General Education

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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 Core

The General Education Program at UIC is designed to serve as a foundation for the knowledge, skills, and competencies essential to becoming well-educated college graduates and citizens.

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

1. Analyzing the Natural World
2. Understanding the Individual and Society
3. Understanding the Past
4. Understanding the Creative Arts
5. Exploring World Cultures
6. Understanding U.S. Society

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

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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<tr>
<th>Code</th>
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<td>ANTH 102</td>
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**Honors College**

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<td>Honors Core in Analyzing the Natural World and Understanding the Past c,h</td>
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<td>Honors Core in Analyzing the Natural World h</td>
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<td>Finite Mathematics for Business h</td>
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<td>Calculus for Business h</td>
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**Natural Sciences**

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<td>Physical Systems in Earth and Space Science g</td>
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<td>PHIL 210</td>
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<td>Energy for Future Decision-Makers (same as EAES 116) h</td>
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<td>PHYS 118</td>
<td>Physics in Modern Medicine h</td>
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<td>Introductory Physics for Life Sciences II</td>
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<td>PHYS 141</td>
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<td>PHYS 142</td>
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**Public Health**

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Understanding the Individual and Society Courses

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<td><strong>African American Studies</strong></td>
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<td>AAST 100</td>
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<td>AAST 103</td>
<td>African American Politics and Culture (Same as POLS 112)</td>
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<td>AAST 104</td>
<td>Race, Place, and Schooling: African Americans and Education (Same as EDPS 104)</td>
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<td>AAST 201</td>
<td>The Psychology of African Americans (Same as PSCH 201)</td>
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<td>African American Behavioral Patterns (Same as PSCH 202)</td>
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<td>AAST 203</td>
<td>The African American Family in the United States (Same as SOC 203)</td>
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<td>AAST 207</td>
<td>Racism: Global Perspectives (Same as SOC 207)</td>
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<td>AAST 263</td>
<td>African American Intellectual History (Same as HIST 263)</td>
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<td>AAST 271</td>
<td>African Americans and the Politics of Incarceration (Same as CLJ 271 and SOC 271)</td>
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<td>AAST 272</td>
<td>Race, Gender, and Sexuality (Same as GWS 272)</td>
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<td><strong>Anthropology</strong></td>
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<td>ANTH 101</td>
<td>World Cultures: Introduction to Social Anthropology</td>
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<td>ANTH 214</td>
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<td>ANTH 215</td>
<td>Anthropology of Religion (Same as RELS 215)</td>
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<td>ANTH 216</td>
<td>Medicine, Culture, and Society</td>
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<td>ANTH 218</td>
<td>Anthropology of Children and Childhood</td>
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<td>Ethnography of Southeast Asia (Same as GEOG 273)</td>
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- also approved for Analyzing the Natural World
- also approved for Understanding the Individual and Society
- also approved for Understanding the Past
- also approved for Understanding the Creative Arts
- also approved for Exploring World Cultures
- also approved for Understanding U.S. Society

### 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>Late Imperial China: 1500 to 1911 (Same as GLAS 271)</td>
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<tr>
<td>HIST 272</td>
<td>China Since 1911 (Same as GLAS 272)</td>
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<td>HIST 275</td>
<td>History of South Asia to 1857 (Same as GLAS 275)</td>
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<td>HIST 276</td>
<td>Modern South Asia, 1857 to the Present (Same as GLAS 276)</td>
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<td>HIST 277</td>
<td>The Middle East, 1258</td>
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<td>HIST 278</td>
<td>The Middle East Since 1258</td>
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<tr>
<td>HIST 282</td>
<td>Global Enlightenment: Empire and the 18th-Century European Imaginaton of the World</td>
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<tr>
<td>HIST 289</td>
<td>Latin/o History (Same as LALS 289)</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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**Honors College**

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<tbody>
<tr>
<td>HON 120</td>
<td>Honors Core in Understanding Individual and Society and Understanding the Past</td>
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<tr>
<td>HON 124</td>
<td>Honors Core in Understanding the Past and Exploring World Cultures</td>
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<tr>
<td>HON 125</td>
<td>Honors Core in Understanding U.S. Society</td>
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<td>HON 131</td>
<td>Honors Core in Analyzing the Natural World and Understanding the Past</td>
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<td>HON 141</td>
<td>Honors Core in Understanding the Past</td>
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**Humanities**

