

Southern Illinois University Carbondale

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University Core Curriculum

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The University Core Curriculum is a carefully structured and deliberately sequenced program of study required of all *SIU Carbondale* undergraduate students. The program’s objectives are to develop students’ abilities to communicate orally and in writing, to think mathematically, and to analyze and conceptualize effectively. The Core is grounded in the traditional arts and sciences, and fosters a life of inquiry, creativity, and civic participation. As a matter of principle, the program limits curricular choice in favor of greater conceptual coherence.

Within the first 56 credit hours, every undergraduate must take 15 credit hours of Foundation Skills in English Composition, Foundations of Inquiry, Communication Studies, and Mathematics. Most undergraduates must also take a Foundations of Inquiry course. To introduce students to the universe of human knowledge, which underlies all undergraduate majors, the Core requires 23 credit hours of Disciplinary Studies in Fine Arts, Human Health, Humanities, Science, and Social Science. Finally, to emphasize the interconnectedness of our lives, culturally and intellectually, students are required to take three credit hours of Integrative Studies in Multicultural/Diversity courses.

The University Core Curriculum is administered by a faculty director, assisted by two University-wide committees, to oversee the implementation of curricular policy as set by the Provost and the Faculty Senate. To provide quality control, all Core courses are reviewed and student learning in them assessed at least once every five semesters by the Core Curriculum Executive Council. The Core is also subject to program review on a regular schedule established by the Illinois Board of Higher Education and the Higher Learning Commission of North Central Accreditation Association.

Further information about the University Core Curriculum is available from its director and the program’s webpage <http://corecurriculum.siu.edu>.

University Core Curriculum Goals

In 2005 the Association of American Colleges and Universities launched its LEAP campaign (Liberal Education and America’s Promise). Central to this campaign are a set of learning objectives that SIU has adopted as its Core Curriculum Goals. For more on the LEAP campaign visit, www.aacu.org/leap

1. Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

2. Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication

- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

3. Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

4. Integrative and Applied Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

University Core Curriculum Requirements

| | |
|--|-------|
| I. <i>Foundation Skills</i> | 13-15 |
| Foundations of Inquiry | 1-3 |
| Select either UCOL 100A, B, or C or one UCOL 101 course. Juniors and seniors may substitute UCOL 301. The “Foundations of Inquiry” Core Curriculum requirement applies only to on-campus undergraduates, first entering SIU in Summer 2012 or later, with fewer than 26 transferable hours earned after high school graduation (excluding AP, CLEP, IB and proficiency credits). For students entering SIU from Summer 2012 through Spring 2015, this is a 3-credit hour requirement. For students entering SIU beginning in Summer 2015, this is a 1-credit hour requirement. | |
| Some programs require all students (regardless of Transferable hours) to take a specific Foundations of Inquiry course. These courses range from 1 to 3 credit hours. Students should check with their academic advisor to determine whether the program they wish to enter requires a specific UCOL 101 course. | |
| Advanced University Core Curriculum Courses: BUS 302. | |
| Communication Studies 101 | 3 |
| English Composition | 6 |
| Both English 101 and 102 are to be completed with a grade of C or better. English 120H, if completed with a grade of C or better, will complete the composition requirement. Linguistics 101 and 102, also to be completed with a grade of C or better, will satisfy the composition requirement for ESL students. | |
| Mathematics | 3 |
| Select one course from the following: MATH 101, 110. Advanced University Core Curriculum courses: Any mathematics course designated by a number greater than 105 except for 107, 120, and 300I (including courses cross-listed with AUCC Math courses). | |

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| II. <i>Disciplinary Studies</i> | 23 | Social Science | 6 |
| Fine Arts | 3 | Select two courses in <i>different disciplines</i> from the following: Agribusiness Economics 300I, Agricultural Sciences 300I, Anthropology 104; Economics 113, 114, 302I; Finance 200; Forestry 125; Geography and Environmental Resources 100, 103, 300I; History 110, 112; Journalism 306I, 314I; Liberal Arts 300I; Mass Communication and Media Arts 200; Political Science 114, 314I, 332I, 372I; Psychology 102; Sociology 108, 306I; Zoology 312I. | |
| Select one course from the following: Architectural Studies 314I; Art and Design 100A,B, 101; Cinema and Photography 101, 101H, 354I; English 119, 119H, 206A, 307I; | | Advanced University Core Curriculum courses: Agribusiness Economics 204; Economics 240, 241; Education 314; History 301. | |
| Foreign Language 200A,B,C; History 201; Music 103; Radio, Television and Digital Media 362I, Theater 101. | | III. <i>Integrative Studies</i> | 3 |
| Advanced University Core Curriculum courses: Architectural Studies 231 and 232 or Interior Design 333 and 334; Music 357A,B; Theater 220. | | Students are strongly advised to complete their Disciplinary Studies courses before enrolling in the Integrative Studies courses. | |
| Human Health | 2 | Multicultural/Diversity: Improving Human Relations | 3 |
| Select one course from the following: Biology 202; Health Education 101; Human Nutrition and Dietetics 101; Kinesiology 101; Physiology 201; Rehabilitation 205. | | Select one course from the following: Art and Design 227, 267, 307I, 317I; Africana Studies 215, 227, 303I; Anthropology 202, 204, 298; Communication Studies 201, 301I; Criminology and Criminal Justice 203; Engineering 304I; English 205 and 212; Foreign Languages and Literatures 301I; French 200; History 202, 212; Kinesiology 210; Linguistics 201, 320I; Mass Communication and Media Arts 204; Music 203, 303I; Philosophy 210, 211, 308I; Political Science 215, 352I; Psychology 223, 233; Sociology 215, 223, 304I; Women, Gender and Sexuality Studies 200, 201, 223, 233, 301I, 307I, 320I. | |
| Advanced University Core Curriculum courses: Allied Health 241; Kinesiology 201; Physiology 310. | | Advanced University Core Curriculum courses: Africana Studies 325; Dental Hygiene 417; Education 311; Eng... lish 225, 325; History 300, 368; Women, Gender and Sexuality Studies 225. | |
| Humanities | 6 | <i>Total</i> | 41 |
| Select two courses from the following or select a sequence: Art and Design 207A,B,C; Cinema and Photography 358I; Classics 230, 270, 271, 315I; East Asian 102; English 121, 121H, 204; Geology 329I; German 101A,B; | | ¹ All majors in the College of Engineering may satisfy the science requirement by taking two physical science courses provided that they take BIOL 202, Human Genetics and Human Health. | |
| History 101A,B, 358I; Linguistics 200; Mathematics 300I; Philosophy 102, 103A,B, 104, 105, 303I, 307I, 309I. | | Students whose catalog year is prior to Summer 2012 are not required to take a Foundations of Inquiry course. These students are required to take a 3 credit hour Interdisciplinary course from the list below. Most of these courses also satisfy Core requirements in other areas, as indicated in the lists above. But no course can be used to satisfy more than one Core Curriculum requirement. | |
| Sequence I: Art and Design 207A,B,C (select two) | | Interdisciplinary | 3 |
| Sequence II: English 121, 204 | | Select one course from the following: Africana Studies 303I, Agriculture 300I, Architecture 314I, Art and Design 307I, 317I, Cinema and Photography 354I, 358I, Classics 315I, Communication Studies 301I, Economics 302I, English 307I, Engineering 301I, 303I, 304I, Foreign Language 301I, Geography and Environmental Resources 300I, 303I, 310I, Geology 327I, 328I, 329I, 330I, History 358I, Journalism 306I, 314I, Liberal Arts 300I, Linguistics 320I, Mathematics 300I, Music 303I, Philosophy 303I, 307I, 308I, 309I, Plant Biology 301I, 303I, Political Science 314I, 332I, 352I, 372I, Radio, Television and Digital Media 362I, Sociology 304I, 306I, | |
| Sequence III: German 101A,B | | | |
| Sequence IV: History 101A,B | | | |
| Sequence V: Philosophy 103A,B | | | |
| Advanced University Core Curriculum courses: Art and Design 358; Classics 304, History 207; Philosophy 304, 305A or B, 340; a third semester of a foreign language or a first semester or more advanced course in Latin or Classical Greek. | | | |
| Science | 6 | | |
| Select one course from each group. <i>Lecture courses in Geology must be taken with the appropriate lab course.</i> | | | |
| Group I Physical Science: Chemistry 106; Geogra..... phy 104, 303I, 310I; | | | |
| Geology 111 and 112, 121 and 124, 122 and 123, 128 and 129; Physics 101, 103. | | | |
| Advanced University Core Curriculum courses: Chemistry 140A, 200 and 201, 200H and 201; Geology 113, 220 and 223, 221 and 224, 222 and 223; Physics 203A and 253A, 203B and 253B, 205A and 255A, 205B and 255B, 305 and 355; Science 210A. | | | |
| Group II Life Science: Anthropology 240A; Plant | | | |
| Biology 115, 117, 301I; Zoology 115. | | | |
| Advanced University Core Curriculum courses: Biology 200A,B; Microbiology 201; Physiology 201 and 208 (if not used for Human Health); Plant Biology 200; Science 210B; Zoology 118, 220. | | | |

Women, Gender and Sexuality Studies 301I, 307I, 320I,
Zoology 312I.

Some programs and upper division academic units require specific Core Curriculum courses. A student may determine these requirements by referring to specific major requirements in Chapter 5.

Meeting University Core Curriculum Requirements

Core Curriculum requirements may be met by any of the following, subject to the rules and limitations listed:

1. Completion of Core Curriculum (or Advanced Core Curriculum) courses with a satisfactory grade. Each student must complete the Foundation courses (Composition, Foundations of Inquiry, Speech, Mathematics) or their approved Advanced Core courses prior to or upon completing 56 semester hours of coursework. The student, working with the academic advisor, shall have the responsibility of meeting this requirement.
2. Completion of an associate degree in a baccalaureate-oriented program (A.A. or A.S.) from an accredited Illinois public two-year institution; completion of an A.A. from an accredited Missouri public two-year institution; or completion of an A.A. or A.S. from a Kentucky Community and Technical College System institution. The student will: **(a)** be admitted to the University with junior standing if enrollment occurs after earning the associate degree and prior to coursework being attempted at another institution and, **(b)** be considered to have completed the University Core Curriculum requirements for general graduation purposes.
3. Other associate's degrees will be reviewed by Transfer Student Services. If the degree is determined to be baccalaureate-oriented and to have comparable content and credit hour criteria, the same benefits will be extended to those graduates.
4. Transfer students may satisfy the requirements of the University Core Curriculum by successful completion of the Illinois Transferable General Education Curriculum. Transfer students who have not completed all Core Curriculum requirements prior to enrolling at SIU can have their transcripts evaluated and comparable courses will be applied toward the University Core Curriculum or the IAI General Education Core Curriculum requirements on a course-by-course basis. A student must have a minimum of 30 semester hours of transfer credit prior to enrollment at SIU in order to be eligible to complete the IAI GECC in lieu of the SIU UCC requirement subsequent to admission to the University.

5. Students who have received a bachelor's degree from an accredited institution will also be considered to have their University Core Curriculum complete. Additional information concerning admission of transfer students and the evaluation of transfer credit can be found in the sections of this catalog pertaining to those specific programs. (See Chapter 2 for admission and *University Core Curriculum and Transfer Students* in this chapter for more information on transfer of courses.)

6. Proficiency credit by examination for Core Curriculum courses or Advanced Core courses. All Core Curriculum courses are eligible for proficiency credit, subject to specified restrictions. (See proficiency examinations in Chapter 2.) Students should contact the individual department for specific information. Completion of courses listed as Advanced Core courses are limited to 12 hours.

7. Proficiency credit via General Examinations of the College Level Examination Program (CLEP) or Advanced Placement (AP). Credit given through the High School AP or CLEP examinations will be nonresident, will not carry a grade, and will not be used in computing the student's grade point average. The credit will be validated after 12 hours of C grade or better in residence at Southern Illinois University Carbondale. A \$33 charge will be assessed for proficiency examinations taken at Testing Services.

8. No Core course or Advanced Core course may satisfy more than one requirement, nor may any Advanced Core course in combination with the Core course for which it substitutes be used to satisfy a Core requirement.

List of Advanced Core Courses. The following courses for the major have been approved for the University Core Curriculum requirement. In no case does an Advanced Core course satisfy more credit hours than the credit hours allowed in a comparable University Core Curriculum course. Under no circumstances can a Core course satisfy more than one Core requirement. Students should consult their academic advisors concerning any prerequisite for these courses.

A maximum of twelve semester hours of approved advanced coursework may be accepted for University Core Curriculum credit, with the exception of approved University Honors courses. A maximum of three semester hours of the University Honors Program may be accepted in each of the sub-areas of Fine Arts, Human Health, Diversity: Improving Human Relations, and Interdisciplinary; and a maximum of six semester hours of the University Honors Program may be accepted in each of the sub-areas of Humanities, Science and Social Science, subject to the advance determination by the director of the University Honors Program and the approval of the University Core Curriculum Executive Council.

| Core Curriculum | Advanced Core Curriculum Courses |
|-----------------|---|
| AD 207A | AD 358 |
| AD 207A | AD 368 |
| CHEM 106 | CHEM 140A or 200 and 201 or CHEM 200H and 201 |
| DH 298 | DH 417 |
| ECON 113/114 | ECON 240, 241 or ABE 204 |

| Core Curriculum | Advanced Core Curriculum Courses |
|-----------------|--|
| ENGL 205 | AFR 325, EDUC 311, ENGL 225, 325 or WGSS 225 |
| GEOL 111/112 | GEOL 220 and 223, 221 and 224, 222 and 223 ; GEOL 113 may be substituted for any of the lab sections. |
| HIST 101A,B | HIST 207 |
| HIST 110 | EDUC 314, HIST 301 |
| HIST 202 | HIST 300, HIST 368 |
| KIN 101 | KIN 201 |
| MATH 110 | Any Mathematics course designated by a number greater than 107 except for 114, 120, and 300I. |
| MUS 103 | MUS 357A or 357B |
| PHIL 102 | CLAS 304, PHIL 304 or 305 A or B |
| PHIL 104 | PHIL 340 |
| PHSL 201 | PHSL 310 or AH 241 |
| PHYS 101/103 | PHYS 203A and 253A; 203B and 253B; 205A and 255A; 205B and 255B; 305 and 355 |
| PLB 115 | BIOL 200A or B, MICR 201, PHSL 201 and 208 (if not used for Human Health), PLB 200, ZOO 118, 220 |
| THEA 101 | THEA 220 |
| ZOOL 115 | BIOL 200A or B, MICR 201, PLB 200, ZOO 118, 220 |
| Fine Arts | Architectural Studies 231 and 232 or Interior Design 333 and 334 |
| Humanities | A student may substitute up to a maximum of three credit hours with either a third semester of foreign language or a first semester or more advanced course in Latin or Classical Greek. |
| Science Group I | Science 210A |
| Science Group 2 | Science 210B or Physiology 201 and 208 (if not used for Human Health) |

University Core Curriculum Courses

The first entry for each course is a three digit numeral plus, in some cases, a single letter which together with the subject area, serves to identify the course. The number followed by the dash represents the semester credit hours. Next is the title, followed by a description of the course. If certain requirements must be satisfied before enrollment in a course, they are listed as prerequisites.

