GEN ED Course Descriptions - - (July 23, 2010)

• The General Education program was implemented in the Fall of 2009. This list of course
descriptions includes course additions and changes approved by the AP&P Committee through
4/21/10 and approvals by the General Education Council (GEC) from 12/4/08 through 4/16/10.

• NOTE: Courses approved for Gen Ed credit on a semester-by-semester basis (for example:
specific HON and WGC courses, and Selected Topics 3530-3549 courses) are NOT included in
this list. Please refer to the Gen Ed web site for those Gen Ed credits.

(GEC 1/30/09, F09; and new course at AP&P 12/03/08 - Eff: Fall, 2009)

AMU 4900. Senior Recital (2-4).F;S.
GEN ED: Capstone Experience
A public recital serving as the culminating experience of applied music study in the principal performing
medium. Six practice hours per week for each semester hour credit. Additional fee (Summer Term).

(GEC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

ANT 1415. Understanding Culture (3).F;S.
GEN ED: Historical and Social Perspective (Theme: “Cultural Diversity”); Local to Global Perspective
(Theme: “Empire, Colonialism, and Globalization”)
This course explores the diversity and unity of human experience through the lens of cultural
anthropology. Using case studies and other texts, students will gain familiarity with different cultural
worlds. As they do so, they will be asked to think critically about their own cultural ideas and actions, to
reflect on problems facing humanity in the contemporary world, and to understand the various ways in
which they are historically and socially connected to other people in other places. (MULTI-CULTURAL)
(CORE: SOCIAL SCIENCES)

(GEC 12/2008, F09; and new course at AP&P 12/03/08 - Eff: Fall, 2009)

ANT 1420. Archaeology and the Human Past (3).F;S.
GEN ED: Historical and Social Perspective (Theme: “Ancient Worlds”)
An introduction to the human past through the scientific process of archaeology. Controversial issues
discussed may include human evolution, the fate of the Neandertals, peopling of the Americas, and the
cycling of state-level societies. Ultimately, lessons from the past are considered in light of contemporary
human issues. (CORE: SOCIAL SCIENCES)

(GEC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

ANT 1430. Our Primate Heritage (4).F;S.
GEN ED: Science Inquiry Perspective (Theme: “Life, Earth, and Evolution”)
This course examines humans within an evolutionary and biocultural perspective. Students will be
introduced to classic and contemporary literature on topics in human evolution and will have the
opportunity to make their own observations and analyses within the laboratory. We will explore
theoretical frameworks and controversies about important issues such as the nature of science, human
variation, and the relationship between humans and our environment. Students will become familiar with
evolutionary theory and heredity, primate evolution and basic comparative anatomy, and the fossil record
of human evolution. Lecture three hours, laboratory two hours.

(GEC 12/2008, F09; and new course at AP&P 12/03/08 - Eff: Fall, 2009)

ANT 2300. Meso American Cultures (3).S.
GEN ED: Aesthetic Perspective (Theme: “Expressions of Belief”)
Introduction to the cultures and peoples of Mexico, Belize, Guatemala, and Honduras. Readings and
lectures will focus on language, art, and political economy as vehicles for the expression of beliefs.
ANT 2420. Gender, Race and Class (3).F;S.
GEN ED: Historical and Social Perspective (Theme: “Individual and Society”)
An anthropological study of gender, social class, ethnicity, race and sexuality as cultural categories with a variety of meanings. Systems of inequality and the ways in which these categories are used to limit access to economic wealth, power, and prestige are analyzed in a global context. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

ANT 2430. Magic, Witchcraft and Religion (3).F;S.
GEN ED: Historical and Social Perspective (Theme: “Religion, Myth, and Society”)
A cross-cultural study of the nature and functions of belief systems. Emphasis is placed on understanding the belief systems of non-Western cultures in order to provide a means through which our own beliefs can be better understood. A variety of anthropological and psychological approaches to the study of belief systems are utilized. (MULTI-CULTURAL)

ANT 3220. Human Biological Variation (3).F.
GEN ED: Junior Writing in the Discipline (WID)
This course provides a survey of theoretical frameworks in biological anthropology, beginning with an examination of the history and development of evolutionary theory, the modern synthesis, and the “New Physical Anthropology.” Feminist critiques, objections to the adaptationist program, and the development of biocultural approaches to human biology will be examined and applied to the study of patterns and processes in human evolution. Issues to be addressed in this course include the evolution of primate life histories, the origin of modern human biological variation, human reproduction, and evolutionary medicine. (WRITING)

ANT 3600. Archeological Theory (3).F.
GEN ED: Junior Writing in the Discipline (WID)
Explores the history of archeological thought since the eighteenth century (including evolution, cultural history, and processualism) and concludes with contemporary theory (postprocessualism and feminism). Participation in internet archeological activities will supplement coursework and readings. Prerequisites: ANT 2221; and ANT 2320 or ANT 2235 or ANT 2335. (WRITING)

ANT 3625. History of Anthropological Ideas (3).F.
GEN ED: Junior Writing in the Discipline (WID)
A critical examination of the most influential ideas and theories in anthropology from the 19th century to contemporary theoretical schools, viewed in historical context. Changing conceptions of research strategies, research questions, and modes of explanation, as they relate to developing ideas about the nature of anthropology and human culture, are explored. (WRITING; MULTI-CULTURAL)

ANT 3670. Economic Anthropology (3).S.
GEN ED: Junior Writing in the Discipline (WID)
This course examines the material dimensions of social life from several theoretical perspectives: formalist, substantivist, Marxist, and contemporary forms of political economic analysis. It also surveys past and current forms of production, distribution and consumption, including ongoing efforts to establish economic alternatives to global capitalist development. (WRITING)
ANT 4550. Senior Seminar in Anthropology (3). F; S.
*GEN ED: Capstone Experience*
An opportunity for upper level students to reflect upon the anthropological perspective and to contemplate and articulate their own image of anthropology. Diverse issues ranging from the consideration of ethics to the examination of career opportunities to reflections upon the overall meaning of anthropology will be discussed. Designed as a final on-campus opportunity for students to systematically reflect upon their vision of the anthropological enterprise and to integrate their experience in anthropology in relationship to their future goals. Ideally should be taken during the final semester of on-campus study. Required for majors. Prerequisite: ANT 3220, ANT 3600, ANT 3625, or ANT 4570/SD 4570, or approval of the instructor. (WRITING; SPEAKING)

ANT 4570/SD 4570. Sustainable Development in the Modern World System (3). F; S.
*GEN ED: Capstone Experience*
This course examines the political economy and cultural ecology of global economic development. It assesses the differing social and material impacts for the peoples of core and peripheral world regions. Students design or assess a sustainable development program in a selected local-regional setting. Required for the sustainable development minor. (Same as SD 4570.)(WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY)

ART 2011. Introduction to Visual Arts (3). F; S.
*GEN ED: Fine Arts Designation; Local to Global Perspective (Theme: “Identity, Culture, and Media”); Historical and Social Perspective (Theme: “Cultural Diversity”)*
This course covers selected historical and contemporary issues, the formal structure and critical analysis of the visual arts and an examination of art’s relationship to ideas, beliefs and culture. Students will develop a critical understanding of art as a manifestation of broader social, historical, and contemporary issues in a global context. Lecture three hours. (CORE: HUMANITIES)

*GEN ED: Fine Arts Designation; Aesthetic Perspective (Theme: “Cultivating Creative Expression”)*
Students will create works of visual art in various media, reflecting on the creative process, the influence of culture, and the dynamic and reciprocal interactions among the artist, instructor, and student. Lecture and studio four hours.