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<td>HUM 102</td>
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**Italian**

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<tr>
<td>ITAL 230</td>
<td>Italian and Italian American Culture and Civilization (Same as CL 230)</td>
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<tr>
<td>ITAL 293</td>
<td>Dante’s Divine Comedy (Same as CST 293 and RELS 293)</td>
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**Jewish Studies**

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<tr>
<td>JST 102</td>
<td>Introduction to Jewish History (Same as RELS 126)</td>
<td>3</td>
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<tr>
<td>JST 103</td>
<td>Introduction to Israel Studies</td>
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<tr>
<td>JST 124</td>
<td>Introduction to the Hebrew Bible (Same as CL 124 and RELS 124)</td>
<td>3</td>
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<tr>
<td>JST 242</td>
<td>The History of Jewish Biblical Interpretation (Same as CL 242 and RELS 242)</td>
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**Latin American and Latino Studies**

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<tr>
<td>LALS 101</td>
<td>Introduction to Latin American Studies</td>
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<td>LALS 102</td>
<td>Introduction to Latino Studies</td>
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<tr>
<td>LALS 104</td>
<td>Introduction to Puerto Rican Studies</td>
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<td>LALS 105</td>
<td>Introduction to Mexican Studies</td>
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<tr>
<td>LALS 275</td>
<td>Gender in Latin America (Same as GWS 275 and POLS 275)</td>
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<tr>
<td>LALS 290</td>
<td>Mexican-American History (Same as HIST 290)</td>
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**Military Science**

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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?

Understanding the Creative Arts Courses

**African American Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>AAST 105</td>
<td>African Americans in Film, 1900 - Present: Images, Individuals and Ideas on Screen (Same as COMM 105 and MOVI 105)</td>
<td>3</td>
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<tr>
<td>AAST 110</td>
<td>Introduction to African American Literature, 1760-1910 (Same as ENGL 118)</td>
<td>3</td>
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<tr>
<td>AAST 111</td>
<td>Introduction to African American Literature Since 1910 (Same as ENGL 119)</td>
<td>3</td>
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<td>AAST 250</td>
<td>Comparative Black Literatures (Same as ENGL 260)</td>
<td>3</td>
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<tr>
<td>AAST 262</td>
<td>Black Cultural Studies (Same as ENGL 262)</td>
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<tr>
<td>AAST 266</td>
<td>Topics in African Literature (Same as ENGL 266)</td>
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**Arabic**

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<tr>
<td>ARAB 270</td>
<td>The Reel Arab (Same as MOVI 270)</td>
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**Archaeological Studies**

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<tr>
<td>ARST 209</td>
<td>The Art and Archaeology of the Ancient Near East (Same as AH 209)</td>
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<tr>
<td>ARST 210</td>
<td>The Art and Archaeology of Ancient Egypt (Same as AAST 210 and AH 210)</td>
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**Architecture**

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**Art**

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<td>ART 112</td>
<td>Introduction to Drawing</td>
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<tr>
<td>ART 130</td>
<td>Introduction to Painting + Color</td>
<td>4</td>
</tr>
<tr>
<td>ART 140</td>
<td>Introduction to Sculpture</td>
<td>4</td>
</tr>
<tr>
<td>ART 150</td>
<td>Introduction to New Media Arts</td>
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<tr>
<td>ART 151</td>
<td>Introduction to Creative Coding in New Media Arts</td>
<td>4</td>
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<tr>
<td>ART 160</td>
<td>Introduction to Digital Photography</td>
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<tr>
<td>ART 170</td>
<td>Introduction to Filmmaking</td>
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<td>ART 190</td>
<td>Introduction to Socially Engaged Art</td>
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**Art History**