I. FOUNDATION COURSES

CMST 101-3 Introduction to Oral Communication: Speech, Self and Society. (University Core Curriculum) [IAI Course: C2 900] This course provides theory and practical application relevant to students' development of basic oral communication competencies appropriate to a variety of contexts as situated in a culturally diverse world. Course Fee for Digital Materials: \$72.

ENGL101-3 English Composition I. [IAI Course: C1 900] Rhetorical foundations for demands of academic and professional writing, including recognition and deployment of strategies and processes for effective written products in various contexts and for various purposes. Class discussion and readings focus on the function and scope of professional and personal literacy. Course material fee: \$62.

ENGL102-3 English Composition II. [IAI Course: C1 901R]

The second course in the two-course sequence of composition courses required of all students in the University. Using culturally diverse reading materials, the course focuses on the kinds of writing students will do in the University and in the world outside the University. The emphasis is on helping students understand the purpose of research, develop methods of research (using both primary and secondary sources), and report their findings in the appropriate form. Prerequisite: English 101 or equivalent with a minimum grade of C. To receive credit in the University Core Curriculum, a student must earn a C or better in English 102. Course material fee: \$62.

ENGL 120H-3 Honors Advanced Freshman Composition. (University Honors Program) [IAI Course: C1 901R] Fulfills Foundation Skills requirement for composition. Writing critical essays on important books in the following categories: autobiography; politics; fiction; eyewitness reporting; and an intellectual discipline. To receive credit in the University Core Curriculum, a student must earn a C or better. Prerequisite: ACT score of 29 or higher or CLEP test qualifying score of 57-60 or admission to the University Honors Program.

LING 101-3 English Composition I for ESL Students. [IAI Course: C1 900] The first course in the university's two-course required composition sequence designed for ESL students. This course helps ESL writers become more comfortable with and proficient in academic writing in English. To this end, Linguistics 101 teaches students processes and strategies for

planning, drafting, revising and editing their English writing for academic audiences. Course assignments focus on writing from primary and secondary sources. ESL equivalent to University Core Curriculum English 101.

LING 102-3 English Composition II for ESL Students.

[IAI Course: C1 901R] The second course in the university's two-course required composition sequence designed for ESL students. This course helps ESL writers become more comfortable with and proficient in research writing for academic audiences. Linguistics 102 focuses on writing from secondary sources, teaching students processes and strategies for planning, drafting, revising and editing papers that incorporate published material. All aspects of the research process are addressed, from locating and evaluating relevant sources to incorporating and documenting these sources in papers written for various purposes. Students must earn a grade of C or better in LING 101 or ENGL 101 before beginning LING 102. For credit in the University Core Curriculum, students must earn a "C" or better in 102. Equivalent to University Core Curriculum ENGL 102. Prerequisite: LING 101 or ENGL 101.

MATH 101-3 Introduction to Contemporary Mathematics.

[IAI Course: M1 904] Elementary mathematical principles as they relate to a variety of applications in contemporary society. Exponential growth, probability, geometric ideas and other topics. This course does not count towards the major in mathematics. Prerequisite: MATH 107 with a grade of C or better or high school Geometry and Algebra 2 with a grade of C or better, and satisfactory placement score. \$93 fee will cover student access to mylabsplus. Platform is used for assessment and online access to learning aids and e-textbook.

MATH 110-3 Non-Technical Calculus. The elements of differentiation and integration. The emphasis is on the concepts and the power of the calculus rather than on technique. It is intended to provide an introduction to calculus for non-technical students. Does not count towards the major in mathematics. No credit hours may be applied to fulfillment of any degree requirements if there is prior credit in Mathematics 140, 141 or 150. Prerequisite: 3 years of college preparatory mathematics including algebra I, algebra II and geometry with C or better. Students must present satisfactory placement scores or obtain the permission of the Department of Mathematics.

UCOL 100-1 to 3 Transfer Student College Planning. The course is designed to help first-year transfer students make a successful transition to college life. Students will be guided through the transfer process. Topics of discussion include the value of pursuing higher education, developing a career goal; identifying academic majors, admissions and academic requirements, university comparison, and options in financial aid. The content of the course is pertinent to any student who is planning to transfer to a four-year institution to complete a Bachelor's degree and satisfies transfer orientation requirements.

UCOL 100A-1 Foundations of Inquiry for Dual Admission Program Students: Part one of three.

This online course supports transfer students who plan to attend SIU Carbondale and are participating in the SIU Dual Admission Program. Upon completion of this course, students will have started to prepare their transfer plans, built community among other prospective transfer students, and learned to cope with pressures affecting college students. Students will acquire these capabilities as they

are introduced to potential academic and career tracks associated with the disciplines offered at SIU. Students will take from one to three credit hours each semester beginning as early as their second semester at a community college. Completing parts A, B, and C satisfies the University Core Curriculum, Foundations of Inquiry requirement at SIU. Course material fee: \$49.

UCOL 100B-1 Foundations of Inquiry for Dual Admission Program Students: Part two of three.

This online course supports transfer students who plan to attend SIU Carbondale and are participating in the SIU Dual Admission Program. Upon completion of this course, students will have started to prepare their transfer plans, built community among other prospective transfer students, and learned to cope with pressures affecting college students. Students will acquire these capabilities as they are introduced to potential academic and career tracks associated with the disciplines offered at SIU. Students will take from one to three credit hours per semester beginning as early as their second semester at a community college. Completing parts A, B, and C satisfies the University Core Curriculum, Foundations of Inquiry requirement at SIU.

UCOL 100C-1 Foundations of Inquiry for Dual Admission Program Students: Part three of three.

This online course supports transfer students who plan to attend SIU Carbondale and are participating in the SIU Dual Admission Program. Upon completion of this course, students will have started to prepare their transfer plans, built community among other prospective transfer students, and learned to cope with pressures affecting college students. Students will acquire these capabilities as they are introduced to potential academic and career tracks associated with the disciplines offered at SIU. Students will take from one to three credit hours each semester beginning as early as their second semester at a community college. Completing parts A, B, and C satisfies the University Core Curriculum, Foundations of Inquiry requirement at SIU.

UCOL 101A-1 to 3 Foundations of Inquiry: Academic Success Seminar.

This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry through intentional delivery of the Academic Success Seminar student-centered materials and supplementary services. Sections will be limited to approximately 25 students each. [This course is a replacement for UNIV 100.] \$46 fee will cover access to Pearson's MyStudentSuccessLabPlus and a bundled etext that students can use as part of SIU's tablet initiative that begins Fall 2013.

UCOL 101B-1 to 3 Foundations of Inquiry for Business.

The First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines of the College of Business at SIUC. \$49 fee will cover access to Pearson's MyStudentSuccessLabPlus and a bundled etext that students can use as part of SIU's tablet

initiative that begins Fall 2013.

UCOL 101C-1 to 3 Foundations of Inquiry: School of Art and Design. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines offered in the School of Art and Design at SIUC. Sections will be limited to approximately 25 students each. [Note: This is the replacement for SFY 101C.]

UCOL 101D-1 to 3 Foundations of Inquiry: Foreign Languages. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interest, assumptions, methodologies, and potential academic and career tracks associated with the study of a foreign language. In UCOL 101D: Foreign Language, you will study theories of second language acquisition, and how they can inform your learning across the curriculum, and you will discuss and debate the interaction between language and culture.

UCOL 101E-1 to 3 Foundations of Inquiry: Introduction to Engineering. (Same as ECE 101 and ENGR 101) Introduction to the engineering profession and the engineering programs in the College of Engineering. Lectures and hands-on laboratory projects aimed at stimulating interest in engineering and at guiding students in choosing an engineering curriculum. Seminars presented by distinguished speakers on engineering careers, ethics, and employment trends. No prerequisites.

UCOL 101F-1 to 3 Foundations of Inquiry: Women's Seminar. The first-year women's seminar course creates a collective environment where female students can discuss and examine their experiences, achievements, and positions in higher education and society. The primary goal is to build a community of first-year women leaders and provide a space to examine their academic experiences. The course supports the transition of first-year female students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. \$49 fee will cover access to Pearson's MyStudentSuccessLabPlus and a bundled etext that students can use as part of SIU's tablet initiative that begins Fall 2013.

UCOL 101G-1 to 3 Foundations of Inquiry: Campus Sustainability: SIU Environmental Activities. The First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines of a particular college at SIUC. Students will learn about, experience, and participate in sustainability activities on campus and in the southern Illinois region. Sections limited to approximately 20 students.

UCOL 101H-1 to 3 Foundations of Inquiry: Education and Human Services. This course provides a survey of various fields of study in the College of Education and Human Services. The course is oriented for students in their first year of university life, and supports the transition to a research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors that are required for academic and personal success. Students will develop these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career pathways found among the disciplines in this College. \$49 fee will cover access to Pearson's MyStudentSuccessLabPlus and a bundled etext that students can use as part of SIU's tablet initiative that begins Fall 2013.

UCOL 101I-1 to 3 Foundations of Inquiry: Introduction to Agriculture, Food and Forestry. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines of the College of Agricultural Sciences at SIUC. Sections will be limited to approximately 25 students each.

UCOL 101J-1 to 3 Foundations of Inquiry: Careers in Music. The First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with music. Students will explore what it means to be a music major, what careers they might pursue, activities, required skills, rewards, and expectations associated with majors in music, and how to navigate programs involving more than one school or college. Course material fee: \$49.

UCOL 101K-1 to 3 Foundations of Inquiry: Introduction to History. This first-year seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks-associated with history. This is a recommended course for potential history majors (in the College of Liberal Arts and the College of Education and Human Services), but is open to any interested students. Students will acquire an understanding of the basic analytical, writing, and research skills specific to the historical profession and general to the social sciences and the humanities. Course material fee: \$49.

UCOL 101L-1 to 3 Foundations of Inquiry in the Liberal Arts. Course provides a survey of various fields of study that comprise the liberal arts. The course is oriented for students in their first year of university life, and supports the transition to a research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors

that are required for academic and personal success. Students will develop these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career pathways found among the social sciences, arts, and humanities.

UCOL 101M-1 to 3 Foundations of Inquiry: Introduction to Mass Communication and Media Arts. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines offered in the College of Mass Communication and Media Arts.

UCOL 101N-1 to 3 Foundations of Inquiry: Non-Traditional and Military. The First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines at SIU. This class focuses on concerns of Non-traditional and Military (Active, Guard, Reserve, Veterans) students, but it is open to any interested students.

UCOL 101O-1 to 3 Foundations of Inquiry in Anthropology. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks found among the social sciences, arts, and humanities. The specific content of this section of UCOL 101 adds an anthropological perspective to the topics discussed. [Modifies SFY 101D].

UCOL 101P-1 to 3 Foundations of Inquiry: Careers in Psychology. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with psychology. This is a required course for psychology majors but is open to any interested student.

UCOL 101R-1 to 3 Foundations of Inquiry: Communication Studies. This student success course supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. As students acquire these capabilities they will be introduced to the foundations of inquiry—those interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines of a particular college at SIU. Specific to Communication Studies, this course will provide

a rich foundation for developing essential personal, academic, and professional communication skills. These skills will be explored in relation to everyday interactions, education, networking and mentoring relationships, the workplace, social media, cultural awareness, and civic engagement. \$49 fee will cover access to Pearson's MyStudentSuccessLabPlus and a bundled etext that students can use as part of SIU's tablet initiative that begins Fall 2013.

UCOL 101S-1 to 3 Foundations of Inquiry: Introduction to Scientific Research. This seminar-style course is designed to promote an understanding of the value and expectations of higher education and to explore the resources available to science majors. Students will learn study skills, time management, and explore strategies for success in classes. The nature and process of scientific investigation will be presented by SIUC and regional scientists who solved local and global problems and contribute to the science knowledge-base. Students will be exposed to the excitement of inquiry-based discovery and will explore the methods by which practicing scientists guide their work. Classroom activities will enhance communication skills and assist students in networking and integrating into the scientific community at SIUC.

UCOL 101T-1 to 3 Foundations of Inquiry in Aviation Technologies. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with a major in Aviation Technologies.

UCOL 101U-1 to 3 Foundations of Inquiry for Pre-Majors. This First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines offered at SIUC. Sections will be limited to approximately 25 students each. [Modification of UNIV 101]. \$49 fee will cover access to Pearson's MyStudentSuccessLabPlus and a bundled etext that students can use as part of SIU's tablet initiative that begins Fall 2013.

UCOL 101V-1 to 3 Foundations of Inquiry: Political Science. This course provides a survey of various fields of study that comprise the liberal arts. The course is oriented for students in their first year of university life, and supports the transition to a research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors that are required for academic and personal success. Students will develop these capabilities as they are introduced to the foundations of inquiry—the interests, assumptions, methodologies, and potential academic and career pathways found among the social sciences, arts, and humanities. Seminars presented by distinguished speakers on careers and topics of particular interest to Political Science majors. Open to students in any major.

UCOL 101W-1 to 3 Foundations of Inquiry: Gender and

Sexuality in Higher Education. The First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with the interdisciplinary subject of gender and sexuality studies. Course material fee: \$49.

UCOL 101X-1 to 3 Foundations of Inquiry: Introduction to Information Assurance and Cybersecurity. The First-Year Seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines at SIU. Students will be exposed to concepts and terminology relating to computer security. Additional topics will include methods for identifying and avoiding common online security threats. Course material fee: \$49.

UCOL 101Y-1 to 3 Foundations of Inquiry: Black Men's Initiative. This first-year seminar supports the transition of first-year students as they enter our research university. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. Students will acquire these capabilities as they are introduced to the foundations of inquiry-the interests, assumptions, methodologies, and potential academic and career tracks associated with the disciplines offered at SIU. The particular focus of this course is on the black male experience. Through studying African American role models, students will investigate the triumphs, struggles, and complexities of the black male experience. Students will also learn how media and cultural representations affect expectations of academic success for black males. Enrollment in this course is open to all students. \$49 fee will cover access to Pearson's MyStudentSuccessLabPlus and a bundled etext that students can use as part of SIU's tablet initiative that begins Fall 2013.