ART 2030. Art from Prehistory to 1400 (3). F; S.
*GEN ED: Fine Arts Designation; Historical and Social Perspective (Themes: “Ancient Worlds” and “Religion, Myth, and Society”)*
A global survey of art history focusing on the early visual artistic traditions of Europe, Asia, Africa and the Americas from the dawn of art to 1400. The course examines visual art and art making in religious, social, cultural, and political contexts. Lecture three hours. (MULTI-CULTURAL) (CORE: HUMANITIES)

ART 2130. Art from 1400 to the Present (3). F; S.
*GEN ED: Fine Arts Designation; Aesthetic Perspective (Theme: “Traditions and Innovations”); Local to Global Perspective (Theme: “Empire, Colonialism, and Globalization”)*
A global survey of art history focusing on the early visual artistic traditions of Europe, Asia, Africa, Oceania and the Americas. The course focuses on visual art and art making in light of changing social, political, religious, and cultural circumstances. Lecture three hours. (WRITING; MULTI-CULTURAL) (CORE: HUMANITIES)
ART 2420. Cultural Production (3). F; S.
*GEN ED: Junior Writing in the Discipline (WID)*
Students will study the history and theory of art education as it relates to contemporary visual culture and to the child’s experience of making art. Theories of art education that illuminate the vital importance of personal experience, public memory, intertextuality, and cultural narrative will be examined. Various models for assessing student performance will be studied with special attention given to creating assessment tools that deconstruct the practice of knower and non-knower and construct practical instruments of shared knowledge. The class will be a combination of written responses, class discussions, research, observations, technological applications and a community collaborative experience. Lecture two hours, laboratory two hours. (WRITING)

ART 3400. Women Artists (3). On Demand.
*GEN ED: Junior Writing in the Discipline (WID)*
This course will provide a historical and contemporary survey of women visual artists. Lecture three hours. (WRITING)

ART 3600. History of Modern Art (3). F. Alternate years.
*GEN ED: Junior Writing in the Discipline (WID)*
A survey of leading movements in modern art from the 1870’s to 1945. Lecture three hours. Prerequisite: ART 2130 or consent of the instructor. (WRITING)

*GEN ED: Junior Writing in the Discipline (WID)*
This course explores major themes in the study of the visual arts in Africa. Works of art from the ancient rock paintings of the Sahara, through the ancient artistic traditions of Ife and Benin, to the arts of the colonial and post colonial periods are presented. Diverse forms of art works are studied in their social, religious, and political contexts. Prerequisite: sophomore standing or consent of the instructor. Lecture three hours. (WRITING; MULTI-CULTURAL)

ART 3700. Oceanic Art (3). F. Alternate years.
*GEN ED: Junior Writing in the Discipline (WID)*
This course examines the visual arts of the Pacific Islands, Australia, New Zealand, and New Guinea, including tattooing and other body adornment practices, architecture, sculpture, and textiles. The course explores the ways oceanic arts since the 18th century embody resistance and survival through the continuity of traditional art forms as well as work in more contemporary media and styles. Lecture three hours. Prerequisite: sophomore standing or consent of the instructor. (WRITING)

*GEN ED: Junior Writing in the Discipline (WID)*
This course explores the Native Arts & Architecture of North America, Pre-Columbian Central America & Ancient South America. Diverse forms of art works are studied in their social, religious, and political contexts. The focus of the course may be in any of the three major cultural regions. Prerequisite: sophomore standing or consent of the instructor. Lecture three hours. (WRITING; MULTI-CULTURAL)

ART 3800. Art Since 1945 (3). S. Alternate years.
GEN ED: Junior Writing in the Discipline (WID)
A survey of leading movements in contemporary art from 1945 to the present. Lecture three hours. Prerequisite: ART 2130 or consent of the instructor. (WRITING)

(GEC 2/20/09, F09)

ART 4030. Seminar in Art Criticism and Theory (3).S.
GEN ED: Capstone Experience
A seminar in the theory and criticism of art in which leading methods of analysis are examined through readings and discussion. Major emphasis is placed upon the student developing a critical sense of art. Prerequisites: ART 2030 or ART 2130 or consent of the instructor. Lecture three hours. (WRITING; SPEAKING)

(GEC 1/30/09, F09; and revised at AP&P 1/13/10 - Eff: Fall, 2010)

ART 4202. Graphic Design Senior Studio (3).F;S.
GEN ED: Capstone Experience
The culminating course in the graphic design program; stresses development of creativity and technical proficiency; emphasis on pre-professional training in advanced design problems, portfolio preparation and presentation, and related professional skills. Prerequisites: ART 3202, ART 3226, and ART 4102. Lecture and studio four hours. (SPEAKING)

(GEC 1/30/09, F09)

GEN ED: Junior Writing in the Discipline (WID)
The art forms of three Asian cultures - India, China, and Japan are explored. Particular attention is devoted to painting, sculpture, and architecture as well as the unique forms of each culture. Lecture three hours. Prerequisites: ART 2030, ART 2130 or permission of the instructor. (WRITING)

(GEC 1/30/09, F09; and new course at AP&P 2/04/09 - Eff: Fall, 2009)

ART 4852. Senior Studio (3).F;S.
GEN ED: Capstone Experience
Senior Studio is the capstone studio experience for BFA Studio Art majors. This course carries on and brings to resolution the conceptual, technical and studio practices begun in Senior Seminar. Students will demonstrate an emerging intellectual, visual and technical maturity by producing a body of work for exhibition. Students will also write process statements and deliver a series of oral presentations critically analyzing their works in progress. This course addresses issues relevant to becoming a professional artist. A committee of three faculty members will evaluate each student's work. Prerequisite: ART 4351. Lecture and studio four hours.

(GEC 1/30/09, F09; and revised at AP&P 1/14/09 - Eff: Fall, 2009)

ART 4900. Internship: Field Experience (10-12).SS.
GEN ED: Capstone Experience
An on-the-job experience with artists, museums, galleries, and business related to the promotion of art professions. Graded on an S/U basis.
GEN ED: Historical and Social Perspective (Theme: “Appalachia”)
A survey of Appalachian music including both instrumental and vocal styles, older traditions and newer regional forms. Students will have opportunities to develop musical skills through hands-on class projects and activities. Lecture three hours. (Same as MUS 2016.) (CORE: HUMANITIES)

AS 2301/GLY 2301. The History of Coal from the Pennsylvanian to the Present (3).S.
GEN ED: Historical and Social Perspective (Theme: “Appalachia”)
Coal has played a critical role in the history of the southern Appalachians. The geologic processes that formed coal and shaped the landscape into the steep ridges and hollows of the Appalachian coalfields have directly affected the human history of the region – from hunting in pre-colonial times, to settlement and subsistence farming in the 1800s, to mining and unionization in the 1900s, to mountaintop removal and natural gas/coalbed methane extraction in the last decade. This course covers the physical and chemical processes that form coal as well as the tectonic and geomorphologic processes that formed the landscape of the coalfields and shaped the agricultural practices of the early settlers. It examines the cultural history of coal mining and life in the company-owned coal camps and the political history of unionization through literature and film. The economics and environmental consequences of coal-fired power plants are discussed, and the environmental and occupational hazards associated with both underground and surface coal mining are analyzed from both a scientific and a sociological perspective. (Same as GLY 2301.)

GEN ED: Historical and Social Perspective (Theme: “Appalachia”)
This course explores the Appalachian region from a cross-disciplinary perspective, with readings on Appalachia drawn primarily from the humanities. Both historical and contemporary issues are examined, focusing upon national and international as well as local and regional contexts. This courses provides an introduction to the Bachelor of Arts degree in Appalachian Studies and to the undergraduate minor in Appalachian Studies. Students who take AS 2410 cannot take AS 2411 for credit. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES)

GEN ED: Historical and Social Perspective (Theme: “Appalachia”)
This course explores the Appalachian region from a cross-disciplinary perspective, with readings on Appalachia drawn primarily from the social sciences. Both historical and contemporary issues are examined, focusing upon national and international as well as local and regional contexts. This courses provides an introduction to the Bachelor of Arts degree in Appalachian Studies and to the undergraduate minor in Appalachian Studies. Students who take AS 2411 cannot take AS 2410 for credit. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: SOCIAL SCIENCES)

AS 3000. Diversity in Appalachia (3).On Demand.
GEN ED: Junior Writing in the Discipline (WID)
Diversity in Appalachia considers gender and/or ethnic diversity in the Appalachian region from interdisciplinary perspectives, and may focus on women, gender, ethnic diversity, or one or more ethnic communities. Content may vary. (WRITING)
AS 4550. Senior Seminar (3).F.