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<tbody>
<tr>
<td>AH 100</td>
<td>Introduction to Art and Art History</td>
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<tr>
<td>AH 110</td>
<td>World History of Art and the Built Environment I</td>
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<td>AH 111</td>
<td>World History of Art and the Built Environment II</td>
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<tr>
<td>AH 122</td>
<td>History of Chicago Architecture</td>
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<tr>
<td>AH 125</td>
<td>Introduction to the Art and Architecture of Asia (Same as GLAS 125)</td>
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<tr>
<td>AH 160</td>
<td>Trends in International Contemporary Art Since 1960</td>
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<td>AH 180</td>
<td>Intro to Museum &amp; Exhibition</td>
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<tr>
<td>AH 201</td>
<td>Reading and Writing Art Criticism</td>
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<td>AH 211</td>
<td>History of Urbanism</td>
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<tr>
<td>AH 219</td>
<td>Art and Architecture of East Asia (Same as GLAS 219)</td>
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<td>AH 220</td>
<td>Buddhist Art and Architecture (Same as RELS 220 and GLAS 220)</td>
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<td>AH 230</td>
<td>History of Photography I: 1820-1920</td>
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<td>AH 231</td>
<td>History of Photography II: 1900 to Present</td>
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<td>AH 242</td>
<td>Early Christian and Byzantine Art and Architecture</td>
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<td>AH 243</td>
<td>Medieval Art and Architecture</td>
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<td>AH 244</td>
<td>Islamic Art and Architecture</td>
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<td>AH 250</td>
<td>Italian Renaissance Art</td>
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<td>AH 251</td>
<td>Northern Renaissance Art and Architecture</td>
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<td>AH 252</td>
<td>Art of the Baroque and Rococo</td>
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<td>European Art from 1750 to 1900</td>
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<td>European and American Art from 1900 to the Present</td>
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<td>American Art to 1945</td>
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<td>Latin American Colonial Art (Same as LALS 263)</td>
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<td>AH 264</td>
<td>African American Art (Same as AAST 264)</td>
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<td>History of Performance Art 1900 - Present</td>
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<td>AH 270</td>
<td>African Art (Same as AAST 270)</td>
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<td>AH 271</td>
<td>Native American Art (Same as NAST 271)</td>
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<td>AH 273</td>
<td>Visual Culture of the Ancient Andes (Same as LALS 239)</td>
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<td>AH 274</td>
<td>Visual Culture of Ancient Mesoamerica (Same as LALS 240)</td>
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<td>South Asian Visual Cultures</td>
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<td>CEES 208</td>
<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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<td>CL 100</td>
<td>Greek Civilization</td>
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<td>CL 102</td>
<td>Introduction to Classical Literature</td>
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<td>Introduction to Classical and Mediterranean Archaeology</td>
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<td>Greek Art and Archaeology (Same as AH 204 and HIST 204)</td>
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<td>CL 205</td>
<td>Roman Art and Archaeology (Same as AH 205 and HIST 205)</td>
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<td>Greek and Roman Epic Poetry</td>
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<td>Greek Tragedy</td>
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<td>Greek and Roman Comedy</td>
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<td>CL 253</td>
<td>Roman Satire and Rhetoric</td>
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<td>CL 297</td>
<td>Studies in the Classical Tradition (Same as ENGL 297)</td>
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<td>Disability in American Film</td>
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<td>Understanding Literature</td>
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<tr>
<td>ENGL 102</td>
<td>Introduction to Film (Same as MOVI 102)</td>
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<td>English and American Poetry</td>
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<td>English and American Drama</td>
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<td>English and American Fiction</td>
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<td>ENGL 109</td>
<td>American Literature and American Culture</td>
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<td>English and American Popular Genres</td>
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<td>Women and Literature (Same as GWS 111)</td>
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<td>Introduction to Native American Literatures (Same as NAST 112)</td>
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<td>Introduction to Multiethnic Literatures in the United States</td>
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<td>Introduction to Colonial and Postcolonial Literature</td>
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<td>Understanding the Bible as Literature (Same as RELS 115)</td>
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<td>Introduction to Gender, Sexuality and Literature (Same as GWS 117)</td>
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<td>Film and Culture</td>
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<td>Understanding Rhetoric</td>
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<td>ENGL 123</td>
<td>Introduction to Asian American Literature (Same as GLAS 123)</td>
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<tr>
<td>French</td>
<td>FR 191</td>
<td>African and Caribbean Francophone Literature in Translation (Same as AAST 191)</td>
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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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<tr>
<td>Germanic Studies</td>
<td>GER 100</td>
<td>Introduction to Germanic Cultures and Literatures</td>
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<tr>
<td>GER 122</td>
<td>Minority Perspectives in the Germanic Context (Same as JST 122 and RELS 122)</td>
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<td>Introduction to Yiddish Culture and Literature (Same as JST 123 and RELS 123)</td>
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<tr>
<td>GER 217</td>
<td>Introduction to German Cinema</td>
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<td>GER 219</td>
<td>Vikings and Wizards: Northern Myth and Fairy Tales in Western Culture</td>
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<tr>
<td>Global Asian Studies</td>
<td>GLAS 223</td>
<td>Global Hip-hop and Asian Diasporas</td>
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<td>HON 121</td>
<td>Honors Core in Understanding Individual and Society and Understanding Creative Arts</td>
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<td>Honors Core in Understanding the Creative Arts and Exploring World Cultures</td>
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<td>Honors Core in Understanding the Creative Arts and Understanding U.S. Society</td>
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<td>Honors Core in Understanding the Creative Arts</td>
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Interdisciplinary Education in the Arts
IDEA 110 Creativity and Innovation in Design and Arts 4