UCOL 101Z-1 to 3 Foundations of Inquiry: Aviation Management and Flight. The First-Year Seminar supports the transition of first-year students as they enter our research university. Students will demonstrate the knowledge, skills and behaviors critical for academic and personal success; acquiring these capabilities as they are introduced to the foundations of inquiry. Successful completion of UCOL 101Z will fulfill the University Core Curriculum requirements for Area 1-Inquiry for Aviation Management and Flight students.

II. DISCIPLINARY STUDIES

Fine Arts

AD 100A-3 Foundation Studio A. A fundamental class with emphasis on contemporary and traditional two-dimensional processes, concepts and materials. Students will also experiment with digital and time-based work. Projects are designed to introduce and fuse content, skill and composition. Emphasis will be placed on solving visual problems and thinking critically and

creatively. Incidental expenses will be incurred. Studio fee: \$30.

AD 100B-3 Foundation Studio B. A fundamental class with emphasis on contemporary and traditional three-dimensional processes, concepts and materials. Projects are designed to introduce and fuse content, skill and the principles of design and composition. Emphasis will be placed on solving visual problems and thinking critically, analytically and creatively. Incidental expenses will be incurred. Studio fee: \$30.

AD 101-3 Introduction to Visual Culture. [IAI Course: F2 900] This course aims to equip students with a critical awareness of contemporary visual culture - from art to advertising, from the built environment to cyberspace. Students will be encouraged to interrogate all varieties of visual forms and to consider the different viewing contexts, historical antecedents and cultural differences that condition their experience of the visual world. Weekly section meetings with a graduate assistant will provide an opportunity to discuss concepts presented in lectures and readings and to carry out assignments in the form of written reports and creative art and design projects. A field trip is required (a small fee will be required of those unable to provide their own transportation).

ARC 314I-3 Expressions in Architecture. A study of the interconnected nature of the arts, history, environmental psychology, and architecture using the built environment as the foundation for the study. Students will learn to critically examine the built environment by learning how architecture expresses human cultures, social structures, economic and political status, and spiritual beliefs.

CP 101-3 Film History and Analysis. An introduction to world history of cinema from its origins to the present, featuring important and influential films of various types and genres from many countries. Basic formal and technical aspects of the medium and means of analysis are also introduced. Students purchase texts. It is also the required foundation course for the Cinema Specialization in the Cinema and Photography major. Screening fee: \$30.

CP 354I-3 Mass Media Culture and American Studies. A study of the relationship between American Studies and American audio-visual culture. Sample topics include: the development of the 20th century American city with emphasis on the importance of mass media to that process; the American landscape in cinema; the American West. Students will learn the methods of American and cinema studies, and write papers and deliver oral presentations about those methods. No prerequisites. Screening fee: \$30.

ENGL 119-3 Introduction to Creative Writing. This course offers an introduction to the art and craft of writing poetry and short fiction. Requirements will include writing exercises, reading and analyzing published poetry and fiction, conferences, and the creation of a portfolio of original poetry and fiction. There may be examinations, journal writing, and/or compilation of an anthology of published or original works.

ENGL 206A-3 Literature Among the Arts: The Visual. A theoretical and historical examination of American graphic novellas, comic books and "comix" from their origins in the 1930s to the present, emphasizing the opportunities that a new and developing medium makes available for redefining narration, for social critique, and for examining the historical.

ENGL 307I-3 Film as Literary Art. [IAI Course: F2 908]

This course proposes to examine the influential role literature has on the cinematic tradition both in the past and present. It intends to emphasize the artistic and visual debt cinema owes to literature by concentrating on major achievements and analyzing them accordingly.

FL 200A-3 Masterpieces of World Literature-France and Francophone Countries. Readings and discussions of Western literature taken from the Middle Ages to modern times. All readings and lectures in English.

FL 200B-3 Masterpieces of World Literature-Germany, Switzerland, Austria. Readings and discussions of Western literature taken from the Middle Ages to modern times. All readings and lectures in English.

FL 200C-3 Masterpieces of World Literature-Spain. Readings and discussions of Western literature taken from the Middle Ages to modern times. All readings and lectures in English.

HIST 201-3 Art, Music and Ideas in the Western World. [IAI Course: HF 902] The historical evolution of the visual arts, architecture and music in the context of society and literature, from ancient Greece to the present. It emphasizes the fundamental historical relationship of the different genres of human expression in Western culture.

MUS 103-3 Music Understanding. [IAI Course: F1 900] Through lectures, in-class individual and group activities, readings, and discussions, students will learn to place musical works in their historical and cultural contexts by understanding the development of western art music. Students will also learn the listening skills necessary to perceive various fundamental aspects of any work of music. Course material fee: \$73.

RTD 362I-3 Sound Art and Practice. This course will provide students with a philosophical understanding of the concepts and practices used in sound art and practice today and historically; and, in a variety of careers and in society in general. This course will introduce students to audio technology and terminology as well as expose them to the many applications of sound, as art and function, in society, regardless of their desire to pursue sound as a career. Lab fee: \$55.

THEA 101-3 Theater Insight. [IAI Course: F1 907] Through lectures, discussions, projects, text readings and written critiques, students examine how plays are written and produced and how these plays reflect the people and cultures that produce them. Theater Insight Fee: \$13.

Human Health

BIOL 202-2 Human Genetics and Human Health. Acquaints the student with the role played by genetic information in human development and disease. Discussion topics will include genetics and human diversity, the interaction of genetic information and the environment, the concept of genetic disease, the mechanisms and ethics of gene therapy, and the possibilities of manipulating the genetic material.

HED 101-2 Foundations of Human Health. This course is designed to examine contemporary health-related issues for all dimensions of the individual - physical, mental, social, emotional and spiritual - through focus on health promotion and disease prevention. Emphasis is placed on maintaining or improving quality of life by developing personal and social skills (decision-making, communication, stress management,

goal setting) across health education content areas, as well as identifying and accessing appropriate health-related resources.

HND 101-2 Personal Nutrition. This course integrates nutrition and promotion of health through prevention of disease and will answer questions found daily in the media regarding nutrition. Topics emphasized are functions of basic nutrients, impact of culture, gender, ethnicity, social environments and lifestyle on nutrition and health.

KIN 101-2 Current Concepts of Physical Fitness. To foster a thorough understanding of scientific principles of physical fitness and to enhance the ability to utilize physical exercise toward achievement of healthful living. Lab fee: \$3.

PHSL 201-3 Human Physiology. [IAI Course: L1 904] A course which relates the normal function of the human body to the disruptions which occur in a variety of disease states. Three lecture hours per week. Not open to students who have taken 310. With 208 (if not used for health) satisfies University Core Curriculum Science Group II requirement.

REHB 205-3 Disability and Chronic Disorders. This course focuses upon the common characteristics of physical, sensory, developmental, medical, and psychiatric disabilities. The course will discuss the definition and classification of each particular type of disability. Emphasized will be the diagnostic criteria and the biological, cognitive, behavioral, and social aspects of each particular disorder as they occur over the lifespan.

Humanities

AD 207A-3 Introduction to Art History I. [IAI Course: F2 901] Studies the origins and nature of art in a variety of ancient civilizations from around the world, such as Ancient Egypt, Greece, China and the Americas. Sculptures, painting, architecture, metalwork, ceramics, textiles and other art works are studied in their social and historical contexts, with consideration of issues of style, subject matter, meaning, technique and aesthetics.

AD 207B-3 Introduction to Art History II. Studies art from Ancient Rome to the Early Renaissance in Europe, Africa and Asia. Sculptures, paintings, architecture, metalwork, ceramics, textiles and other art works are studied in their social and historical contexts, with consideration of issues of style, subject matter, meaning, technique and aesthetics.

AD 207C-3 Introduction to Art History III. (University Core Curriculum course) This class studies art from the Renaissance to the present from around the world. Sculptures, painting, architecture, metalwork, ceramics, textiles and other art works are studied in their social and historical contexts, with consideration of issues of style, subject matter, meaning, technique and aesthetics.

CLAS 230-3 Classical Mythology. [IAI Course: H9 901] An inquiry into the nature of myth and its relevance today while studying selected myths principally of the Greeks and Romans.

CLAS 270-3 Greek Civilization. An introduction to the life and culture of ancient Greece. Greek contributions to western civilization in literature, art, history, and philosophy. No knowledge of Greek or Latin is required.

CLAS 271-3 Roman Civilization. An introduction to the life and culture of ancient Rome. Rome's function in assimilating, transforming, and passing on the Greek literary and intellectual achievement. Rome's own contributions in the political, social, and

cultural spheres. No knowledge of Greek or Latin is required.

CLAS 315I-3 to 9 Classical Themes and Contemporary Life: Seminar Series. [IAI Course: H9 900] Specific aspects of Classical Civilization are compared with aspects of our own society. In alternate years, the course will treat different themes, e.g., Drama's birthplace: Classical Athens; Roman heroes and Anti-Heroes, or Athletics, Sports and Games in the Ancient World. When offered in Europe, the course will focus on how these values are reflected in architecture, art, the military and the arena from ancient times through the Renaissance and beyond.

CP 358I-3 Introduction to Peace Studies. (Same as HIST 358I) Introduces students to Peace Studies as an interdisciplinary field, focusing on the history, theory, and practice of alternatives to violence. Considers the structural and systemic reasons for violence and war; the history of peace movements; the role of media in escalating violence and providing solutions. Lecture-discussion format with presentations by speakers from a variety of disciplines. No prerequisites.

EA 102-3 East Asian Civilization. [IAI course: H2 903N] An introduction to East Asian cultural traditions, literature, philosophy, history, art and social organization of China and Japan. Formerly FL 102. Credit will not be granted for both FL 102 and EA 102.

ENGL 121-3 The Western Literary Tradition. [IAI Course: H3 900] The course offers a critical introduction to some of the most influential and representative work in the Western literary tradition. Emphasis is on the interconnections between literature and the philosophical and social thought that has helped to shape Western culture.

ENGL 204-3 Literary Perspectives of the Modern World. [IAI Course: H3 900] This course introduces the literature of the twentieth century using representative works from the beginning through the close of the century. Course material may be drawn from fiction, verse, and drama, as well as including examples from supporting media (film, performance). Course may be taken as a sequence to English 121, "The Western Literary Tradition", but 121 is not a prerequisite for this course. Prerequisite: ENGL 102 or its equivalent.

GEOL 329I-3 Geomythology. Natural disasters have been the source of countless myths and legends throughout human history. This course will examine ways in which regional geology influenced ancient civilizations, and explore the possibility that some of their myths and legends preserve a record of actual geologic events. This class will include lectures, discussions, media sources and readings. An introductory geology course is recommended but not necessary. Prerequisite: GEOL 111, 220, 221 or 222 recommended.

GER 101A-3 German Language and Culture I. This course offers an introduction to the language and culture of the German-speaking peoples. It combines an overview of German political, economic, social and aesthetic developments with the acquisition of elementary-level written and spoken German. No previous knowledge of German required. Must be taken in A,B sequence. Lab fee: \$2 per credit hour.

GER 101B-3 German Language and Culture II. This course offers an introduction to the language and culture of the German-speaking peoples. It combines an overview of German political, economic, social and aesthetic developments with the

acquisition of elementary-level written and spoken German. Must be taken in A,B sequence. Prerequisite: GER 101A with a passing grade, or equivalent. Lab fee: \$2 per credit hour.

HIST 101A-3 The History of World Civilization I-To Industrialization. A survey of various civilizations in the world from prehistory to the present with particular attention to non-western cultures.

HIST 101B-3 The History of World Civilization II-Since the Age of Encounter. A survey of various civilizations in the world from prehistory to the present with particular attention to non-western cultures.

HIST 358I-3 Introduction to Peace Studies. (Same as CP 358I) Introduces students to Peace Studies as an interdisciplinary field, focusing on the history, theory, and practice of alternatives to violence. Considers the structural and systemic reasons for violence and war; the history of peace movements; the role of media in escalating violence and providing solutions. Lecture-discussion format with presentations by speakers from a variety of disciplines. No prerequisites.

LING 200-3 Language, Society and the Mind. What distinguishes humans from other animals? This course addresses how language is a uniquely human phenomenon by exploring issues in language and society and psychological aspects of language use. Topics include language in conversation, differences between speakers of different ages/genders/regions/social groups, first and second language acquisition, bilingualism, language meaning and change, and the relationship between language and culture.

MATH 300I-3 History of Mathematics. This course examines how diverse cultures and history from the ancient past to the present have shaped the development of mathematical thought and how developing mathematical ideas have influenced history and society. Particular attention will be given to the evolution of the concepts of number and space; the emergence and applications of calculus, probability theory, non-Euclidean geometries and technology; and to the changes in the concept of mathematical rigor. Does not count towards the mathematics requirements of the mathematics major. Open to all students. Prerequisite: MATH 150.

PHIL 102-3 Introduction to Philosophy. [IAI Course: H4 900] Introduction to fundamental philosophical issues across a broad spectrum. Problems in metaphysics, epistemology and ethics will be among the areas explored. Emphasis throughout is upon developing in the student an appreciation of the nature of philosophical questioning, analyzing and evaluating arguments and reflecting on the nature of human existence.

PHIL 103A-3 World Humanities. [IAI Course: HF 904N] This course will explore the rise, development and interaction of the major world civilizations as embodied in ideas and their expressions in religion, philosophy, literature and art. The great traditions of Near Eastern, European, Central Asian, Indian, Chinese and Japanese cultures will be examined. (A) The first semester will cover the early civilization of the Near East, the classical world of Greece and Rome, early China and India.

PHIL 103B-3 World Humanities. [IAI Course: H9 900] This course will explore the rise, development and interaction of the major world civilizations as embodied in ideas and their expressions in religion, philosophy, literature and art. The

great traditions of Near Eastern, European, Central Asian, Indian, Chinese and Japanese cultures will be examined. (B) The second semester will look at the integrative civilizations of Buddhism, Medieval Christianity and Islam, and Modern Europe.

PHIL 104-3 Ethics. [IAI Course: H4 904] Introduction to contemporary and perennial problems of personal and social morality, and to methods proposed for their resolution by great thinkers past and present.

PHIL 105-3 Elementary Logic. [IAI Course: H4 906] Study of the traditional and modern methods for evaluating arguments. Applications of logical analysis to practical, scientific and legal reasoning, and to the use of computers.

PHIL 303I-3 Philosophy and the Arts. [IAI Course: H9 900] An interdisciplinary examination of (1) literary and other artistic works which raise philosophic issues and (2) philosophic writings on the relationship between philosophy and literature. Possible topics include: source of and contemporary challenges to the traditional Western idea that literature cannot be or contribute to philosophy; the role of emotion, imagination and aesthetic value in philosophic reasoning; the role of literature in moral philosophy; and philosophic issues of interpretation.

PHIL 307I-3 Philosophy of Science, Nature and Technology. Interdisciplinary study of major humanistic critiques of technology, science and nature; analysis of topics such as ecology, the information revolution, aesthetics and ethics in various branches of science and technology, relation of science to technology.