*GEN ED: Capstone Experience*
This final capstone seminar provides students the opportunity for a synthesis of theoretical perspectives on the region as they influence interpretations of historical and contemporary issues shaping the region; for understanding local to global connections; for considering the confluence of ecological, economic and social uses which intersect in this region; and for debating the obligations of community membership. Students will prepare a portfolio in preparation for careers and post-graduate opportunities. (WRITING; SPEAKING; CROSS-DISCIPLINARY)


*GEN ED: Science Inquiry Perspective (Theme: “Voyages Through the Cosmos”)*
Topics to be covered include constellations, telescopes, the sun and moon, planets, asteroids, comets, the origin of the solar system and the search for extra-terrestrial life. The laboratory includes visual observations and electronic imaging of astronomical objects as well as a field trip to Appalachian’s Dark Sky Observatory. Lecture three hours, laboratory two hours. (NUMERICAL DATA) (CORE: NATURAL SCIENCES) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

AST 1002. Introductory Astronomy II – Stars and Galaxies (4).S.

*GEN ED: Science Inquiry Perspective (Theme: “Voyages Through the Cosmos”)*
A study of astronomical objects located beyond our solar system. Topics to be covered include the structure and evolution of the stars, pulsars, black holes, gaseous nebulae, star clusters, galaxies, quasars and the structure of evolution of the Universe. Night observations of these types of objects will be made. Lecture three hours, laboratory two hours. Prerequisite: AST 1001. (NUMERICAL DATA) (CORE: NATURAL SCIENCES) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

AT 3610. Therapeutic Modalities (2).S.

*GEN ED: Junior Writing in the Discipline (WID)*
The course covers the physical basis and physiological effects of agents and modalities used in the treatment of athletic injuries. The emphasis will be on establishing a theoretical foundation for selecting a treatment protocol for an injury. Hands-on practice with equipment is provided. Prerequisites: AT 1600 and ES 2000. Lecture two hours, laboratory one hour. (WRITING)

AT 4030. Evidence-Based Practice in Athletic Training (2).F.

*GEN ED: Capstone Experience*
A course designed for senior athletic training students. Discussion topics include research and writing in athletic training and professional development. Additionally, opportunities to interact with medical professionals and opportunities to improve problem-solving skills related to injury/illness evaluation and management will be provided. Prerequisites: AT 3615, AT 3625, and AT 4025. Lecture two hours.

BE 3340. Business Communications (3).F;S.

*GEN ED: Junior Writing in the Discipline (WID)*
Students gain experience in written and spoken business communications. Activities include writing e-mail, memoranda, letters, proposals, and reports. Oral, nonverbal, and intercultural communications are emphasized. (WRITING; SPEAKING)
BIO 1101. Biology in Society I (4).F:S.
GEN ED: Science Inquiry Perspective (Theme: “Biology and Society”)
This course will focus primarily on issues relating to life at the level of the organism inward. The course will examine the broad concepts of how life is defined by the processes of heredity, reproduction and metabolism. These concepts will be examined by studies of societal issues such as cancer, nutrition, gene therapy, patterns of inheritance, drug therapy, and evolution at the cellular level. Lecture three hours, laboratory two hours. (CORE: NATURAL SCIENCES) (NUMERICAL DATA) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) BIO 1101 WILL NOT SUBSTITUTE FOR BIO 1801 FOR SCIENCE MAJORS.

BIO 1102. Biology in Society II (4).F:S.
GEN ED: Science Inquiry Perspective (Themes: “Biology and Society” and “Life, Earth, and Evolution”)
This course will primarily focus on issues relating to life at the level of the organism outward. The course will examine the broad concepts of evolutionary processes, the interdependent nature of living organisms, the diversity of life, and the evolution of organ systems. These concepts will be examined by studies of societal issues such as the biodiversity crisis, human evolution, plants and agriculture, the threats from microbes, and issues in conservation ecology. Lecture three hours, laboratory two hours. (CORE: NATURAL SCIENCES) (NUMERICAL DATA) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) BIO 1102 WILL NOT SUBSTITUTE FOR BIO 1802 FOR SCIENCE MAJORS.

BIO 1103. Global Climate Change and Earth’s Life (4).S.
GEN ED: Science Inquiry Perspective (Theme: “Global Environmental Change”)
A course examining the effects of global climate change on earth’s organisms. Lecture combines biological concepts with current knowledge and predictions to provide a broad introduction to key changes possible in earth’s biota in a future world. Laboratory provides a hands-on approach to investigating climate change questions. Submission of on-line essays, group discussions and summary reports from laboratory experiments required. Lecture three hours, laboratory two hours.

BIO 3301. Human Systems Physiology (4).F:S.
GEN ED: Junior Writing in the Discipline (WID)
A study of the fundamental principles of human physiology with an emphasis on systemic function. Lecture three hours, laboratory three hours. Prerequisite: one semester of organic chemistry (CHE 2201 or CHE 2101). (WRITING; NUMERICAL DATA) (ND prerequisite: passing the math placement test or successful completion of MAT 0010.)

BIO 3312. Environmental Studies (3).F:S.
GEN ED: Junior Writing in the Discipline (WID)
An in-depth study of environmental problems from a systems/ecological perspective, with emphasis on the scientific basis of the problems and solutions. Topics will vary by semester but will generally include population growth; mineral water and wildlife resources; energy resources; and waste and pollution. Involves significant written assignments. Lecture three hours. Prerequisite: BIO 1802. (WRITING; SPEAKING)
BIO 3314. Comparative Vertebrate Zoology (4).S.
GEN ED: Junior Writing in the Discipline (WID)
The origin, evolution, anatomy, physiology, taxonomy, and natural history of the vertebrates. Lecture three hours, laboratory three hours. Prerequisite: BIO 1801. (WRITING)

BIO 3800. Molecular Biology (4).F;S.
GEN ED: Junior Writing in the Discipline (WID)
A study of the basic molecular processes and critical recombinant DNA technologies. This includes: structure and general features of the biological information molecules DNA, RNA and proteins; DNA replication and repair processes; RNA synthesis and processing; protein synthesis and regulation; and basic recombinant DNA technology. The laboratory will include: DNA isolation techniques; restriction analysis; construction of a recombinant DNA molecule and cloning; DNA-DNA hybridization; in vitro translation and analysis of the protein; PCR amplification of DNA; DNA sequencing and analysis; and the introduction to computer analysis of DNA, RNA and proteins. Lecture three hours, laboratory three hours. Prerequisite: BIO 1801 and one semester of organic chemistry. (WRITING; NUMERICAL DATA; COMPUTER) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

BIO 4501. Independent Research (3).F;S.
GEN ED: Capstone Experience
A capstone experience in designing and conducting an independent research project. Students will report the results of their study in the form of a paper appropriate for publication in a scientific journal and will present a public seminar on their research. Prerequisites: senior standing, completion of a junior writing course, and permission of the instructor.