Italian
ITAL 280 Italian and Italian American Cinema (Same as MOV 280) 3
ITAL 293 Dante’s Divine Comedy (Same as CST 293 and RELS 293) 3

Latin American and Latino Studies
LALS 109 Introduction to Latino Cultures 3
LALS 110 Introduction to Latin American Cultures 3
LALS 260 Indigenous Storytelling in Latin America 3
LALS 278 Latin American/Latino Film Studies (Same as MOV 278 and SPAN 278) 4
LALS 295 Latino Literary Studies (Same as ENGL 295 and SPAN 295) 3

Literatures, Cultural Studies, and Linguistics
LCSL 207 European Cinema (Same as GER 207 and SPAN 207) 3

Lithuanian
LITH 130 Lithuanian Prose Fiction in International Context 3

Music
MUS 100 Introduction to Music I 3
MUS 107 Fundamentals of Music Theory 3
MUS 113 Art Song 3
MUS 114 Jazz History 3
MUS 115 Opera 3
MUS 117 Music for Symphony Orchestra 3
MUS 118 American Popular Music since 1850 3
MUS 119 Music for the Piano 3
MUS 127 Latin American Music (Same as LALS 127) 3
MUS 227 Music Cultures of the World 3
MUS 240 Music, Gender and Culture (Same as GWS 240) 3

Philosophy
PHIL 107 What is Art? 3

Polish
POL 120 The Polish Short Story in Translation 3
POL 130 Masterworks of Polish Literature in Translation 3
POL 140 Polish Drama in Translation (Same as THTR 140) 3
POL 150 Introduction to Polish Cinema 3
POL 220 Modern Polish-Jewish Culture and Literatures (Same as CEES 220 and JST 220) 3

Russian
RUSS 120 The Russian Short Story in Translation 3
RUSS 130 Masterpieces of Russian Literature in Translation 3
RUSS 150 Introduction to Russian Cinema 3
RUSS 241 Dostoyevsky 3
RUSS 242 Tolstoy 3
RUSS 244 Women in Russian Literature (Same as GWS 244) 3

RUSS 247 Literature and Fantasy in Russia 3
RUSS 248 Russian Visual and Material Culture (Same as AH 248) 3

Spanish
SPAN 210 Introduction to the Formal Analysis of Hispanic Texts 3
SPAN 226 Early Modern Spanish and Colonial Latin American Literature and Culture in Translation 3

Special Education
SPED 201 Children’s Literature and Disabilities (Same as ED 201) 3

Theatre
THTR 101 Introduction to Theatre History I: Premodern Drama 3
THTR 102 Introduction to Theatre: A Collaborative Art 3
THTR 103 History of Chicago Theatre Past and Present 3
THTR 105 Introduction to American Musical Theatre 3
THTR 155 Scenography: Introduction to Principles of Theatrical Design 4
THTR 201 Introduction to Theatre History II: Modern Theatre 3
THTR 245 East Asian Theatre 3

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.

Exploring World Cultures Courses

African American Studies
AAST 101 Introduction to African Diaspora Studies 3

General Education
GWS 244 Women in Russian Literature (Same as GWS 244) 3
GWS 240 Music, Gender and Culture (Same as GWS 240) 3

 CODE   TITLE                  HOURS
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AAST 101 Introduction to African Diaspora Studies 3
French
FR 191 African and Caribbean Francophone Literature in Translation (Same as AAST 191) \( ^d \)
FR 297 Paris in Literature, Film, and Culture \( ^d \)
FR 298 French Literature, Drama and/or Film in Translation \( ^d \)

Gender and Women’s Studies
GWS 102 Global Perspectives on Women and Gender \( ^b \)
GWS 262 Constructions of Gender, Race, Health, and Human Rights \( ^b \)