PHIL 309I-3 Philosophy of Peace, Law, and Justice. An interdisciplinary exploration of classical and modern theories of peace, law, and justice with special attention to their implications for important contemporary political issues.

Science

ANTH 240A-3 Human Biology: An Introduction to Biological Anthropology. An introduction to humans as a biological species. Applies scientific method to exploring data on humans and our closest relatives, to better understand our place in the web of life as a biological organism. Includes genetics (particularly human genetics), evolutionary theory, primate behavior and evolution, human fossil record, and similarities and differences in modern humans, including blood groups, skin color, and disease susceptibility. Course material fee: \$103.

CHEM 106-3 Chemistry and Society. [IAI Course: P1 903L] Exploration of the many implications that chemistry has upon modern society. Topics include air and water quality, global warming, acid rain, fossil, solar and nuclear fuels, nutrition and drugs. Three lectures per week except that every other week a three-hour lab is substituted for one of the lectures that week. Lab fee: \$48.

GEOG 104-3 Weather, Climate, and Society. A scientific introduction to the physical processes responsible for weather and climate and the application of fundamental scientific skills to address aspects of weather and climate that are of particular importance to society at large. Lab fee: \$20.

GEOG 303I-3 Physical Geography. [IAI Course: P1 909L] This course explores how biogeography, geomorphology and climatology interact in shaping the Earth's environments. Case

studies from North, Central, and South America illustrate how the physical environment plays a dynamic role in human lives. On-campus field trips, labs, and student projects stress application of core concepts. Lab Fee: \$20.

GEOG 310I-3 Introduction to Geographic Information Systems. An interdisciplinary course that provides students the skills and knowledge to use geospatial technologies such as geographic information systems (GIS), global positioning systems (GPS), and remote sensing. Applications drawn from diverse fields: environmental science, ecology, social sciences and others. Course includes lectures, discussions, interactive and hands-on computer exercises and projects. Lab fee: \$20.

GEOL 111-2 Geology and the Environment. [IAI Course: P1 908] Examines human interaction with geologic processes and hazards, including earthquakes, volcanoes, landslides and flooding; occurrences and availability of geologic resources, such as energy, water and minerals; and human impacts on the environment including global warming, waste disposal, and pollution. Two lectures per week. Must be taken concurrently with or upon completion of Geology 112 or 113. If Geology 111 is dropped the laboratory course must also be dropped.

GEOL 112-1 Geology and the Environment Laboratory Learning. [IAI course: P1 908L] Laboratory to accompany Geology 111. Hands-on and inquiry-based learning in topics such as earth materials, topographic maps, stream dynamics, floods, coastal processes, landslides, groundwater, earthquakes, volcanoes, and human impacts on the environment. One laboratory session per week. Must be taken concurrently with or upon completion of Geology 111. Lab fee: \$10.

GEOL 121-2 The History of the Earth. Geological processes shape the surface of our planet over millions of years. These forces provide the ever changing conditions for life. Fossils are "footprints" in time which recorded those changes, giving us the opportunity to unravel Earth's past. This class will study the story of Earth's geological and evolutionary past events. Two lectures per week. Must be taken concurrently with or upon completion of GEOL 124 or GEOL 113. If GEOL 124 or GEOL 113 is dropped then GEOL 121 must be dropped.

GEOL 122-2 Natural Hazards and Catastrophes. The Earth is shaped by dynamic geological forces such as earthquakes, volcanoes, and floods. While these phenomena construct the landscapes around us, they can be extremely destructive when in contact with human civilization and/or infrastructure. This class examines the natural forces capable of catastrophic impact on society providing a greater understanding of the sometimes violent geologic processes that shape the planet along with their human impact. Two lectures per week. Must be taken concurrently with or upon completion of GEOL 123 or GEOL 113. If GEOL 123 or GEOL 113 is dropped then GEOL 122 must be dropped.

GEOL 123-1 Natural Hazards and Catastrophes Laboratory. Laboratory to accompany GEOL 122. This lab examines natural processes associated with hazard and catastrophe in human history and modern society, such as earthquakes, volcanoes, landslides, and floods. Labs provide a greater understanding of the processes and driving forces shaping the planet along with their human impact while fostering skills of scientific inquiry. One laboratory session per week. Must be taken concurrently with or upon completion of

GEOL 122. If GEOL 123 is dropped then GEOL 122 must be dropped. \$10 Lab Fee.

GEOL 124-1 History of the Earth Laboratory. Laboratory to accompany GEOL 121. Inquiry based laboratory sessions teaching the concepts of deep time, plate tectonics, evolution and the fossil record, biostratigraphy, rise and fall of the dinosaurs, evolution of mammals and humans. One laboratory session per week. Must be taken concurrently with or upon completion of GEOL 121. If GEOL 124 is dropped then GEOL 121 must be dropped. \$10 Field Trip Fee.

GEOL 129-1 DinoLab. A physical science lab that provides hands-on and inquiry based learning in geologic concepts necessary to fully understand dinosaur paleontology and paleobiology. Must be taken concurrently with or upon completion of GEOL 128, The Dinosaurian World. If GEOL 128 is dropped then GEOL 129 must be dropped. \$10 Lab Fee.

PHYS 101-3 Physics that Changed the World. [IAI course: P1 901L] This course will survey some of the most important developments in physics which have occurred over the past two millennia. Along the way, students will be introduced to fundamental physical principles such as energy conservation. Topics will include early astronomy, laws of motion, electricity, magnetism, waves, quantum mechanics and relatively. Lab fee: \$20.

PHYS 103-3 Astronomy. Fundamental concepts of the physical sciences are used in the exploration of the observable universe. Studies include the history and techniques of astronomy, planets, stars, black holes, galaxies and cosmology. Lectures are supplemented by outdoor astronomical observations and/or indoor laboratory exercises. Lab fee: \$20.

PLB 115-3 General Biology. (Same as ZOO 115) [IAI Course: L1 900L] Introduction to fundamental biological concepts for non-life science majors interested in learning about interrelationships of human, plant and animal communities. Integrated lecture and laboratory cover topics that include structure and function of living systems, reproduction and inheritance, evolution, biological diversity and environmental biology. Laboratory applies scientific methods to the study of living systems. Lab fee: \$15.

PLB 117-3 Plants and Society. [IAI Course: L1 901L] A multidisciplinary approach to understanding the relationships between plants and humans: basic botanical principles (cell structure, morphology, anatomy, physiology, genetics, systematics, diversity and ecology); historical and modern uses of plant (fibers, building materials, crops, beverages, medicines); crops, poisonous plants, and biotechnology. Observational and experimental labs reinforce lecture topics. Lab fee: \$15.

PLB 301I-3 Environmental Issues. Fundamental biological and ecological processes important in the individual, population and community life of organisms integrating with the philosophical and ethical relationships of the contemporary, domestically diverse human society are examined. Emphasis is placed on a pragmatic understanding of environmental issues. Lab fee: \$15.

ZOO 115-3 General Biology. (Same as PLB 115) [IAI Course: L1 900L] Introduction to fundamental biological concepts for non-life science majors interested in learning about interrelationships of human, plant and animal communities. Integrated lecture and laboratory cover topics that include

structure and function of living systems, reproduction and inheritance, evolution, biological diversity and environmental biology. Laboratory applies scientific methods to the study of living systems. Laboratory/field trip fee: \$15.

Social Science

AGRI 300I-3 Social Perspectives on Environmental Issues. (Same as ABE/LAC 300I) Case studies (e.g., rural village in developing nation; small town in the U.S.; city in developing nation) are used to learn how different societies and groups deal with their specific environmental issues, and how culture and economic factors affect their perspectives and actions.

ANTH 104-3 The Human Experience-Anthropology. [IAI Course: S1 900N] This course explores different human life ways around the world, past and present. It investigates the question of what is universal to all humans and the myriad ways they differ, through studying modern people, the re-mains of past cultures through archaeology, and human origins and physical variation.

ECON 113-3 Economics of Contemporary Social Issues. The purpose of this course is to examine a number of major social issues from an economics perspective. Thus the student will be taught some basic economic concepts (tool kit) which will then be used to analyze a variety of social problems. The emphasis will be on policy. Once the causes of social problems have been analyzed, then specific policies effective in solving or dealing with the social problem will be discussed. Only one of the courses, Economics 113 or Economics 114, can count among those economics courses required for an economics major or minor.

ECON 114-3 Introduction to Economics: Class Simulations. Basic economic problems are analyzed with market simulations through the use of in-class experiments, in which the students act as the buyers and sellers. Topics usually include the effects of market-based taxes, illegal drug markets, minimum wage, pollution, monopoly, textbook pricing, measuring productivity and international trade. Only one of the courses, Economics 113 or Economics 114, can count among those economics courses required for an economics major or minor.

ECON 302I-3 History and Philosophy of the World's Economic Systems. An investigation into how economic systems coexist with, and determine, or are determined by, the political and social structures in internationally diverse countries. Utilizing both economic concepts and an institutional approach the evolution of systems in nations such as Russia, Japan, the United States, China and others will be explored.

FIN 200-3 Personal Finance. An introduction to the problems of personal financial asset management, including income and expense budgeting. Emphasis also placed on consumer credit, insurance, investments, home ownership, and taxation. Will not count toward a major in finance.

FOR 125-2 Forestry and Natural Resource Conservation Introduction to the field of forestry and natural resource conservation. Special emphasis will be placed on the key fields of study including ecosystem science, wildlife habitat relationships, forest recreation, and urban forestry. The following course related performance goals would be expected from you at the conclusion of the course: 1. Describe the forest regions of the world, 2. Describe the key concepts wildlife habitat relationships, 3. Describe the primary types of ecosystem

services in natural areas, 4. Describe the factors that affect participation in forest recreation, 5. Understand commonly used natural resource data, 6. Describe commonly used forest practices, 7. Describe the key concepts urban forests, and 8. Describe common careers in the forest management profession

GEOG 100-3 Environmental Conservation. Human activity has changed every place on planet Earth. This course explores how and where these changes take place, and practical ways people can interact with the environment in a more sustainable manner. Themes to be explored include: biodiversity, global climate change, human population growth, and sustainability of food, soil, and water resources. Through lectures, discussions, and field trips students will investigate and map patterns integral to understanding environmental conservation issues. Lab fee: \$20.

GEOG 103-3 World Geography. [IAI Course: S4 900N] Examination of the world's major geographic patterns, the diversity of environments, cultures and economic activities, differences between developing and developed nations, interdependence of nations and regions through communication and trade and in-depth assessment of representative environmental issues.

GEOG 300I-3 Geography, People and the Environment. The goal of this course is to understand complex contemporary environmental problems using case studies. The problems we will study are "wicked"; they are difficult to formulate exactly, and they have no simple technological solutions. The class aims at teaching how to use a variety of perspectives to understand complex problems, and how to analyze coupled human and natural systems across time and space. We will study four case studies such as deforestation, but you will acquire the methodological knowledge to assess other wicked problems. We will emphasize 1) a science-based systems approach; 2) the role of geography as a linchpin discipline that spans the social and physical sciences; 3) the importance of interdisciplinary perspectives; 4) issues of collaboration, institution building, and policy development.

HIST 110-3 Twentieth Century America. The history of the United States since 1900. Surveys cultural, social, economic and political development, with special emphasis on domestic pluralism and changing international roles.

HIST 112-3 The Twentieth Century World. The history of Europe, Asia, Africa and Latin America since 1900. Emphasis on political conflict, economic development, social change and cultural transformation in an increasingly integrated world.

JRNL 306I-3 International Media Systems. An overview of the mass media systems of the world; comparison of theoretical models and actual practice. Explores differing conceptual models of the mass media and their underlying philosophies; actual operations of different press systems with specific economic, political and cultural structures including historical development and current status.

JRNL 314I-3 American Politics and the Mass Media. (Same as POLS 314I) The role of the mass media in American politics. Emphasis will be on the way in which the news media covers political actors and institutions, the effects of media on political behavior, and the expanding role of the internet in politics.

LAC 300I-3 Social Perspectives on Environmental Issues. (Same as AGR/ABE 300I) Case studies (e.g., rural village in developing nation; small town in the U.S.; city in developing

nation) are used to learn how different societies and groups deal with their specific environmental issues, and how culture and economic factors affect their perspectives and actions.

MCMA 200-3 Media and Information Literacy. The course will introduce students to the many roles media have in everyday lives, and their influence on individuals and societies. It will provide skills to critically analyze various contents offered by media (e.g., news, advertising, video games, facebook pages)-in all its forms: television, radio, print, internet, and mobile media; and an understanding of the institutions that produce these media and their economic and political interests. In this course we will ask ourselves: what does an educated person need to know about media today in order to take full advantage of everything they are offering us, and yet guard against potential negative influences?

POLS 114-3 Introduction to American Politics. [IAI Course: S5 900] The development and current state of the American political system.

POLS 314I-3 American Politics and the Mass Media. (Same as JRNL 314I) The role of the mass media in American politics. Emphasis will be on the way in which the news media covers political actors and institutions, the effects of media on political behavior, and the expanding role of the internet in politics.

POLS 332I-3 Introduction to Civil Liberties and Civil Rights. This course deals with civil liberties and civil rights in the United States and how the United States Supreme Court has interpreted and applied these rights over time. Specifically, our focus will be on the First Amendment, the Right to Privacy, Discrimination, and Voting Rights. We will also address how social, economic, and political forces have shaped the evolution and nature of these protections.

POLS 372I-3 Politics of the Global Economy. Examines the interaction of politics and economics and of states and markets at the international level. Special attention to inequalities of wealth and power and to the politics of international trade, finance, investment, production, energy, transportation, information, technology and development.

PSYC 102-3 Introduction to Psychology. [IAI Course: S6 900] An examination of the variables related to the origins and modifications of human behavior using the viewpoints and techniques of contemporary psychology. Purchase of syllabus from local vendor required.

SOC 108-3 Introduction to Sociology. [IAI Course: S7 900] An introduction to the sociological perspective on human behavior, the structure and processes involved in social relationships, social stratification and inequality, social institutions, and social change. A survey of major areas of interest in sociology. Required of majors and minors in Sociology.

SOC 306I-3 Popular Culture in Society. Examines the social organization of popular culture, treating popular culture objects as products that are created, manufactured, distributed and consumed. The focus is on the people, activities, organizations and institutions that are involved in popular culture.

ZOOL312I-3 Conservation of Natural Resources. [IAI Course: L1 905] This course adopts an interdisciplinary approach to the study of conservation of natural resources. It integrates environmental science and environmental economics. By examining the costs and benefits of resource consumption, we will attempt to determine the socially optimal level of resource

utilization. We will look at ways in which governments attempt to achieve socially optimal resource use, and the effects of these government policies on the environment. Topics considered in the course include: solid waste, energy consumption, air pollution, agriculture and global environment change. Credit may not be used toward a major in zoology.