GEN ED: Capstone Experience
Work, under the supervision of a biology faculty member, on the project begun in BIO 4518 (Honors Research). An oral report on the project will be presented in a public seminar. A written thesis will be approved by a committee comprised, at minimum, of the thesis advisor and another faculty member. (Note: If a student is using the Biology Honors Thesis to fulfill the requirements for University Honors, one member of the committee must be from outside the Department of Biology.) A student who completes the thesis with a grade of “B” or higher will be eligible for “Honors in Biology.” Prerequisite: BIO 4518 with a grade of “B” or higher.

BIO 4700. Seminar in Biological Science (3).F;S.
GEN ED: Capstone Experience
A capstone experience in a seminar format. Students will be expected to read seminal articles, monographs, and books from the scientific literature, prepare synthesis papers drawing together ideas from several sources, and present their topics to the seminar group and participate in discussion. Prerequisites: senior standing, completion of a junior writing course, and permission of the instructor.
**BIO 4910. Capstone Internship in Biology (3).F;S.**

*GEN ED: Capstone Experience*

A capstone experience in a commercial/industrial setting, research laboratory, or research facility, or in a federal, state, or local government agency. Students will be expected to complete a significant project developed in conjunction with the cooperating outside facility or agency, will keep a daily journal of their internship experience, and will report the results of their internship in a public seminar. Prerequisites: senior standing, completion of a junior writing course, and permission of the instructor.

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**BUS 4000. Business Capstone Experience (1).F;S.**

*GEN ED: Capstone Experience*

This course synthesizes the knowledge gained in the business discipline by using comprehensive integrative exercises. Emphasis on demonstrating competence in oral and written communication, thinking critically, and making local to global connections. Prerequisites: senior status and completion of all College of Business core courses other than MGT 4750.

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**CD 3366. Communication Development (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Verbal and nonverbal communication development of the child. Prerequisites: CD 3162 and CD 3163. (Meets ASHA III-B) (WRITING)

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**CD 4864. Intervention Processes in Communication Disorders (3).F;S.**

*GEN ED: Capstone Experience*

An introduction to intervention processes relevant to any clinical setting. Critical issues addressed will include the importance and role of appropriate prior diagnostic information; development of intervention plans; assessment of intervention effectiveness; and professional ethics. The necessity for and means of obtaining appropriate professional credentials will also be discussed. Prerequisites: CD 2259, CD 3364, CD 4563 or CD 4668; and, concurrently with CD 4865. (Meets ASHA III-B, III-C, III-D, III-E, IV-G) (WRITING) [Dual-listed with CD 5864.]

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**CD 4865. Laboratory in Intervention Processes in Communication Disorders (1).F;S.**

*GEN ED: Capstone Experience*

In this course, students will obtain 25 hours of supervised observation of the provision of speech, language and hearing services. This will primarily involve serving as participant observers with one client at the Appalachian State University Communication Disorders Clinic. Emphasis will be placed on applying the skills learned in CD 4864 such as developing intervention plans and assessing intervention effectiveness. Prerequisites: CD 2259, CD 3364, CD 4563, or CD 4668; and, concurrently with CD 4864. (Meets ASHA III-B, III-C, III-D, IV-G) (WRITING) [Dual-listed with CD 5865.]

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**CHE 1101. Introductory Chemistry I (3).F;S.**

*GEN ED: Science Inquiry Perspective (Theme: “Chemistry: Connections to Our Changing World”)*

A study of the fundamental principles of chemistry emphasizing modern atomic theory, the structure and behavior of atoms, the properties and states of matter, energy relations, periodicity and mole concepts. Lecture three hours. Corequisite or prerequisite: CHE 1110. (NUMERICAL DATA) (CORE: NATURAL SCIENCES) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)
CHE 1102. Introductory Chemistry II (3).F;S.
GEN ED: Science Inquiry Perspective (Theme: “Chemistry: Connections to Our Changing World”)
A study of properties of solutions, acid-base concepts, equilibria, elementary thermodynamics, elementary kinetics, electrochemistry. Lecture three hours. Prerequisites: CHE 1101 and CHE 1110; corequisite or prerequisite: CHE 1120. (NUMERICAL DATA) (CORE: NATURAL SCIENCES) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

CHE 1110. Introductory Chemistry Laboratory I (1).F;S.
GEN ED: Science Inquiry Perspective (Theme: “Chemistry: Connections to Our Changing World”)
Laboratory experiments to supplement the study of the topics listed under CHE 1101. Laboratory three hours. Corequisite or prerequisite: CHE 1101. (CORE: NATURAL SCIENCES)

CHE 1120. Introductory Chemistry Laboratory II (1).F;S.
GEN ED: Science Inquiry Perspective (Theme: “Chemistry: Connections to Our Changing World”)
Laboratory experiments to supplement the study of the topics listed under CHE 1102. Laboratory three hours. Corequisite or prerequisite: CHE 1102. (CORE: NATURAL SCIENCES)

CHE 3303-3304. Physical Chemistry Laboratory (1-1).F-S.
GEN ED: Junior Writing in the Discipline (WID) (CHE 3303)
Experimental investigations which supplement the study of the topics in physical chemistry. Applications of computer techniques for data reduction and manipulation will be introduced and utilized. CHE 3301 is corequisite or prerequisite for CHE 3303 and CHE 3302 is corequisite or prerequisite for CHE 3304. (WRITING)

CHE 4000. Chemistry Seminar (1).F;S.
GEN ED: Capstone Experience
A senior capstone experience on the presentation and discussion of current chemical topics. Oral and written reports are required. Prerequisites: CHE 3000 and CHE 3303. (SPEAKING)

CHE 4620. Environmental Chemistry (4).S.
GEN ED: Capstone Experience
A capstone course for students pursuing a concentration in Environmental Chemistry, this course will focus the wide diversity of subject matter required by this major. The course will involve discussions and applications of air, water and soil chemistry while giving the student an appreciation of the scientific, legal, political and economic issues inherent in Environmental Chemistry. Prerequisites: CHE 3301, CHE 4560, STT 2810. Lecture three hours, laboratory three hours.

CHE 4900. Internship in Chemistry (1-12).F;S.
GEN ED: Capstone Experience
Independent, supervised work in applied chemistry at an approved industrial, quality control, analysis, or production facility. Appropriate entities include, but are not limited to, commercial businesses and governmental agencies. May be taken for a maximum of 12 semester hours, with a maximum of 6 semester hours credit per summer session. Only three of those hours will count toward major requirements. Prerequisite: CHE 3303. Graded on an S/U basis.
CHN 1050. Intermediate Chinese II (3).S.

*GEN ED: Local to Global Perspective (Themes: “Regions in Global Context” and “Performance of Culture”)*

A continuation of CHN 1040. Focus on various aspects of culture, society, literature, traditions, and daily preoccupations with continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: CHN 1040 or the equivalent. Laboratory work required. (MULTI-CULTURAL) (CORE: HUMANITIES)

**CI 3030/MAT 3030. Investigating Mathematics and Learning (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

A study of mathematics and learning related to K-6 students and prospective teachers. Topics include the content strand number and operations and process strands connections, communication, problem solving, reasoning and proof, and representation. Selected instructional activities will be designed for implementation with elementary students during field placement experiences (CI 3000/SPE 3000). Prerequisite: MAT 2030. (Same as MAT 3030.) (WRITING)

**CI 3030/MAT 3030. Investigating Mathematics and Learning (4).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course prepares prospective teachers to construct a comprehensive understanding of effective mathematics instruction in grades K-6 with selected instructional activities designed for implementation during field placement experiences. The course includes content, methods, and materials of elementary school mathematics instruction. Topics include the content strand number and operations and process strands connections, communication, problem solving, reasoning and proof, and representation. The course emphasizes instructional design principles for teaching number and operation. Effective communication of mathematical ideas is a focal point of the course. Prerequisite: MAT 2030. (Same as MAT 3030.) (WRITING)