Geography
GEOG 100 Concepts in Geography \( ^b \)
GEOG 101 World Regional Geography \( ^b \)
GEOG 151 Introduction to Cultural Geography \( ^b \)
GEOG 161 Introduction to Economic Geography \( ^b \)
GEOG 203 Human Geography of Latin America including the Caribbean Region (Same as LALS 217) \( ^b \)
GEOG 215 A Global Geography of Cities \( ^b \)

Germanic Studies
GER 100 Introduction to Germanic Cultures and Literatures \( ^d \)
GER 120 Study of Gender, Class, and Political Issues in German Texts (Same as GWS 120) \( ^b \)
GER 122 Minority Perspectives in the Germanic Context (Same as JST 122 and RELS 122) \( ^d \)
GER 123 Introduction to Yiddish Culture and Literature (Same as JST 123 and RELS 123) \( ^d \)
GER 125 Diaspora, Exile, Genocide: Aspects of the European Jewish Experience in Literature and Film. (Same as JST 125 and RELS 127) \( ^c \)
GER 217 Introduction to German Cinema \( ^d \)

Global Asian Studies
GLAS 100 Introduction to Global Asian Studies
GLAS 229 Introduction to Asian Film (Same as ENGL 229 and MOVI 229)
GLAS 270 Topics in Asian Cultures and Societies

Greek, Modern
GKM 105 Modern Greek Culture
GKM 203 Modern Greek Authors in Translation

History
HIST 100 Western Civilization to 1648 \( ^c \)
HIST 101 Western Civilization Since 1648 \( ^c \)
HIST 105 Global Transformations and the Rise of the West Since 1000 (Same as INST 105) \( ^c \)
HIST 106 The World Since 1400: Converging Worlds, New Circulations (Same as INST 106) \( ^c \)
HIST 109 East Asian Civilization: Ancient China (Same as GLAS 109) \( ^c \)
HIST 110 (Same as GLAS 110) \( ^c \)
HIST 161 Introduction to Latin American History (Same as LALS 161) \( ^c \)
HIST 170 The Ottoman Empire \( ^c \)
HIST 177 Middle Eastern Civilization (Same as RELS 177) \( ^c \)
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Public Administration
PPOL 232  International Development Policy  b  3

Public Health
PUBH 110  Public Health and Global Societies  b  3

Religious Studies
RELS 101  Introduction to World Religions  3
RELS 130  Introduction to Islam  3
RELS 230  Topics in Islam  3
RELS 250  Eastern and Western Philosophies of Religion  (Same as INST 250)  3

Russian
RUSS 115  Russian Culture Before the Revolution  3
RUSS 116  Russian Culture: The Soviet Period  3
RUSS 120  The Russian Short Story in Translation  d  3
RUSS 130  Masterpieces of Russian Literature in Translation  d  3
RUSS 150  Introduction to Russian Cinema  d  3
RUSS 244  Women in Russian Literature (Same as GWS 244)  d  3

Sociology
SOC 268  Introduction to Comparative Sociology  b  3

Spanish
SPAN 192  Latin American Women Writers in Translation  (Same as GWS 192 and LALS 192)  b  3
SPAN 210  Introduction to the Formal Analysis of Hispanic Texts  d  3
SPAN 225  Spanish and Latin American Culture through Literature and Film (Same as MOVI 225)  3
SPAN 226  Early Modern Spanish and Colonial Latin American Literature and Culture in Translation  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 U.S. Society
The United States is a country that is often characterized by its diversity, including diversity of cultures, religions, classes, racial and ethnic backgrounds, and gender practices. The aim of this category is to study these diversities, explore the principles and experiences that unite us in the face of them, and perhaps most importantly, to examine critically the social, cultural, and political tensions that arise between that which unites and that which divides us. The goal is thus to understand our society and our political and economic systems, whether to gain knowledge of the past events that have shaped current ones, to gain the means to evaluate critically current policy and to shape future ones, or to develop a deeper 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 students’ ability to do one or more of the following:

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>African Americans in Film, 1900 - Present: Images, Individuals and Ideas on Screen (Same as COMM 105 and MOV 105) d</td>
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Catholic Studies
CST 150  Catholicism in U.S. History (Same as RELS 150 and HIST 150)  3
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*a also approved for Analyzing the Natural World
*b also approved for Understanding the Individual and Society
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*d also approved for Understanding the Creative Arts
*e also approved for Exploring World Cultures
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