III. INTEGRATIVE STUDIES

Multicultural: Diversity in the United States

AD 227-3 History of African American Art. (Same as AFR 227) [IAI Course: F2 906D] A history of African American visual arts, with a brief examination of the arts of various nations of Africa and how they affected art in America. Craft arts, architecture, painting and sculpture will be considered from the slave trade era to the Civil War era; the Harlem Renaissance and other 20th Century movements to the present day.

AD 267-3 Picturing Difference: Native, African and European Americans in American Art. This course examines paintings, sculpture, photographs and films representing Native, European, and African Americans. All have represented themselves and been represented by others, in works of visual art from the 18th century to the present. These will be examined within their own historical periods, within the history of art and within the historical development of multicultural American identities.

AD 307I-3 Women in Visual Arts: Social and Educational Contexts. (Same as WGSS 307I) This interdisciplinary course examines women's lives as artists, visual representations of women, and issues of gender distinction in the history of Western art from the medieval period to the present. From perspectives that include social history and cultural anthropology as well as both traditional and feminist art history, the course considers the ways in which the experiences of women and opportunities available to them have historically differed from those of men. The course examines how such differences have affected the emphases, subject matter, and traditions of women's art as well as the ways in which women have been represented.

AD 317I-3 Contemporary Native American Art: Anthropological Perspective. This interdisciplinary course considers contemporary Native American art and the social forces that have shaped it. Native American artistic traditions and the centrality of art to Native American life and culture will be addressed with an emphasis on 20th-century artists who have shaped the contemporary Native American art movement.

AFR 215-3 Black American Experience in a Pluralistic Society. A study and understanding of the evolution of issues of pluralism in contemporary African American society. This course provides an interdisciplinary analysis of ideological and practical problems of racism, integration, class, equity, social institutions as they relate to the Black American experience.

AFR 227-3 History of African American Art. (Same as AD 227) A history of African American visual arts, with a brief examination of the arts of various nations of Africa and how they affected art in America. Craft arts, architecture, painting and sculpture will be considered from the slave trade era to the Civil War era; the Harlem Renaissance and other 20th Century movements to the present day.

AFR 303I-3 Women, Blues & Literature. (Same as MUS 303I) Explores traditional aesthetic processes of the blues as a mode of self expression. Examines the images/voices projected by vaudeville blues women (1920s/30s), along with various manifestations/extensions-instrumental and vocal, musical and literary-from fiction and poetry to jazz, R&B, and rap. In depth analysis of blues music and literature.

ANTH 202-3 America's Diverse Cultures. The United States is a multicultural society in which differences of race, ethnicity, gender, class, region, and religion deeply shape individuals' life chances. This course studies America's diversity of family organization, livelihood and life chances, understanding of illness and health care, religious beliefs and practices, and other topics. It provides tools to understand different cultural codes and forms of power, and to understand key issues that students will face as individuals and citizens in a multicultural world.

ANTH 204-3 Latino Cultures in America. The central concern of this course is the cultural aspect of the Latino experience in the United States. It focuses on the contemporary population, the political and economic issues that affect Latinos in this society, and the characteristics that Latinos share and yet that make Latinos the most diverse population in the United States. These characteristics include family, religion, socio-economic status, gender ideology, generational relations, and more. The course pivots around the construction of Latino identity: What helps shape it? How do Latinos perceive themselves? How do others perceive (us) them?

ANTH 298-1 Multicultural Applied Experience. An applied experience, service-oriented credit in American diversity involving a group different from the student's own. Difference can be manifested by age, gender, ethnicity, nationality, political affiliation, race, or class. Students can sign up for the one-credit experience in the same semester they fulfill the multicultural requirement for the University Core Curriculum or coordinate the credit with a particular core course on American diversity, although neither is required. Students should consult the department for course specifications regarding grading, work requirements and supervision.

CCJ 203-3 Crime, Justice and Social Diversity. Examination of how social heterogeneity and inequality influence the processes involved in the definition and regulation of behavior through law, particularly the criminal law. Factors such as race, ethnicity, gender and class are related to definitions of crime and justice, and to the likelihood of being the victim of crime. The differential influence of the operations and outcomes of the criminal justice system on diverse groups in U.S. society is emphasized.

CMST 201-3 Performing Culture. A critical examination of human communication - from everyday conversation to cultural formation - as performance. Lecture and discussion format with consideration of primary texts drawn from conversational transcripts, multicultural literature and popular culture.

CMST 301I-3 Communication Across Cultures. This course provides an introduction to communication between/among people from different cultures, focusing on the application of intercultural communication theory and research. Class assignments and exercises examine everyday encounters with individuals from different races, ethnicity, religions, gender,

ages, sexual orientations and physical abilities. Credit cannot be earned in both CMST 301I and CMST 341.

ENGL 205-3 Cultural Diversity in American Literature. [IAI Course: H3 910D] This course explores the cultural diversity within American Literature. By studying the historical, philosophical, political and narrative contexts attributed to each culture, we will understand a particular culture's interpretation of what it means to be an American and, in turn, appreciate our racial and multicultural diversity. Topics include the initial encounters between Native Americans and European colonists; slavery; immigration; African Americans, Eastern and Western European Americans, Hispanic Americans, Asian Americans and others who represent the American experience as reflected in literature, both in fiction and non-fiction.

ENGL 212-3 Introduction to American Studies. (Same as HIST 212) Offers interdisciplinary approach to the study of America and American selfhood, and thus to the central question, "What is an American?". Texts range from novels and films to museums and shopping malls. Issues range from multiculturalism to abstract notions such as citizenship and authenticity. Fulfills central requirement for American Studies Minor.

ENGR 304I-3 Social History of American Technology. Survey of some key technological transformations and their related social developments in the United States from colonial times to the present with emphasis on unequal effects on cultural groups defined by race, gender, and ethnicity.

FL 301I-3 Cross-Cultural Orientation. Students are introduced to a wide variety of interaction patterns in cross-cultural social and professional settings. Through readings, interactive classroom activities, and out-of-class contact with the international community at Southern Illinois University Carbondale they acquire conceptual tools, which allow them to discover appropriate behavior patterns in diverse cultural settings.

FR 200-3 Women in French and Francophone Literatures. (Same as WGSS 200) This course offers a study of the representation of women in 20th century French and Francophone literatures. The class will study female characters as they are represented in novels, short stories and essays of contemporary French and Francophone writers, and will analyze the development of women as characters from a psychological, sociological, and literary point of view. All readings and lectures are in English.

HIST 202-3 America's Religious Diversity. [IAI Course: H5 905] An introduction to the basic concepts and histories of the world's religions and their place in American society. The purpose is to increase our understanding of cultural and religious diversity and how the various religious traditions inform our world views.

HIST 212-3 Introduction to American Studies. (Same as ENGL 212) Offers interdisciplinary approach to the study of America and American selfhood, and thus to the central question, "What is an American?". Texts range from novels and films to museums and shopping malls. Issues range from multiculturalism to abstract notions such as citizenship and authenticity. Fulfills central requirement for American Studies Minor.

KIN 210-3 Diversity in American Sport. Explores how historical and contemporary forces have shaped opportunities and experiences of various cultural groupings in American sport. The course focuses on diversity issues related to race, ethnicity, gender, social class, sexuality and physical ability/disability. Class utilizes a variety of interactive classroom activities to explore multicultural dynamics in sport and society.

LING 201-3 Language Diversity in the USA. An examination of different varieties of English and the growing presence of other languages in the United States. Local, regional and national perspectives are used to review current patterns of language diversity and to explore the impact of language issues on policies and practices in education, the legal system and the work place.

LING 320I-3 Language, Gender and Power. (Same as WGSS 320I) This course looks at language practices and men and women from different cultures in terms of how speech reflects and shapes their social identities. Perspectives from the field of communication studies, linguistics, anthropology, psychology, and sociology will be used.

MCMA 204-3 Alternative Media in a Diverse Society. The freedoms guaranteed in the First Amendment have resulted in a multitude of alternatives to the establishment media. These alternative media give voice to a range of communities ignored or suppressed by the dominant culture. Publications, alternative art spaces, film, radio and television messages and the groups and individuals who create them are examined.

MUS 203-3 Diversity and Popular Music in American Culture. [IAI Major Course: F1 905D] A study of the development of American popular music, particularly in relation to the different cultural groups which spawned it.

MUS 303I-3 Women, Blues and Literature. (Same as AFR 303I) Explores traditional aesthetic processes of the blues as a mode of self expression. Examines the images/voices projected by vaudeville blues women (1920s/30s), along with various manifestations/extensions - instrumental and vocal, musical and literary - from fiction and poetry to jazz, R&B, and rap. In-depth analysis of blues music and literature.

PHIL 210-3 The American Mind. [IAI Course: HF 906D] This course will survey the diverse traditions, ideas and ideals that have shaped American culture in the past and today. Major works from Native American, African American, feminist, Puritan, Quaker and American Zen Buddhist writers may be used as well as those from such intellectual movements as the Enlightenment, Transcendentalism and Pragmatism.

PHIL 211-3 Philosophy and Diversity: Gender, Race and Class. This course is a philosophical introduction to diverse perspectives within modern American culture. It will address through reading and discussion important contemporary moral and social issues from the perspective of nontraditional orientations including African American, Native American and American feminism. The resources of philosophy and other related disciplines such as psychology, sociology and literature will be used to develop a culturally enriched perspective on important contemporary issues.

PHIL 308I-3 Asian Religions: A Philosophical Approach. [IAI Course: H4 903N] This course examines three major areas of Asian religious traditions from a philosophical perspective: South Asia, East Asia, and Buddhist traditions. Since it is not

possible to be all inclusive, concentration will be on those with continuing significant spiritual, philosophical, social, political, aesthetic and literary influence. More specifically, it is an introduction to some of the major Asian religious traditions, such as Hinduism, Buddhism, Confucianism, Taoism, and Zen Buddhism, approached through philosophical reflection. Emphasis is on classical traditions, since this provides a solid foundation upon which students are then able to pursue further independent readings in more recent developments. Furthermore, this emphasis permits an extended exploration of the interaction among contemporary economic, sociological and religious developments and classical traditions.

POLS 215-3 Politics of Diversity in the United States. This course analyzes identity politics in the United States. Students will study American ethnic, racial, religious, cultural and gender relations and the policies available for their improvement. Topics include affirmative action, immigration policy, multiculturalism, assimilation, feminist politics, and church-state relations.

POLS 352I-3 Ethnicity, Nationalism and Culture. This course examines the causes, consequences and management of ethnic conflict and nationalism. Theoretical analysis will be combined with empirical case studies of ethnic and cultural competition, conflict and cooperation both within and between countries. Contributions from various scholarly disciplines will be incorporated into the examination of these issues. Additionally, moral dilemmas in the sphere of ethnicity and nationalism will be discussed.

PSYC 223-3 Diversity in the Workplace. Examination of factors affecting the full utilization of women, racioethnic minorities, older workers, disabled workers and workers with nontraditional sexual orientations in the workplace. Individual processes, such as group identities, stereotyping, prejudice; group processes such as intergroup conflict; and organizational processes such as structural barriers and informal integration will be studied. The class utilizes a lecture and small discussion-section format with in-class, team, and individual exercises and projects.

PSYC 233-3 Psychology of Gender in Diverse Context. (Same as WGSS 233) The course examines how gender affects all aspects of our lives at the individual, societal and cultural levels. It will cover psychological theories and topics related to gender, and will examine issues of diversity, such as race/ethnicity, class, sexuality, disability and age as they interact with gender.

SOC 215-3 Race and Ethnic Relations in the United States. [IAI Course: S7 903D] Current theory, research and events in race-ethnic relations in the United States, including the intersection of class, gender and sexuality. Topics include the European colonization of North America, dynamics of immigration, identity formation among ethno-racial groups and political economy of racism.

SOC 223-3 Women and Men in Contemporary Society. (Same as WGSS 223) [IAI Course: S7 904D] Examines theories of women's and men's roles in society. Surveys contemporary gender inequalities in the U.S. and developing countries. Special attention given to employment, race, sexual assault, feminist movements, alternative family/lifestyles and childrearing.

SOC 304I-3 Global Perspectives on the Family. People

around the world experience family life under different circumstances and from different perspectives. This course will focus on these differences and how societies have evolved to meet the needs of family units within their different social settings. Other key topics that affect families around the world will be discussed: global economy and families, gender inequality, familial violence, and environment concerns.

WGSS 200-3 Women in French and Francophone Literatures. (Same as FR 200) This course offers a study of the representation of women in 20th century French and Francophone literatures. The class will study female characters as they are represented in novels, short stories and essays of contemporary French and Francophone writers, and will analyze the development of women as characters from a psychological, sociological, and literary point of view. All readings and lectures are in English.

WGSS 201-3 Multicultural Perspectives on Women, Gender and Sexuality. This interdisciplinary and multicultural survey course covers important issues of women, gender and sexuality studies in the United States. Topics include language, media, education, family, labor, politics, literature and the arts. Within each topic, issues of race, class, ability, and other intersecting aspects of identity are also addressed.

WGSS 223-3 Women and Men in Contemporary Society. [IAI Course: S7 904D] (Same as SOC 223) Examines theories of women and men's roles in society. Surveys contemporary gender inequalities in the U.S. and developing countries. Special attention given to employment, race, sexual assault, feminist movements, alternative family/lifestyles and childrearing.

WGSS 233-3 Psychology of Gender in Diverse Context. (Same as PSYC 233) The course examines how gender affects all aspects of our lives at the individual, societal and cultural levels. It will cover psychological theories and topics related to gender, and will examine issues of diversity, such as race/ethnicity, class, sexuality, disability and age as they interact with gender.

WGSS 301I-3 Women in Science, Engineering and Technology. This course will explore the historical contributions of women and challenges they faced as they entered educational programs and careers in various fields of engineering, science and technology. The course will also consider the current status of women in these fields.

WGSS 307I-3 Women in the Visual Arts: Social and Educational Contexts. (Same as AD 307I) This interdisciplinary course examines women's lives as artists, visual representations of women, and issues of gender distinction in the history of Western art from the medieval period to the present. From perspectives that include social history and cultural anthropology as well as both traditional and feminist art history, the course considers the ways in which the experiences of women and opportunities available to them have historically differed from those of men. The course examines how such differences have affected the emphases, subject matter, and traditions of women's art as well as the ways in which women have been represented.

WGSS 320I-3 Language, Gender and Power. (Same as LING 320I) This course looks at language practices and men and women from different cultures in terms of how speech reflects and shapes their social identities. Perspectives from

the fields of communication studies, linguistics, anthropology, psychology, and sociology will be used.