**CI 3105/FCS 3105/SPE 3105. Practicum II (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

This practicum is designed to build on and extend competencies learned in Practicum I. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age, depending on prior practicum placement. Students also will be required to plan and implement developmentally appropriate environments, learning experiences, and interactions with children and their families. In addition, students will be expected to demonstrate an advanced level of reflection and integration, as well as appropriate professional behavior. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisite: FCS 3104/CI 3104/SPE 3104 or permission of the instructor. Graded on an S/U basis. (Same as FCS 3105/SPE 3105.) (WRITING; CROSS-DISCIPLINARY)

**CI 3900. Middle Grades Internship (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Prospective middle grades teachers are introduced to middle level classrooms and school communities through field experiences in professional development schools. Observation, participation, and teaching experiences ranging from individual to large group settings are included. Reflection, analysis, and discussions of practicum experiences are integrated into regularly scheduled seminars. Students will complete inquiry projects, and participate in interdisciplinary teaming while developing rapport with young adolescents and examining the context of effective middle level learning environments. This course is taken concurrently with CI 3910 and CI 3920. Lecture 20 hours; laboratory 60 hours. Graded on an S/U basis. (WRITING; SPEAKING)
CI 4900. Internship/Student Teaching (6-12).F;S.
**GEN ED: Capstone Experience**
Teaching experiences under supervision for one semester for students who plan to teach B-12. Graded on an S/U basis.

(CGE 1/30/09, F09; and new course at AP&P 3/04/09 - Eff: Fall, 2009)

CJ 3001. Writing in Criminal Justice (3).F;S.
**GEN ED: Junior Writing in the Discipline (WID)**
This course will continue with the writing skills developed from the first and second year writing courses, but will focus on specific issues and writings within criminal justice. In addition to writing (effective communication), the course will emphasize critical thinking, community responsibility within the context of criminal justice, and local to global connections. (WRITING)

(CGE 1/30/09, F09; and revised at AP&P 3/04/09 - Eff: Fall, 2009)

CJ 4900. Internship in Criminal Justice (3-12).F;S.
**GEN ED: Capstone Experience**
Field work in a criminal justice agency, office, or institution. This course offers the student the opportunity to synthesize the knowledge, approaches, and theories of the criminal justice discipline. At least three of the following four general educational goals will be addressed: thinking critically and creatively, communicating effectively, understanding responsibilities of community membership, and making global to local connections. Graded on an S/U basis. Prerequisite: senior standing (or 90 semester hours of coursework). (WRITING; SPEAKING)

(CGE 12/2008, F09; and new course at AP&P 12/03/08 - Eff: Fall, 2009)

COM 3118. Communicating Coal in Appalachia (3).On Demand.
**GEN ED: Historical and Social Perspective (Theme: “Appalachia”)**
The course examines the types of communication and information campaigns used by various stakeholders in the cultural, economic and political conflicts surrounding the coal industry in Appalachia. Students will learn through case studies, readings, guest speakers and at least one field trip to the coal fields of Appalachia.

(GEC 1/30/09, F09; and revised at AP&P 2/04/09 - Eff: Fall, 2009)

**GEN ED: Junior Writing in the Discipline (WID)**
The rhetorical analysis of religious themes in political and popular discourses. (WRITING)

(GEC 1/30/09, F09)

COM 3151. Gender Communication (3). On Demand.
**GEN ED: Junior Writing in the Discipline (WID)**
A course designed to allow students to learn, through studying theories and through practical experiences, the concepts relative to communication and both genders. Study includes, but is not limited to, communication among both and single genders; communication role development; how gender communication affects family relationships; differences in verbal and nonverbal communication across genders; and how gender roles affect close relationships, education, the media, acts of violence, and the workplace. (WRITING)

(GEC 1/30/09, F09; and revised at AP&P 2/04/09 - Eff: Fall, 2009)

COM 3155. Persuasion (3).F;S.
**GEN ED: Junior Writing in the Discipline (WID)**
This course explores the role of persuasion in public life. Students will learn to critically analyze and produce persuasive discourse in social, cultural, and democratic contexts in light of prevailing theories of social influence. Prerequisites: COM 1200 and COM 2101, or consent of the instructor. (WRITING; SPEAKING)
COM 3302. Copywriting for Advertising (3).F:S.
GEN ED: Junior Writing in the Discipline (WID)
Development of skills and techniques of advertising copywriting applying to all media. Goals are to improve creative writing skills, learn the basics of advertising copy and layout and the analysis of advertisements. Prerequisites: COM 2700 and must be an admitted advertising major or communication minor. (WRITING)

COM 3312. Crisis Communication (3).F:S.
GEN ED: Junior Writing in the Discipline (WID)

COM 3549. Selected Topics in Analyses (3).On Demand.
GEN ED: Junior Writing in the Discipline (WID)
An opportunity to study a special topic or combination of topics not otherwise provided for in the communication curriculum. Course numbers COM 3530-3545 are reserved for variable credit courses treating topics relating to any of the department’s degree concentrations; while COM 3546 is reserved for 3 credit hour selected topics courses related to Practices; COM 3547 is reserved for 3 credit hour selected topics courses related to Contexts; COM 3548 is reserved for 3 credit hour selected topics courses related to Perspectives; and COM 3549 (WRITING) is reserved for 3 credit hour selected topics courses related to Analyses. Any of these numbers may be repeated for credit when content does not duplicate.

COM 3600. Feature Writing (3).F:S.
GEN ED: Junior Writing in the Discipline (WID)
Study of principles, processes and techniques of editorial and feature writing for print media. Intense practical training in advanced writing styles and skills. Prerequisites: COM 2600 and COM 2610, or consent of the instructor. (WRITING)

COM 3618. Public Relations Writing (3).F:S.
GEN ED: Junior Writing in the Discipline (WID)
Public relations writing seeks to increase student skills in developing and preparing collateral public relations materials. This course integrates and builds upon the journalism, public address, communications and public relations courses. It sets the foundation for independent action in the advanced public relations courses and for successful experiences in an internship environment. Prerequisite: COM 2600. (WRITING)

COM 4210. Specialized Reporting (3).S.
GEN ED: Capstone Experience
This course is an advanced writing course in the journalism sequence. Focus is on writing for specific beats in the print media, including arts and entertainment, travel and leisure, health and the environment, sports and crime. Newswriting and news-feature writing skills for newspapers and magazines will be emphasized and analyzed. Prerequisite: COM 2610.
COM 4315. Electronic Media Management (3).F;S.
*GEN ED: Capstone Experience*

The study of factors related to the management of broadcast and cable stations, including finances, human resources, programming, sales, regulation, and promotion and marketing. Prerequisites: COM 2300, COM 2316, COM 3316 and junior or senior standing, or consent of the instructor.

COM 4400. Advertising Campaigns (3).F;S.
*GEN ED: Capstone Experience*

This course is designed to teach the student how to prepare an entire advertising campaign from start to finish. As such, it will incorporate knowledge gained from the variety of courses the student has had previously. Prerequisites: senior standing, COM 2700, and either COM 3302 or COM 3640, or permission of the instructor.

COM 4418. Public Relations Seminar (3).F;S.
*GEN ED: Capstone Experience*

Examines the educational preparation and requirements, as well as the professional standards, for public relations practitioners. The course analyses developments which impact the interface between organizations, their publics, and the social environment in which they operate. It is also a critical study of the role of public relations in different organizational settings. Corequisite or prerequisites: COM 4318 and senior standing, or consent of the instructor.

COM 4432. Communication Studies Seminar (3).F;S.
*GEN ED: Capstone Experience*

This capstone course invites students to draw connections between their previous coursework and major works in the discipline, through discussions, presentations, and writing. Students will also construct a portfolio. Prerequisites: senior standing and must be admitted to the B.S. degree in Communication Studies.

