbody>
<tr>
<td>LALS 102</td>
<td>Introduction to Latino Studies</td>
<td>3</td>
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<tr>
<td>LALS 103</td>
<td>Introduction to Latino Urban Studies</td>
<td>3</td>
</tr>
<tr>
<td>LALS 109</td>
<td>Introduction to Latino Cultures</td>
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<td>LALS 276</td>
<td>Latinas in the United States (Same as GWS 276 and SOC 226)</td>
<td>3</td>
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<tr>
<td>LALS 283</td>
<td>Latinos and Politics (Same as POLS 209)</td>
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<tr>
<td>LALS 290</td>
<td>Mexican-American History (Same as HIST 290)</td>
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<tr>
<td>LALS 295</td>
<td>Latino Literary Studies (Same as ENGL 295 and SPAN 295)</td>
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**Linguistics**

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<td>LING 160</td>
<td>Language and Society</td>
<td>3</td>
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<tr>
<td>LING 260</td>
<td>Language Acquisition, Language Contact and Bilingualism</td>
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**Native American Studies**

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<tr>
<td>NAST 113</td>
<td>Native American Studies: Sovereignty</td>
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**Philosophy**

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<td>PHIL 104</td>
<td>Introduction to Political Philosophy</td>
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**Political Science**

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<td>Introduction to American Government and Politics</td>
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**Public Policy**

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<td>PPOL 210</td>
<td>Introduction to Public Policy</td>
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**Public Health**

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<td>PUBH 100</td>
<td>Health and the Public</td>
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**Religious Studies**

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<tr>
<td>RELS 256</td>
<td>Religion in American History</td>
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**Social Justice**

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<tr>
<td>SJ 201</td>
<td>Theories and Practices of Social Justice</td>
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**Sociology**

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<tbody>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
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<tr>
<td>SOC 105</td>
<td>Social Problems</td>
<td>3</td>
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<tr>
<td>SOC 215</td>
<td>Sociology of Childhood and Youth</td>
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<tr>
<td>SOC 224</td>
<td>Gender and Society (Same as GWS 224)</td>
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<tr>
<td>SOC 225</td>
<td>Racial and Ethnic Groups (Same as BLST 225 and LALS 225)</td>
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<tr>
<td>SOC 228</td>
<td>Sociology of Asia and Asian Americans (Same as GLAS 228)</td>
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<td>SOC 229</td>
<td>Sociology of Latinos (Same as LALS 229)</td>
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<td>SOC 241</td>
<td>Social Inequalities</td>
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<td>SOC 244</td>
<td>Sociology of Work</td>
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<td>SOC 245</td>
<td>Marriage and Family</td>
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<td>SOC 246</td>
<td>Sociology of Religion (Same as RELS 246)</td>
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<td>Health and Medicine</td>
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<td>SOC 276</td>
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**Spanish**

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<tr>
<td>SPAN 224</td>
<td>Bilingual/Bicultural Hispanic American Writers</td>
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**Theatre**

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<tbody>
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<td>THTR 105</td>
<td>Introduction to American Musical Theatre</td>
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**Urban Studies**

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<tr>
<td>US 101</td>
<td>Introduction to Urban Studies</td>
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<tr>
<td>US 130</td>
<td>Principles of Urban Sustainability</td>
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<tr>
<td>US 202</td>
<td>Social Justice and the City</td>
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</tr>
<tr>
<td>US 230</td>
<td>Practices for Sustainable Cities</td>
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- a also approved for Analyzing the Natural World
- b also approved for Understanding the Individual and Society
- c also approved for Understanding the Past
- d also approved for Understanding the Creative Arts
- e also approved for Exploring World Cultures
- f also approved for Exploring U.S. Society