Interdisciplinary

AD 307I-3 Women in Visual Arts: Social and Educational Contexts. (Same as WGSS 307I) This interdisciplinary course examines women's lives as artists, visual representations of women, and issues of gender distinction in the history of Western art from the medieval period to the present. From perspectives that include social history and cultural anthropology as well as both traditional and feminist art history, the course considers the ways in which the experiences of women and opportunities available to them have historically differed from those of men. The course examines how such differences have affected the emphases, subject matter, and traditions of women's art as well as the ways in which women have been represented.

AD 317I-3 Contemporary Native American Art: Anthropological Perspective. This interdisciplinary course considers contemporary Native American art and the social forces that have shaped it. Native American artistic traditions and the centrality of art to Native American life and culture will be addressed with an emphasis on 20th-century artists who have shaped the contemporary Native American art movement.

AFR 303I-3 Women, Blues & Literature. (Same as MUS 303I) Explores traditional aesthetic processes of the blues as a mode of self expression. Examines the images/voices projected by vaudeville blues women (1920s/30s), along with various manifestations/extensions-instrumental and vocal, musical and literary-from fiction and poetry to jazz, R&B, and rap. In depth analysis of blues music and literature.

AGRI 300I-3 Social Perspectives on Environmental Issues. (Same as ABE/LAC 300I) Case studies (e.g., rural village in developing nation; small town in the U.S.; city in developing nation) are used to learn how different societies and groups deal with their specific environmental issues, and how culture and economic factors affect their perspectives and actions.

ARC 314I-3 Expressions in Architecture. A study of the interconnected nature of the arts, history, environmental psychology, and architecture using the built environment as the foundation for the study. Students will learn to critically examine the built environment by learning how architecture expresses human cultures, social structures, economic and political status, and spiritual beliefs.

CLAS 315I-3 to 9 Classical Themes and Contemporary Life: Seminar Series. [IAI Course: H9 900] Specific aspects of Classical Civilization are compared with aspects of our own society. In alternate years, the course will treat different themes, e.g., Drama's birthplace: Classical Athens; Roman heroes and Anti-Heroes, or Athletics, Sports and Games in the Ancient World. When offered in Europe, the course will focus on how these values are reflected in architecture, art, the military and the arena from ancient times through the Renaissance and beyond.

CMST 301I-3 Communication Across Cultures. This course provides an introduction to communication between/among people from different cultures, focusing on the application of intercultural communication theory and research. Class assignments and exercises examine everyday encounters with

individuals from different races, ethnicity, religions, gender, ages, sexual orientations and physical abilities. Credit cannot be earned in both CMST 301I and CMST 341.

CP 354I-3 Mass Media Culture and American Studies. A study of the relationship between American Studies and American audio-visual culture. Sample topics include: the development of the 20th century American city with emphasis on the importance of mass media to that process; the American landscape in cinema; the American West. Students will learn the methods of American and cinema studies, and write papers and deliver oral presentations about those methods. No prerequisites. Screening fee: \$30.

CP 358I-3 Introduction to Peace Studies. (Same as HIST 358I) Introduces students to Peace Studies as an interdisciplinary field, focusing on the history, theory, and practice of alternatives to violence. Considers the structural and systemic reasons for violence and war; the history of peace movements; the role of media in escalating violence and providing solutions. Lecture-discussion format with presentations by speakers from a variety of disciplines. No prerequisites.

ECON 302I-3 History and Philosophy of the World's Economic Systems. An investigation into how economic systems coexist with, and determine, or are determined by, the political and social structures in internationally diverse countries. Utilizing both economic concepts and an institutional approach the evolution of systems in nations such as Russia, Japan, the United States, China and others will be explored.

ENGL 307I-3 Film as Literary Art. [IAI Course: F2 908] This course proposes to examine the influential role literature has on the cinematic tradition both in the past and present. It intends to emphasize the artistic and visual debt cinema owes to literature by concentrating on major achievements and analyzing them accordingly.

ENGR 301I-3 Humans and Their Environment. (Students with a catalog year prior to Summer, 2012 only) [IAI Course: L1 905] An introduction to the study of the relationship between humans, resource consumption, pollution and the resulting environment. The effects of current human pollution and resource consumption on the environmental quality of the future. The interrelation of human population resource consumption and pollution. Methods of minimizing resource consumption and human pollution through both technological controls and changes in human behavior. Prerequisite: high school chemistry or equivalent.

ENGR 303I-3 The Role of Energy in Society. (Students with a catalog year prior to Summer, 2012 only) Lectures, discussions and class projects directed at understanding the role of energy, power and related concepts in society in the past, the present and the future. Review of current energy resources and use patterns, as well as projections for new energy conservation techniques and the development of alternative energy technology. An overview of worldwide energy needs, seeking to identify future limits on energy use attributable to environmental, economic, political and other technological and evolutionary constraints. Prerequisite: satisfactory completion of three hours of University Core Curriculum science requirements.

ENGR 304I-3 Social History of American Technology. Survey of some key technological transformations and their

related social developments in the United States from colonial times to the present with emphasis on unequal effects on cultural groups defined by race, gender, and ethnicity.

FL 301I-3 Cross-Cultural Orientation. Students are introduced to a wide variety of interaction patterns in cross-cultural social and professional settings. Through readings, interactive classroom activities, and out-of-class contact with the international community at Southern Illinois University Carbondale they acquire conceptual tools, which allow them to discover appropriate behavior patterns in diverse cultural settings.

GEOG 300I-3 Geography, People and the Environment. The goal of this course is to understand complex contemporary environmental problems using case studies. The problems we will study are “wicked”; they are difficult to formulate exactly, and they have no simple technological solutions. The class aims at teaching how to use a variety of perspectives to understand complex problems, and how to analyze coupled human and natural systems across time and space. We will study four case studies such as deforestation, but you will acquire the methodological knowledge to assess other wicked problems. We will emphasize 1) a science-based systems approach; 2) the role of geography as a linchpin discipline that spans the social and physical sciences; 3) the importance of interdisciplinary perspectives; 4) issues of collaboration, institution building, and policy development.

GEOG 303I-3 Physical Geography. [IAI Course: P1 909L] This course explores how biogeography, geomorphology and climatology interact in shaping the Earth’s environments. Case studies from North, Central, and South America illustrate how the physical environment plays a dynamic role in human lives. On-campus field trips, labs, and student projects stress application of core concepts. Lab Fee: \$20.

GEOL 310I-3 Introduction to Geographic Information Systems. An interdisciplinary course that provides students the skills and knowledge to use geospatial technologies such as geographic information systems (GIS), global positioning systems (GPS), and remote sensing. Applications drawn from diverse fields: environmental science, ecology, social sciences and others. Course includes lectures, discussions, interactive and hands-on computer exercises and projects. Lab fee: \$20.

GEOL327I-3 The World’s Oceans. (Students with a catalog year prior to Summer, 2012 only) The world’s ocean comprises up to 80% of the earth’s surface. It plays a significant role in global climate, contains mineral resources and harbors a wealth of plant and animal life. “The World’s Oceans”, through the scientific method, will provide a greater understanding of the processes and components of the oceans and their importance to our everyday life. The course will include lectures, discussion sessions, readings and exercises from the text, laboratory exercises and short field excursions.

GEOL 328I-3 Dinosaurs and the Age of Reptiles. (Students with a catalog year prior to Summer, 2012 only) What we know about dinosaurs - their fossils, morphologies, origin, types, relatives, relationships, lifestyles, distributions (in time, in space, in paleoenvironments,), biotic associates and extinction; and how we know it - interdisciplinary application of basic scientific concepts of geology, paleobiology, paleoecology and paleoenvironmental analysis.

GEOL 329I-3 Geomythology. Natural disasters have been the source of countless myths and legends throughout human history. This course will examine ways in which regional geology influenced ancient civilizations, and explore the possibility that some of their myths and legends preserve a record of actual geologic events. This class will include lectures, discussions, media sources and readings. An introductory geology course is recommended but not necessary. Prerequisite: GEOL 111, 220, 221 or 222 recommended.

GEOL 330I-3 The Planets. (Students with a catalog year prior to Summer 2012 only) The geology of the planets and moons of the solar system, their origin and history, the origin of the universe and the solar system and the search for other planetary systems and life in the universe. The geologic processes of vulcanism, tectonism, weathering and meteorite impact on the various planets will be examined and compared. A main focus of the course will be examining the methods for discovering information about the solar system involving the interdisciplinary application of pertinent basic scientific concepts of geology, geochemistry, geophysics, meteorology and cosmology.

HIST 358I-3 Introduction to Peace Studies. (Same as CP 358I) Introduces students to Peace Studies as an interdisciplinary field, focusing on the history, theory, and practice of alternatives to violence. Considers the structural and systemic reasons for violence and war; the history of peace movements; the role of media in escalating violence and providing solutions. Lecture-discussion format with presentations by speakers from a variety of disciplines. No prerequisites.

JRNL 306I-3 International Media Systems. An overview of the mass media systems of the world; comparison of theoretical models and actual practice. Explores differing conceptual models of the mass media and their underlying philosophies; actual operations of different press systems with specific economic, political and cultural structures including historical development and current status.

JRNL 314I-3 American Politics and the Mass Media. (Same as POLS 314I) The role of the mass media in American politics. Emphasis will be on the way in which the news media covers political actors and institutions, the effects of media on political behavior, and the expanding role of the internet in politics.

LAC 300I-3 Social Perspectives on Environmental Issues. (Same as AGR/ABE 300I) Case studies (e.g., rural village in developing nation; small town in the U.S.; city in developing nation) are used to learn how different societies and groups deal with their specific environmental issues, and how culture and economic factors affect their perspectives and actions.

LING 320I-3 Language, Gender and Power. (Same as WGSS 320I) This course looks at language practices and men and women from different cultures in terms of how speech reflects and shapes their social identities. Perspectives from the field of communication studies, linguistics, anthropology, psychology, and sociology will be used.

MATH 300I-3 History of Mathematics. This course examines how diverse cultures and history from the ancient past to the present have shaped the development of mathematical thought and how developing mathematical ideas have influenced history and society. Particular attention will be given to the evolution of the concepts of number and space; the emergence

and applications of calculus, probability theory, non-Euclidean geometries and technology; and to the changes in the concept of mathematical rigor. Does not count towards the mathematics requirements of the mathematics major. Open to all students. Prerequisite: MATH 150.

MUS 303I-3 Women, Blues and Literature. (Same as AFR 303I) Explores traditional aesthetic processes of the blues as a mode of self expression. Examines the images/voices projected by vaudeville blues women (1920s/30s), along with various manifestations/extensions - instrumental and vocal, musical and literary - from fiction and poetry to jazz, R&B, and rap. In-depth analysis of blues music and literature.

PHIL 303I-3 Philosophy and the Arts. [IAI Course: H9 900] An interdisciplinary examination of (1) literary and other artistic works which raise philosophic issues and (2) philosophic writings on the relationship between philosophy and literature. Possible topics include: source of and contemporary challenges to the traditional Western idea that literature cannot be or contribute to philosophy; the role of emotion, imagination and aesthetic value in philosophic reasoning; the role of literature in moral philosophy; and philosophic issues of interpretation.

PHIL 307I-3 Philosophy of Science, Nature and Technology. Interdisciplinary study of major humanistic critiques of technology, science and nature; analysis of topics such as ecology, the information revolution, aesthetics and ethics in various branches of science and technology, relation of science to technology.

PHIL 308I-3 Asian Religions: A Philosophical Approach. [IAI Course: H4 903N] This course examines three major areas of Asian religious traditions from a philosophical perspective: South Asia, East Asia, and Buddhist traditions. Since it is not possible to be all inclusive, concentration will be on those with continuing significant spiritual, philosophical, social, political, aesthetic and literary influence. More specifically, it is an introduction to some of the major Asian religious traditions, such as Hinduism, Buddhism, Confucianism, Taoism, and Zen Buddhism, approached through philosophical reflection. Emphasis is on classical traditions, since this provides a solid foundation upon which students are then able to pursue further independent readings in more recent developments. Furthermore, this emphasis permits an extended exploration of the interaction among contemporary economic, sociological and religious developments and classical traditions.

PHIL 309I-3 Philosophy of Peace, Law, and Justice. (University Core Curriculum) An interdisciplinary exploration of classical and modern theories of peace, law, and justice with special attention to their implications for important contemporary political issues.

PLB 301I-3 Environmental Issues. Fundamental biological and ecological processes important in the individual, population and community life of organisms integrating with the philosophical and ethical relationships of the contemporary, domestically diverse human society are examined. Emphasis is placed on a pragmatic understanding of environmental issues. Lab fee: \$15.

PLB 303I-3 Evolution and Society. (Students with a catalog year prior to Summer, 2012 only) An introduction to the basics of biological evolution and the effect of biological evolution on society. Historical and modern interpretations of biological

evolution on the human experience will be developed. This will include legal, political, religious, scientific, racist, sexist, philosophical and educational aspects. Topics will be covered via discussions, presentations, papers and debates. Prerequisite: strongly recommend completion of University Core Curriculum Science requirements. Lab fee: \$15.

POLS 314I-3 American Politics and the Mass Media. (Same as JRNL 314I) The role of the mass media in American politics. Emphasis will be on the way in which the news media covers political actors and institutions, the effects of media on political behavior, and the expanding role of the internet in politics.

POLS 332I-3 Introduction to Civil Liberties and Civil Rights. This course deals with civil liberties and civil rights in the United States and how the United States Supreme Court has interpreted and applied these rights over time. Specifically, our focus will be on the First Amendment, the Right to Privacy, Discrimination, and Voting Rights. We will also address how social, economic, and political forces have shaped the evolution and nature of these protections.

POLS 352I-3 Ethnicity, Nationalism and Culture. This course examines the causes, consequences and management of ethnic conflict and nationalism. Theoretical analysis will be combined with empirical case studies of ethnic and cultural competition, conflict and cooperation both within and between countries. Contributions from various scholarly disciplines will be incorporated into the examination of these issues. Additionally, moral dilemmas in the sphere of ethnicity and nationalism will be discussed.

POLS 372I-3 Politics of the Global Economy. Examines the interaction of politics and economics and of states and markets at the international level. Special attention to inequalities of wealth and power and to the politics of international trade, finance, investment, production, energy, transportation, information, technology and development.

RTD 362I-3 Sound Art and Practice. This course will provide students with a philosophical understanding of the concepts and practices used in sound art and practice today and historically; and, in a variety of careers and in society in general. This course will introduce students to audio technology and terminology as well as expose them to the many applications of sound, as art and function, in society, regardless of their desire to pursue sound as a career. Lab fee: \$55.

SOC 304I-3 Global Perspectives on the Family. People around the world experience family life under different circumstances and from different perspectives. This course will focus on these differences and how societies have evolved to meet the needs of family units within their different social settings. Other key topics that affect families around the world will be discussed: global economy and families, gender inequality, familial violence, and environment concerns.