CS 1445. Introduction to Programming with Interdisciplinary Applications (4).On Demand.
*GEN ED: Quantitative Literacy*

This course provides an introduction to problem solving and programming using tools such as MATLAB. The course emphasizes computational methods to solve scientific problems. Topics include: control structures, data types (including structures and arrays), parameterized procedures and recursion, as well as simple I/O control. Prerequisite: MAT 1020 or MAT 1025 or equivalent with a grade of “C-” or higher. Students with doubts about their mathematics and computing background should consider taking CS 1425 (Overview of Computer Science) as a prerequisite to CS 1445. (COMPUTER)

CS 3100. Junior Seminar (2).F;S.
*GEN ED: Junior Writing in the Discipline (WID)*

This junior seminar course provides further development of writing skills in the context of computer science including technical reports, software documentation, user manuals, correspondence, and writing for the web. The history of computing may provide a context for assignments. (WRITING)
**CS 4800. Capstone Project (3).F;S.**  
*GEN ED: Capstone Experience*

The senior capstone project provides the student an independent and collaborative software development experience with a significant project. The course introduces aspects of project management, requirements analysis, and the software lifecycle, but will primarily be concerned with the practical integration of core theories, practices, and ethics of the discipline. Writing and speaking communication skills are reinforced. Prerequisites: senior standing and CS 3667.

**DAN 1400. Modern Dance I (2).F;S.**  
*GEN ED: Wellness Literacy*

An introduction to modern dance as an art form with the beginning practice of movement technique. Emphasis will be on the discovery of skills to develop the articulation and expressiveness of the body. The course will be an introduction to the medium of modern dance through the concepts of time, space, force and direction while integrating alignment and placement. Historical perspectives as well as aesthetic values will be covered. May be repeated one time for credit. (CORE: PHYSICAL ACTIVITY/WELLNESS)

**DAN 1410. Beginning Ballet I (2).F;S.**  
*GEN ED: Wellness Literacy*

A beginning study of the art of classical ballet with emphasis on basic vocabulary, alignment/placement, classical historical traditions and basic combinations of movement. May be repeated one time for credit. (CORE: PHYSICAL ACTIVITY/WELLNESS)

**DAN 1420. Jazz I (2).F.**  
*GEN ED: Wellness Literacy*

A study of beginning jazz dance technique with an emphasis on rhythmic awareness, style and cultural traditions. May be repeated one time for credit. Prerequisite: DAN 1400 or DAN 1410. (CORE: PHYSICAL ACTIVITY/WELLNESS)

**DAN 2010. Analyzing Style and Form: Dance (3).F;S.**  
*GEN ED: Fine Arts Designation; Aesthetic Perspective (Theme: “Analyzing Style and Form”)*

This course will explore the meaning, history, and aesthetics of dance. It will include cross-cultural comparisons and the influence of other art forms throughout the history of dance. The course will be primarily lecture with demonstrations, video, and some experiential work.

**DAN 2020. World Dance (3).On Demand.**  
*GEN ED: Local to Global Perspective (Theme: “Performance of Culture”)*

This course will explore dance as a vital contribution to cultural understanding from various regions and cultures around the world including the Americas, Africa, Europe, Asia and Oceania.
DAN 2400. Modern Dance II (2).F;S.
GEN ED: Wellness Literacy
A second (intermediate) level study of modern technique and basic elements of dance with more emphasis given to the refinement of skills and aesthetic elements. May be repeated one time for credit. Prerequisite: DAN 1400 or permission of the instructor. (CORE: PHYSICAL ACTIVITY/WELLNESS)

DAN 2410. Ballet II (2).F;S.
GEN ED: Wellness Literacy
An intermediate/advanced level study of the art of classical ballet technique facilitating skill in allegro and adagio work with an emphasis on developing line, style, placement and musicality. Focus will be on expanding the dancer’s artistry through the development of articulation, precision and conditioning. May be repeated one time for credit. Prerequisite: DAN 1410 or permission of the instructor. (CORE: PHYSICAL ACTIVITY/WELLNESS)

DAN 2420. Jazz II (2).S.
GEN ED: Wellness Literacy
A second level study of jazz technique and advanced elements of dance with more emphasis given to the refinement of skills including rhythmic awareness and dynamic interpretation. May be repeated one time for credit. Prerequisite: DAN 1420 or permission of the instructor. (CORE: PHYSICAL ACTIVITY/WELLNESS)

DAN 3280. Yoga as Somatic Practice (2).S.
GEN ED: Wellness Literacy
This course will examine the basic principles of the physical practice of yoga known as Hatha Yoga. The course will explore the practice of asanas (sustained postures) and vinyasas (sequences of postures connected by breath), pranayama (breathing exercises) and pratyahara, (meditation practices). Students will also be introduced to the philosophical and historical context of Hatha yoga. (CORE: PHYSICAL ACTIVITY/WELLNESS)

DAN 3430. Dance History (3).F;S.
GEN ED: Aesthetic Perspective (Theme: “The Body: Expression, Presentation, and Representation”)
The study of the history of dance from the earliest times to the present. The course will focus on dance in relation to other art forms as well as on the cultural, aesthetic and philosophical influences on dance. (WRITING; MULTI-CULTURAL) (CORE: HUMANITIES)

DAN 3480. Pilates Conditioning I (2).F;S.
GEN ED: Wellness Literacy
This course is an experiential course based on the principles and teachings of Joseph H. Pilates. The Pilates method combines both Eastern and Western approaches to physical and mental conditioning with an emphasis on moving with maximum efficiency and precise control. May be repeated one time for credit. (CORE: PHYSICAL ACTIVITY/WELLNESS)
DAN 3580. Gyrokinesis (2).F;S.
GEN ED: Wellness Literacy
Gyrokinesis methodology, as developed by Julio Horvath, embraces key principles of dance, yoga, gymnastics and tai-chi. The method works the entire body using spinal articulations and undulating rhythms integrated with specific breathing patterns. (CORE: PHYSICAL ACTIVITY/WELLNESS)

DAN 4460. Somatics (3).F;S.
GEN ED: Wellness Literacy
This is a survey course exploring several different approaches to body-centered learning. A broad overview of current conditioning and therapeutic bodywork methods will be introduced and explored. The course will be lecture and experiential in nature. (CORE: PHYSICAL ACTIVITY/WELLNESS) [Dual-listed with DAN 5460.]

DAN 4830. Collaborative Process (3).F.
GEN ED: Junior Writing in the Discipline (WID)
This course will explore the collaborative process in dance. Histories of great collaborations will be explored. Theoretical perspectives of creative process, the nature of creativity in collaborative work, crossing disciplines, and group process will be addressed. The course will be lecture, discussion and experiential in nature. Research projects and collaborative projects will be presented orally. Prerequisites: senior standing and permission of the instructor. (WRITING; SPEAKING)

DAN 4840. Capstone (3).S.
GEN ED: Capstone Experience
Capstone is the culminating course requirement for the B.A. degree in Dance Studies. It is an opportunity for the student to explore and discover the connections between the discipline of dance and another selected area of study. Students will be expected to create an in-depth senior project which illustrates and focuses on this resulting integration of disciplines. Students will be required to present and discuss the development as well as other aspects of their project in class, and they will also be required to present their final project in a public forum to students and faculty. A written synthesis of the process and project reflecting on the student’s ability to create meaningful connections between disciplines is also required. Prerequisites: senior standing and permission of the instructor.

ECO 2030. Principles of Economics - Price Theory (3).F;S.
GEN ED: Historical and Social Perspective (Themes: “This American Life” and “Capitalism and Its Critics”)
A brief introduction to the study of economics followed by an in-depth analysis of microeconomics, including: the price mechanism and supply and demand analysis; consumer choice; cost and revenue analysis of the firm; market structures; factor markets and income distribution; market failure and the role of government; and current economic problems such as pollution, poverty and discrimination. (CORE: SOCIAL SCIENCES)

ECO 2100. Business and Economic Statistics I (3).F;S.
GEN ED: Quantitative Literacy
A study of statistical tools used to analyze business and economic problems. The major subject matter includes descriptive statistics, the concepts of probability, confidence intervals and hypothetical testing, and statistical comparisons of production and marketing methods. Prerequisite: MAT 1030 or MAT 1020. (NUMERICAL DATA) (ND Prerequisite: passing the math placement test or successful completion of
ECO 2620. Environmental and Resource Economics (3).F.
*GEN ED: Local to Global Perspective (Theme: “Global Resources”)*
The course explores the efficient allocation of environmental and natural resources and examines the continuing conflict between economic activity and environmental quality and the conservation of natural resources. The course applies economic theory to local, regional, national, and international environmental issues.

ECO 4810. Seminar in Economics (3).F;S.
*GEN ED: Capstone Experience*
In-depth research and analysis of selected economic issues and problems. Required of all seniors majoring in economics or banking. Students participate in discussions of significant economic problems, theories and policies. Preparation of empirical papers that apply theoretical models and quantitative methods is required. These papers will be presented orally and in writing to the seminar participants. Prerequisites: ECO 3010, ECO 3020 and senior standing. (WRITING; SPEAKING)

ENG 1000. Expository Writing (3).F;S.
*GEN ED: First Year Writing*
An introduction to the various types of expository essays. A grade of “C” or higher in this course fulfills the English proficiency requirement for students entering the Reich College of Education or the Walker College of Business. (WRITING) (CORE: ENGLISH)

ENG 2001. Introduction to Writing Across the Curriculum (3).F;S.
*GEN ED: Second Year Writing*
This course introduces students to writing across the curriculum. Students write in different genres for different academic communities, read a variety of academic texts rhetorically, and analyze the writing conventions of various academic communities. Prerequisites: completion of 30 semester hours of credit, including ENG 1000 and UCO 1200. (WRITING) (CORE: ENGLISH)

ENG 2030. Studies in British Literature (3).F.
*GEN ED: Literary Studies Designation; Local to Global Perspective (Theme: “Origins and Migrations”)*
World literature in translation from its beginnings to the seventeenth century. (WRITING; MULTICULTURAL) (CORE: HUMANITIES/LITERATURE)

ENG 2040. World Literature (3).S.
*GEN ED: Literary Studies Designation; Local to Global Perspective (Themes: “Empire, Colonialism, and Globalization” and “Regions in Global Context”)*
World literature from the seventeenth century to the present, read in English. (WRITING; MULTICULTURAL) (CORE: HUMANITIES/LITERATURE)

ENG 2050. Studies in British Literature (3).F;S.
*GEN ED: Literary Studies Designation; Aesthetic Perspective (Theme: “Traditions and Innovations”)*
A study of selected works of British Literature. Course content will vary and may concentrate on poetry, fiction, drama, or a combination. ENG 2050 will not fulfill British literature core for BA in English or BS
in English, Secondary Education majors. Prerequisite: ENG 1000.

(GEC 12/2008, F09)

ENG 2170. Introduction to Film (3).F;S.
GEN ED: Aesthetic Perspective (Theme: “How We Tell Stories”); Local to Global Perspective (Theme: “Identity, Culture, and Media”)
A critical examination of notable examples of the filmmaker’s art from silent movies up to the modern era, including a variety of film genres and including both American and foreign films. (CORE: HUMANITIES)

(GEC 12/2008, F09; and revised at AP&P 3/3/10 - Eff: Fall, 2010)

ENG 2350. Studies in American Literature (3).F;S.
GEN ED: Literary Studies Designation; Historical and Social Perspective (Theme: “This American Life”)
A study of selected works of American literature. Course content will vary and may concentrate on poetry, fiction, drama, or a combination. ENG 2350 will not fulfill American literature core for BA in English or BS in English, Secondary Education majors. Prerequisite: ENG 1000.

(GEC 1/30/09, F09)

ENG 3000. Approaches to Literary Studies (3).F;S.
GEN ED: Junior Writing in the Discipline (WID)
An introduction to the discipline of literary studies, with an emphasis on theoretical approaches, literary research, and critical writing. (WRITING)

(GEC 1/30/09, F09; and revised at AP&P 3/3/10 - Eff: Fall, 2010)

ENG 3100. Business Writing (3).F;S.
GEN ED: Junior Writing in the Discipline (WID)
Focus on business writing concepts, ethics, and research. Emphasis on applied genres: specialized letters and memoranda, resumes, proposals, analytical and fact-finding reports, and other essential forms of professional communication. Prerequisite: ENG 1000. (WRITING; SPEAKING)

(GEC 1/30/09, F09)

ENG 3580. Teaching Composition: Theory, Practice, and Pedagogy (3).F;S.
GEN ED: Junior Writing in the Discipline (WID)
Theory, practice, and pedagogy in the teaching of writing at the secondary level. Prerequisite: ENG 3300. (WRITING)

(GEC 1/30/09, F09; and revised at AP&P 3/3/10 - Eff: Fall, 2010)

ENG 3700. Technical Writing (3).F;S.
GEN ED: Junior Writing in the Discipline (WID)
Focus on technical writing concepts, usability, ethics, and research. Emphasis on applied genres: instructions, process descriptions, abstracts, definitions, technical reports, and various electronic forms. Prerequisite: ENG 3090 or permission of the instructor. (WRITING; SPEAKING)

(GEC 3/20/09, F09)

ENG 4170. Film Theory and Criticism (3).S.
GEN ED: Capstone Experience
An in-depth study of the historical development of film criticism and an examination of contemporary film theory and technique. Prerequisite: ENG 2170.
ENG 4300. Seminar in Professional Writing (3).S.

GEN ED: Capstone Experience

Emphasis on refining writing and presentation skills for the workplace. Students will complete a client-based project and an e-portfolio. Prerequisites: ENG 3090, plus six semester hours of credit in the Professional Writing concentration under the BA in English. (WRITING; SPEAKING)

ENG 4510. Senior Honors Thesis (3).F;S.

GEN ED: Capstone Experience

Independent study and research. Honors thesis directed by a member of the Department of English and graded by a departmental committee. Oral presentation. Prerequisite: completion of ENG 3510 and ENG 3515 with at least a “B” average.

ENG 4550. Senior Seminar in Creative Writing (3).F;S.

GEN ED: Capstone Experience

Content to vary, but may include experimental fiction writing, dramatic writing, poetic forms, and advanced workshops in revision. May be repeated for credit when content does not duplicate. Prerequisite: ENG 3651, ENG 3652, or ENG 3670/THR 3670. (ENG 3661, ENG 3662, or ENG 3663 is a suggested prerequisite, but students may also enroll in the seminar with the permission of the instructor.)

ENG 4571. Capstone in American Indian Literature (3).F.

GEN ED: Capstone Experience

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on American Indian literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

ENG 4581. Capstone in African-American Literature (3).S.

GEN ED: Capstone Experience

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on African-American literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

ENG 4586. Capstone in Ethnic American Literature (3).F.

GEN ED: Capstone Experience

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Ethnic American literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

ENG 4592. Capstone in World Literature (3).F;S.