SOC 306I-3 Popular Culture in Society. Examines the social organization of popular culture, treating popular culture objects as products that are created, manufactured, distributed and consumed. The focus is on the people, activities, organizations and institutions that are involved in popular culture.

WGSS 301I-3 Women in Science, Engineering and Technology. This course will explore the historical contributions of women and challenges they faced as they entered educational programs and careers in various fields

of engineering, science and technology. The course will also consider the current status of women in these fields.

WGSS 307I-3 Women in the Visual Arts: Social and Educational Contexts. (Same as AD 307I) This interdisciplinary course examines women's lives as artists, visual representations of women, and issues of gender distinction in the history of Western art from the medieval period to the present. From perspectives that include social history and cultural anthropology as well as both traditional and feminist art history, the course considers the ways in which the experiences of women and opportunities available to them have historically differed from those of men. The course examines how such differences have affected the emphases, subject matter, and traditions of women's art as well as the ways in which women have been represented.

WGSS 320I-3 Language, Gender and Power. (Same as LING 320I) This course looks at language practices and men and women from different cultures in terms of how speech reflects and shapes their social identities. Perspectives from the fields of communication studies, linguistics, anthropology, psychology, and sociology will be used.

ZOOL 312I-3 Conservation of Natural Resources. [IAI Course:L1 905] This course adopts an interdisciplinary approach to the study of conservation of natural resources. It integrates environmental science and environmental economics. By examining the costs and benefits of resource consumption, we will attempt to determine the socially optimal level of resource utilization. We will look at ways in which governments attempt to achieve socially optimal resource use, and the effects of these government policies on the environment. Topics considered in the course include: solid waste, energy consumption, air pollution, agriculture and global environment change. Credit may not be used toward a major in zoology.

Multicultural Applied Experience Option

The Multicultural Applied Experience option is intended to deepen student and faculty involvement in extra-academic service. With prior approval from the director of the University Core Curriculum and the participating academic units, students may take non-Core service learning courses to satisfy the diversity requirement in the University Core Curriculum. Students who elect this option may also wish to sign up for Saluki Volunteers. The Saluki Volunteers can evaluate the Multicultural Applied Experience and those hours may be counted toward the 30-hour minimum per year for participation in the Volunteers. In addition to having their Volunteer hours noted on their transcript, the student will receive an involvement transcript from the Volunteers documenting their activities. This can be added to the resume. For more information about Saluki Volunteers, contact Saluki Volunteers in Student Development.

Multicultural Applied Experience Courses

These courses offer credits applicable to the University Core Curriculum diversity requirement for service-oriented experiences involving a group different from the student who elects the credit. Things such as age, gender, ethnicity,

nationality, political affiliation, race or class can manifest difference. Students should consult individual departments for course specifications regarding grading, work requirements, and supervision.

ANTH 298-1 Multicultural Applied Experience. An applied experience, service-oriented credit in American diversity involving a group different from the student's own. Difference can be manifested by age, gender, ethnicity, nationality, political affiliation, race, or class. Students can sign up for the one-credit experience in the same semester they fulfill the multicultural requirement for the University Core Curriculum or coordinate the credit with a particular core course on American diversity, although neither is required. Students should consult the department for course specifications regarding grading, work requirements and supervision.

AVM 298-1 298-1 Multicultural Applied Experience. An applied experience, service-oriented credit in American diversity involving a group different from the student who elects the credit. Difference can be manifested by things such as age, gender, ethnicity, nationality, political affiliation, race, or class. The student can sign up for the one credit experience in the same semester he or she fulfills the multicultural requirement for the University Core Curriculum, or the credit can be coordinated with a particular Core Course on American diversity, although neither is a requirement. Students should consult the respective program for course specifications regarding grading, work requirements and supervision. Special approval needed from the site representative, faculty supervisor, and department chair.

DH 298-3 Multicultural Applied Experience. An applied experience, service-oriented course in American diversity involving a group different from the student who elects the course. Difference can be manifested by things such as age, gender, ethnicity, nationality, political affiliation, race, or class. Satisfies the multicultural requirement in the University Core Curriculum.

FL 298-3 Multicultural Applied Experience. An applied experience, service-oriented credit in American diversity involving a group different from the student's own. Difference can be manifested by age, gender, ethnicity, nationality, political affiliation, race or class. Students should consult the department for course specifications regarding grading, work requirements, and supervision. Grade Pass/Fail. Prerequisite: written approval from the instructor of record.

LING 298-1 Multicultural Applied Experience. An applied experience, service-oriented credit in American diversity involving a group different from the student's own. Difference can be manifested by age, gender, ethnicity, nationality, political affiliation, race or class. Students can sign up for the one-credit experience in the same semester they fulfill the multicultural requirement for the University Core Curriculum or coordinate the credit with a particular core course on American diversity, although neither is required. Students should consult the department for course specifications regarding grading, work requirements and supervision. Graded Pass/Fail.

SOC 298-1 Multicultural Applied Experience. An applied experience, service-oriented credit in American diversity involving a group different from the student's own. Difference

can be manifested by age, gender, ethnicity, nationality, political affiliation, race, or class. Students can sign up for the one-credit experience in the same semester they fulfill the multicultural requirement for the University Core Curriculum or coordinate the credit with a particular core course on American diversity, although neither is required. Students should consult the department for course specifications regarding grading, work requirements and supervision. Graded Pass/Fail only.

WGSS 298-3 Multicultural Applied Experience Option.

An applied experience, service-oriented credit in American diversity involving interaction with those exemplifying life experiences centering on women's issues, organizations, services, etc. Students should consult the Women, Gender and Sexuality Studies Program staff to discuss placement options and supervision. Special approval needed from the Women, Gender and Sexuality Studies Director. Not for graduate credit.

Capstone Option

The Capstone Option is for the student who has earned or will soon earn an Associate in Applied Science (AAS) degree or equivalent certification and whose SIU major is one that participates in the option. The Capstone Option advantage allows students to complete an abbreviated University Core Curriculum (UCC) requirement of 30 hours rather than 41 hours.

Key features of the Capstone Option are: (1) gives occupational students who have changed their educational and occupational goals an opportunity to pursue a four-year degree; (2) is an alternative option to obtaining the four-year degree typically involving no more than two additional years of college; (3) seeks to recognize similar objectives in both two-year occupational programs and four-year baccalaureate degree programs; and (4) seeks to recognize similar objectives in certain work experiences and in four-year baccalaureate degree programs.

The baccalaureate degrees in the following academic colleges participate in the Capstone Option at Southern Illinois University Carbondale:

College of Agricultural Sciences

Agribusiness Economics
Agricultural Systems and Education
Animal Science
Crop, Soil and Environmental Management
Horticulture
Hospitality and Tourism Administration

College of Applied Sciences and Arts

Automotive Technology
Aviation Management
Aviation Technologies
Dental Hygiene
Electronic Systems Technologies
Fire Service Management (off-campus only)
Health Care Management
Information Systems Technologies
Mortuary Science and Funeral Service
Radiologic Sciences
Technical Resource Management

College of Business

Accounting

Business and Administration
Business Economics
Finance
Management
Marketing

College of Education and Human Services

Early Childhood-Child and Family Services
Rehabilitation Services
Workforce Education and Development

College of Engineering

Engineering Technology
Industrial Technology

College of Liberal Arts

Paralegal Studies

Requirements for the Baccalaureate Degree through Capstone

A student completing the degree through the Capstone Option must complete the University's hour requirement, residence requirement, and average requirement for the bachelor's degrees. These requirements are explained in Chapter 2. The course requirements for the UCC under the Capstone Option are explained below.

University Core Curriculum Requirements for Capstone

| | |
|--|----|
| English Composition | 3 |
| English 101, 102, or 120H or equivalent with a grade of C or better. | |
| Communication Studies 101 | 3 |
| Mathematics | 3 |
| Mathematics course numbered 101 or above, with the exception of 107, 120 and 300I. | |
| Science | 6 |
| Select one physical and one biological science.* | |
| Social Science | 6 |
| Select two courses from different disciplines on approved list.* | |
| Humanities | 3 |
| Select one course from the approved list.* | |
| Fine Arts | 3 |
| Select one course from the approved list.* | |
| Multicultural | 3 |
| Select one course from the approved list.* | |
| <i>Minimum Total</i> | 30 |

*For explanation of groups or list of approved courses see University Core Curriculum requirements in Chapter 3.

In addition to the University Core Curriculum requirements, the student must complete the program requirements to be completed.

Eligibility for the Capstone Option Requires the Student to:

1. Have entered a bachelor's degree program at SIU which participates in the Capstone Option.
2. The student must not have earned more than 12 semester hours of major coursework toward the bachelor's degree program prior to approval for Capstone.
3. A student who changes their major will require

recertification for Capstone for the new program by no later than the end of the first semester in the new program and have earned no more than 12 semester hours toward the new bachelor's degree program. Recertification occurs when the student requests a unit major change with Capstone Option indicated from the new degree program to be processed through the Registrar's Office.

4. Have earned an associate degree, or equivalent certification, in a non-baccalaureate-oriented program of at least 60 semester hours by no later than the end of the first semester in the bachelor's degree program at SIU. Equivalent certification, for the purposes of Capstone eligibility, is defined as the formal completion of a technically-oriented program of two years duration (60 semester hours), resulting in the receipt of the equivalent of an associate degree (certificate, diploma, or other documentation as provided by the student's educational institution).
5. Have submitted all transfer work including the associate degree by no later than the end of the first semester at SIU. This documentation includes all official transcripts from other institutions and may include test reports, evaluation of military experience, work experience, or whatever other kind of training has been used to award the associate degree. Official transcripts from other institutions must not be more than 30 days old when received by SIU.
6. Have earned a minimum grade point average of 2.0 (4.0 scale) as calculated by SIU grading regulations. An applicant determined ineligible for Capstone as a result of a low grade point average may not be considered again after raising the average in subsequent work (credit beyond the associate degree).

The official recognition of Capstone benefits will be determined after application to SIU has been made. Additional information about the Capstone Option is available from Transfer Student Services or on the Web at <http://transfer.siu.edu>.

The Capstone Option will automatically be considered as a part of the Undergraduate Admission application process for those applicants who indicate they are transferring an AAS degree or the equivalent certificate. Students are recommended to consult with their academic advisor for more information about their eligibility to the Capstone Option.

University Core Curriculum and Transfer Students

There are several different ways to complete Core Curriculum requirements:

1. Completion of an Associate in Arts or an Associate in Science degree at a public Illinois community college (see Compact Agreement below);
2. Completion of the "42 Hour Block" or an AA degree in a baccalaureate-oriented program in an accredited Missouri two-year institution that participates in the 42 Hour Block program will be considered to have completed the University Core Curriculum.

3. Completion of an associate degree in a baccalaureate-oriented program (A.A. or A.S.) from an accredited Illinois public two-year institution; completion of an A.A. from an accredited Missouri public two-year institution participating in the 43 Hour Block; or completion of an A.A. or A.S. from a Kentucky Community and Technical College System institution. The student will: **(a)** be admitted to the University with junior standing if enrollment occurs after earning the associate degree and prior to coursework being attempted at another institution and, **(b)** be considered to have completed the University Core Curriculum requirements for general graduation purposes; and,
4. Completion of the Illinois Transferable General Education Core Curriculum as certified by a participating Illinois Articulation Initiative institution;
5. Completion of SIU's Core Curriculum requirements; or
6. Admission to and completion of SIU's Capstone Option for students with an AAS.

The Compact Agreement

SIU has recognized the Illinois regionally accredited community college transferable baccalaureate oriented Associate of Arts or Associate of Science degrees under the Compact Agreement since 1970. SIU will continue to recognize the baccalaureate oriented associate degree (A.A. or A.S. degree) under the Illinois Articulation Initiative. The Associate in Engineering Science (A.E.S.), the Associate in General Studies (A.G.S.), and the Associate in Fine Arts (A.F.A.) are not covered under the Compact Agreement and do not carry the same benefits as the A.A. and A.S. degrees.

Students without an A.A. or A.S. from an Illinois Accredited Community College

Transfer students who have not earned a baccalaureate oriented Associate of Arts or Associate of Science degree from an accredited Illinois public community college prior to attending SIU, but who have been certified by a participating Illinois Articulation Initiative institution as having completed the Illinois Transferable General Education Core Curriculum (IAI GECC) will be considered as having fulfilled the SIU Core Curriculum requirements required for general graduation.

SIU will waive a fraction of a semester hour of an SIU Core Curriculum course requirement for a satisfactorily completed and approved course from an accredited institution participating in the Illinois Articulation Initiative. Students must complete a minimum of 37 semester (56 quarter) hours to satisfy the SIU Core Curriculum requirements.

Transfer students with an AA or AS from a regionally accredited out-of-state institution or an Illinois institution that does not participate in IAI, who present 37 or more semester hours of general education credit prior to initial enrollment will be evaluated to determine completion of the SIU Core Curriculum model. If the student has completed the SIU model, the student will be considered as having fulfilled the SIU Core Curriculum requirements.

Transfer students who have earned the Associate in Applied Science (AAS) degree may qualify to complete their University Core Curriculum requirements under the Capstone Option. Information about the Capstone Option and the participating

majors is explained in a previous section of this chapter.

Evaluation of courses taken at regionally accredited colleges and universities will be completed by Transfer Student Services at the time of the student's admission to the University. Any Illinois Transferable General Education Core (IAI) course that is articulated to a SIU Core Curriculum course will be utilized toward completion of the SIU Core Curriculum. Transcripts submitted for evaluation must be issued within the last thirty days.

The Illinois Articulation Initiative Transferable General Education Core (IAI) is in effect for students who began an associate or baccalaureate degree as first-time freshmen Summer 1998 or thereafter. Students transferring from SIU to another institution may request that SIU audit their record for completion of the Illinois Transferable General Education Core. If this is complete, the student will receive certification of that completion on the transcript. The student must have 37 or more semester hours of general education credits prior to this request. IAI general education core courses are listed in Chapter 3 under the Illinois Articulation Initiative section.

SIU reentry students who have not earned an Illinois baccalaureate oriented AA or AS degree, or students concurrently enrolled at another institution while attending SIU, must complete the SIU Core Curriculum or the IAI General Education Core Curriculum requirements. A student must have a minimum of 30 semester hours of transfer credit prior to enrollment at SIU in order to be eligible to complete the IAI GECC in lieu of the SIU UCC requirement subsequent to admission to the Uni-

versity. Concurrently enrolled students should seek advice from Transfer Student Services on acceptable course equivalents to the SIU Core Curriculum or visit the web site: transfer.siu.edu.

Illinois Articulation Initiative

SIU is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Transferable General Education Core Curriculum between participating institutions. Completion of the General Education Core Curriculum at any participating college or university in Illinois assures transferring students that general education requirements for the bachelor's degree have been satisfied. This agreement is in effect for students entering an associate or baccalaureate degree-granting institution as a first-time freshman in summer 1998 (and thereafter).

Students who have completed the Illinois Transferable General Education Core and have been certified as complete by the sending institution will have completed the University Core Curriculum requirements for general graduation purposes at Southern Illinois University Carbondale.

Certification of the Illinois Transferable General Education Core must contain the minimum requirements shown on following chart:

ILLINOIS TRANSFERABLE GENERAL EDUCATION CORE CURRICULUM MINIMUM REQUIREMENTS

| Area | Number Courses | Semester Hours | Special Requirements |
|---------------------------------------|----------------|----------------|---|
| Communication | 3 | 9 | Two Writing, one oral communication (C or better is required for the writing sequence) |
| Mathematics | 1 or 2 | 3-6 | |
| Physical & Life Sciences ¹ | 2 | 7-8 | One Life Science and one Physical Science; one must have a lab |
| Humanities & Fine Arts | 3 | 9 | At least one course selected from Humanities and one course from the Fine Arts |
| Social & Behavioral Science | 3 | 9 | Two Disciplines must be represented: Anthropology, History, Economics, Human Geography, Political Science, Psychology, Sociology, Interdisciplinary Social/ Behavioral Science |
| Total | 12-13 | 37-41 | |

¹Students with appropriate preparation may substitute an initial major course designed for science majors.

Transfer courses from 1996 and forward will be audited to determine if they will fulfill the model above.

Students Completing IAI GECC Requirements

Students may take SIU courses to complete the Illinois Transferable General Education Core Curriculum prior to transferring to another participating institution. The following IAI codes identify qualifying general education courses:

C (Communications)
 F (Fine Arts)
 H (Humanities)
 HF (Interdisciplinary Humanities and Fine Arts)
 L (Life Sciences)
 M (Mathematics)
 P (Physical Sciences)
 S (Social Sciences)

The courses listed on the following page are the SIU courses that have been approved for inclusion in the Illinois Transferable General Education Core. These same courses can be found throughout the catalog in their major departments and are designated by [IAI: course number]. Major IAI courses that can be used for lower division major requirements may also be found in their major departments.

IAI GENERAL EDUCATION CORE COURSES OFFERED AT SIU

| IAI Course Number and Title | SIU Course | SIU Course Title |
|--|--------------------|-------------------------|
| C1 900 (Writing Course Sequence) | ENGL 101 | English Composition I |
| C1 900 (Writing Course Sequence) | LING 101 | English Composition I |
| C1 901R (Writing Course Sequence) | ENGL 102 | English Composition II |
| C1 901R (Writing Course Sequence) | ENGL 120 | Honors Composition |
| C1 901R (Writing Course Sequence) | LING 102 | English Composition II |
| C2 900 (Oral Communication) | CMST 101 | Intro: Oral Comm |
| F1 900 (Music Appreciation) | MUS 103 | Music Understanding |
| F1 905D (Ethnic Tradition Am Music) | MUS 203 | Diversity/Popular Music |
| F1 907 (Theatre Appreciation) | THEA 101 | Theater Insight |
| F2 900 (Art Appreciation) | AD 101 | Introduction to Art |
| F2 901 (History of Western Art I) | AD 207A | Intro to Art History I |
| F2 906D (Ethnic Traditions in Am Art) | AD 227 | History African Am Art |
| F2 908 (Film Appreciation) | ENGL 307I | Film as Literary Art |
| H1 900 (Foreign Language IV) | CHIN 201B | Interm Chinese |
| H1 900 (Foreign Language IV) | CLAS 201B | Interm Greek II |
| H1 900 (Foreign Language IV) | FR 201B | Interm French |
| H1 900 (Foreign Language IV) | GER 201B | Interm German |
| H1 900 (Foreign Language IV) | JPN 201B | Interm Japanese II |
| H1 900 (Foreign Language IV) | SPAN 201B | Interm Spanish |
| H2 903N (Non-Western Civilizations) | EA 102 | East Asian Civilization |
| H3 900 (Introduction to Literature) | ENGL 121 | Western Lit Tradition |
| H3 900 (Introduction to Literature) | ENGL 204 | Lit Prspect Mod World |
| H3 900 (Introduction to Literature) ¹ | ENGL 209 | Forms of Literature |
| H3 901 (Introduction to Fiction) ¹ | ENGL 210 | Introduction to Fiction |
| H3 902 (Introduction to Drama) ¹ | ENGL 201 | Introduction to Drama |
| H3 903 (Introduction to Poetry) ¹ | ENGL 202 | Introduction to Poetry |
| H3 910D (American Ethnic Literature) | ENGL 205 | Am Mosaic Literature |
| H3 910D (American Ethnic Literature) | ENGL 325/AFR 325 | Black American Writers |
| H3 911D (Literature and Gender) | ENGL 225/ WGSS 225 | Women in Literature |
| H4 900 (Introduction to Philosophy) | PHIL 102 | Intro to Philosophy |
| H4 903N (Non-Western Philosophy) | PHIL 308I | Asian Philosophy |
| H4 904 (Ethics) | PHIL 104 | Ethics |
| H4 904 (Ethics) | PHIL 340 | Ethical Theories |
| H4 906 (Intro to Logic/Critical Thinking) | PHIL 105 | Elementary Logic |
| H5 905 (Religion in American Society) | HIST 202 | Am Religious Diversity |
| H9 900 (Interdisciplinary Humanities) | CLAS 315I | Classical Themes |

| IAI Course Number and Title | SIU Course | SIU Course Title |
|---|-------------------|---|
| H9 900 (Interdisciplinary Humanities) | PHIL 103B | World Humanities II |
| H9 900 (Interdisciplinary Humanities) | PHIL 303I | Philosophy/Literature |
| H9 901 (Mythology) | CLAS 230/WGSS 230 | Classical Mythology |
| HF 902 (Western Humanities I) | HIST 201 | Art, Music, Ideas |
| HF 904N (Non-Western Humanities) | PHIL 103A | World Humanities I |
| HF 906D (Am Ethnic Cultr Expression) | PHIL 210 | The American Mind |
| L1 900L (General Education Biology) | PLB 115/ZOOL 115 | General Biology |
| L1 901L (Plants and Society) | PLB 117 | Plants and Society |
| L1 902 (Animals and Society) | ANS 121 | Intro to Animal Science |
| L1 902L (Animals and Society) | ZOOL 118 | Animal Biology |
| L1 904 (Human Biology) | PHSL 201 | Human Physiology |
| L1 904L (Human Biology) | PHSL 208 | Lab Experiences in Physiology |
| L1 905 (Environmental Biology) | ENGR 301I | Humans/Environment |
| L1 905 (Environmental Biology) | ZOOL 312I | Consrv Natrl Resources |
| L1 910L (Human Biology) | BIOL 200A | Cell & Molecular Biology, Genetics & Evolution |
| L1 910L (Human Biology) | BIOL 200B | Organismal & Ecological Biology |
| M1 900 (College-Level Calculus) | MATH 141 | Calculus for Bio Sci |
| M1 900-1 (College-Level Calculus I) | MATH 150 | Calculus I |
| M1 900-2 (College-Level Calculus II) | MATH 250 | Calculus II |
| M1 900-3 (College-Level Calculus III) | MATH 251 | Calculus III |
| M1 903 Math for Elem Teachers I | MATH 314 | Geometry Elem Teachers |
| M1 904 (General Ed Mathematics) | MATH 101 | Contemporary Math |
| M1 905 (Discrete Mathematics) ¹ | CS 215 | Discrete Mathematics |
| P1 900 (General Education Physics) | PHYS 203A | College Physics |
| P1 900L (General Education Physics) | PHYS 253A | College Physics Lab |
| P1 901L (Physics and Society) | PHYS 101 | Phys That Changed World |
| P1 902 (General Education Chemistry) | CHEM 200 | Intro Chem Principles |
| P1 902L (General Education Chemistry) | CHEM 140A | Chemistry |
| P1 902L (General Education Chemistry) | CHEM 201 | Gen Chemistry Lab I |
| P1 903L (Chemistry and Society) | CHEM 106 | Chemistry and Society |
| P1 907 (Introduction to Geology) | GEOL 220 | Physical Geology |
| P1 907 (Introduction to Geology) | GEOL 221 | Earth Through Time |
| P1 908 (Environmental Geology) | GEOL 111 | Geol and Environment |
| P1 908L (Environmental Geology) | GEOL 112 | Geol Environment Lab |
| P1 909L (Physical Geography) | GEOG 303I | Earth's Bio Environ |
| P2 900 (Calculus-based Physics I) | PHYS 205A | University Physics |
| P2 900L (Calculus-based Physics I) | PHYS 255A | University Physics Lab |
| S1 900N (Introduction to Anthropology) | ANTH 104 | Human Experience |
| S2 900 (United States History I) | HIST 300 | Origins Am: 1492-1877 |
| S2 901 (United States History II) | HIST 301 | Mod Am Hist:1877-Pres |
| S2 902 (Hist of Western Civilization I) ¹ | HIST 205A | Hist of Western Civ |
| S2 903 (Hist of Western Civilization II) ¹ | HIST 205B | Hist of Western Civ |
| S2 910N (History of Latin America I) ¹ | ANTH 205 | Latin American Civ |
| S3 901 (Principles of Macroeconomics) | ECON 241 | Intro to Macroecon |
| S3 902 (Principles of Microeconomics) | ECON 240 | Intro to Microecon |
| S4 900N (Intro to Human Geography) | GEOG 103 | World Geography |
| S5 900 (Am/U.S. Natl Government I) | POLS 114 | Am Govt and Politics |
| IAI Course Number and Title | SIU Course | SIU Course Title |

| | | |
|---|----------|---|
| S5 902 (U.S. State and Local Govt) ¹ | POLS 213 | State and Local Govt |
| S5 904N (International Relations) ¹ | POLS 170 | Global Politics |
| S5 905 (Comparative Government) ¹ | POLS 207 | Political Ideologies |
| S5 905 (Comparative Government) ¹ | POLS 250 | Politics-Foreign Nations |
| S6 900 (General Psychology I) | PSYC 102 | Intro to Psychology |
| S7 900 (Introduction to Sociology) | SOC 108 | Intro to Sociology |
| S7 902 (Marriage and Family) ¹ | CI 227 | Intimate Relationships and Family Development |
| S7 902 (Marriage and Family) ¹ | WGSS 286 | Intimate Relationships and Family Development |
| S7 903D (Racial and Ethnic Relations) | SOC 215 | Race/Ethnic Relatn: US |
| S7 904D (Racial and Ethnic Relations) | SOC 223 | Women/Men Cntmp Soc |
| S7 904D (The Sociology of Sex & Gender) | WGSS 223 | Women/Men Cntmp Soc |

¹These SIU and corresponding IAI courses will not satisfy SIU's University Core Curriculum requirement, but will satisfy the Illinois Transferable General Education Core.

These courses will be updated periodically. For a complete list or for more information about IAI, visit their web site at: <<http://www.itransfer.org>>.

Illinois Articulation Initiative Major Courses

The IAI Major Panels have identified a Common Core of no more than four courses in a subject area generally required at the lower-division at major senior institutions in the State of Illinois. The intention of the Common Core is to provide some guidance to those students who know they would like to major in a particular subject area, but are unsure as to which senior institution they plan to attend to complete their baccalaureate studies.

SIU is a participant in IAI individual baccalaureate major agreements. The courses listed below are the SIU courses that have been approved for inclusion in the Major Common Core. Check the Illinois Articulation Initiative website for the IAI Baccalaureate Majors' Recommendations for specific majors at: <http://www.itransfer.org/iaai/majors>.

IAI MAJOR COMMON CORE COURSES OFFERED AT SIU

| IAI Major Course | SIU Course | SIU Course Title |
|------------------|------------|--|
| AG 901 | ABE 204 | Intro to Agricultural Economics |
| AG 902 | ANS 121 | Intro to Animal Science |
| AG 902 | ANS 122 | Livestock Production Laboratory |
| AG 903 | CSEM 200 | Intro to Crop Science |
| AG 904 | CSEM 240 | Soil Science |
| AG 905 | HORT 220 | General Horticulture |
| AG 906 | AGSE170 | Intro Physical Principles in Agriculture |
| AG 911 | AGSE 110 | Intro to Agriculture Education |
| AG 913 | AGSE 118 | Intro Computers in Agriculture |
| BIO 910 | BIOL 200A | Cell and Molecular Biology |
| BIO 910 | BIOL 200B | Organismal and Ecological Biology |
| BUS 901 | ACCT 208 | Business Data Analysis |
| BUS 901 | MGMT 208 | Business Data Analysis |
| BUS 902 | CS 200B | Computer Concepts |
| BUS 902 | ISAT 229 | Computing for Business Administration |
| BUS 903 | ACCT 220 | Accounting I - Financial |
| BUS 904 | ACCT 230 | Accounting II - Managerial |
| CHM 911 | CHEM 200 | Intro to Chemical Principles |
| CRJ 901 | CCJ 201 | Intro to Criminal Justice System |
| CRJ 911 | CCJ 384 | Intro to Corrections |
| CRJ 912 | CCJ 290 | Intro to Criminal Behavior |
| CRJ 914 | CCJ 374 | Juvenile Justice |
| CS 911 | CS 202 | Intro to Computer Science |

| IAI Major Course | SIU Course | SIU Course Title |
|-------------------------|-------------------|--|
| CS 912 | CS 220 | Programming with Data Structures |
| EGR 931 | ENGR 335 | Electric Circuits |
| EGR 931L | ECE 235 | Electric Circuits |
| EGR 932L | ECE 225 | Intro Discrete Logic and Digital Systems |
| BUS 901 | FIN 208 | Business Data Analysis |
| IND 913 | IT 208 | Fundamentals of Manufacturing Processes |
| MC 912 | JRNL 301 | Principles of Advertising/IMC |
| MC 913 | SPCM 281 | Intro to Public Relations |
| MC 914 | RTD 200 | Understanding Media |
| MC 916 | RTD 300 | Introduction to Media Production |
| MC 917 | RTD 310 | News Writing for Electronic Media |
| MC 918 | RTD 360 | Electronic Media Performance |
| MC 919 | JRNL 310 | Writing for the Mass Media |
| MC 920 | JRNL 312 | Editing |
| MTH 901 | MATH 150 | Calculus I |
| MTH 902 | MATH 250 | Calculus II |
| MTH 903 | MATH 251 | Calculus III |
| MTH 912 | MATH 305 | Intro to Ordinary Differential Equations I |
| PLS 913 | POLS 207 | Contemporary Political Ideologies |
| PSY 905 | PSYC 331 | Abnormal Psychology |
| TA 911 | THEA 218A | Beginning Stagecraft-Scenery |