GEN ED: Capstone Experience
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on World literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

(GEC 3/20/09, S10; and new course at AP&P 4/29/09 - Eff: Spring, 2010)

**ENG 4711. Capstone in Women and Literature (3).S.**
*GEN ED: Capstone Experience*
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on the representation of women in literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

(GEC 3/20/09, S10; and new course at AP&P 4/29/09 - Eff: Spring, 2010)

**ENG 4721. Capstone in Appalachian Literature (3).F.**
*GEN ED: Capstone Experience*
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Appalachian literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

(GEC 3/20/09, S10; and new course at AP&P 4/29/09 - Eff: Spring, 2010)

**ENG 4731. Capstone in the Novel (3).S.**
*GEN ED: Capstone Experience*
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on the novel and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

(GEC 3/20/09, S10; and new course at AP&P 4/29/09 - Eff: Spring, 2010)

**ENG 4761. Capstone in Literary Criticism (3).S.**
*GEN ED: Capstone Experience*
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on literary criticism and theory and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

(GEC 3/20/09, S10; and new course at AP&P 4/29/09 - Eff: Spring, 2010)

**ENG 4771. Capstone in Early American Literature (3).F.**
*GEN ED: Capstone Experience*
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Early American literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

(GEC 3/20/09, S10; and new course at AP&P 4/29/09 - Eff: Spring, 2010)

**ENG 4781. Capstone in Nineteenth Century American Literature (3).S.**
*GEN ED: Capstone Experience*
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Nineteenth Century American literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.
ENG 4791. Capstone in Twentieth Century American Literature: 1900-1945 (3).F.
GEN ED: Capstone Experience
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Twentieth Century American literature (1900-1945) and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

ENG 4796. Capstone in Twentieth Century American Literature: 1945-present (3).S.
GEN ED: Capstone Experience
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Twentieth Century American literature (1945-present) and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

ENG 4811. Capstone in Folklore (3).S.
GEN ED: Capstone Experience
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on folklore and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

ENG 4815. Rachel Rivers Coffey Colloquium in Creative Writing (3).F.
GEN ED: Capstone Experience
An advanced creative writing workshop taught for half of the semester by a nationally distinguished senior writer and taught for the other half of the semester by the department’s creative writing faculty member. Content to vary by genre. Fulfills the capstone requirement for the Bachelor of Arts degree in English with a concentration in Creative Writing. May be repeated for credit when content does not duplicate. Prerequisites: ENG 3651, ENG 3652, or ENG 3670/THR 3670 and senior standing. (ENG 3661, ENG 3662, or ENG 3663 is a suggested prerequisite, but students may also enroll in the colloquium with the permission of the instructor.)

ENG 4821. Capstone in Early English Literature (3).F.
GEN ED: Capstone Experience
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Early English literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

ENG 4831. Capstone in Shakespeare I - Comedies/Histories (3).F.
GEN ED: Capstone Experience
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Shakespeare’s comedies and histories and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

ENG 4841. Capstone in Shakespeare II - Tragedies (3).S.
GEN ED: Capstone Experience
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Shakespeare’s tragedies and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

(GEC 3/20/09, S10; and new course at AP&P 4/29/09 - Eff: Spring, 2010)

**ENG 4851. Capstone in Renaissance Literature (3).S.**
*GEN ED: Capstone Experience*
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on literature of the Renaissance and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

(GEC 3/20/09, S10; and new course at AP&P 4/29/09 - Eff: Spring, 2010)

**ENG 4861. Capstone in Restoration and Eighteenth Century Literature (3).S.**
*GEN ED: Capstone Experience*
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on literature of the English Restoration and Eighteenth Century and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

(GEC 3/20/09, S10; and new course at AP&P 4/29/09 - Eff: Spring, 2010)

**ENG 4871. Capstone in English Romantic Literature (3).F.**
*GEN ED: Capstone Experience*
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on the English Romantic movement and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

(GEC 3/20/09, S10; and new course at AP&P 4/29/09 - Eff: Spring, 2010)

**ENG 4881. Capstone in Victorian Literature (3).F.**
*GEN ED: Capstone Experience*
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Victorian literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

(GEC 3/20/09, S10; and new course at AP&P 4/29/09 - Eff: Spring, 2010)

**ENG 4891. Capstone in Twentieth Century British Literature: 1900-1945 (3).F.**
*GEN ED: Capstone Experience*
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Twentieth Century British literature (1900-1945) and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

(GEC 3/20/09, S10; and new course at AP&P 4/29/09 - Eff: Spring, 2010)

**ENG 4896. Capstone in Twentieth Century British Literature: 1945-present (3).S.**
*GEN ED: Capstone Experience*
A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Twentieth Century British literature (1945-present) and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.
ENV 3100. Issues in Environmental Science (1).F.
**GEN ED: Junior Writing in the Discipline (WID)**
This course is open to third year Environmental Science (ENV) majors who have successfully completed ENG 2001, the second year writing course. ENV 3100 fulfills the third year writing in the discipline requirement for ENV majors and must be completed prior to taking ENV 4100, the capstone course. The content will emphasize readings and discussions of important contemporary themes in the biological, chemical, and geophysical areas of environmental science, with an emphasis on developing and honing various types of scientific writing skills for different audiences. Required readings and related discussions will include scientific journal articles, synthesis papers on environmental topics, opinion papers, and technology transfer articles. Prerequisite: ENG 2001 or its equivalent. (WRITING)

ENV 4100. Environmental Science Seminar (3).S.
**GEN ED: Capstone Experience**
This course emphasizes the critical need for a multi-disciplinary and cooperative approach to solving challenging environmental issues on local and global scales. The course is project-driven and employs literature and case study research, data gathering, and active group problem-solving to address issues such as scientific and engineering solutions, environmental and economic impacts, regulatory compliance, and public policy. Students are required to disseminate project results via written reports, oral presentations, and/or poster sessions. This course serves as the senior capstone course for students enrolled in the Bachelor of Science degree in Environmental Science. Lecture two hours, laboratory three hours. Prerequisite: senior standing or permission of the instructor.

ES 2010. Exercise Physiology (3).F;S.
**GEN ED: Junior Writing in the Discipline (WID)**
The course will focus on: basic energy, musculoskeletal, nervous, cardiovascular and respiratory systems as they relate to aerobic and anaerobic exercise. Emphasis will be placed on the adaptations of these systems to training. Lecture two hours, laboratory two hours. Prerequisite: ES 2000 or equivalent. (WRITING)

ES 4650. Seminar (1).F;S.
**GEN ED: Capstone Experience**
An “exit course” for exercise science majors. Students will interact with faculty, peers, and professionals in related fields. Topics will focus on synergistic effects of subspecialties, vocational opportunities, vita writing and interviewing, and other current professional issues in preparation for post-graduate career development. Prerequisite: senior standing. Graded on an S/U basis. [Dual-listed with ES 5550.]

FCS 1000. Apparel and Consumer Behavior (3).F.
**GEN ED: Aesthetic Perspective (Theme: “Shaping the Human Environment”)**
An introductory study of the nature and importance of life styles; communication, economics, psychology, sociology, design and concepts of manufacturing, marketing and retailing as factors which influence consumer acceptance and utilization offashions. Lecture three hours.

FCS 2103. Family Development: Origins and Movement (3).F;S.
**GEN ED: Local to Global Perspective (Theme: “Origins and Migrations”)**
A study, using the multicultural life span approach, of factors affecting human and family development. Theories, patterns, structures and functions of diverse family groupings and interactions and
interrelationships in family processes and development will be considered in relation to current research. Students will research their individual family origins and movement over time to understand the current change in ethnic diversity. Students will also study and analyze critical family issues and compare these issues within different cultures in the United States and around the world. Lecture three hours.

(COMPUTER) (CORE: SOCIAL SCIENCES)

(FCS 2110, Global Awareness: Examining the Human Condition (3).F;S.)

GEN ED: Local to Global Perspective (Theme: “Sustainability and Global Change”) A human ecological approach to the issues related to hunger, child and maternal mortality, access to primary education, and reproductive health. Economic, social, political, and geographic concepts will be related to current indicators of the United Nations Millennium Development Goals in order to analyze impacts on individuals and families. Students will develop and evaluate strategies that enhance living conditions for families in local and global contexts. Emphasis will be directed toward families most affected by negative living conditions. Lecture three hours.

(GEC 12/2008, F09; and new course at AP&P 12/03/08 - Eff: Fall, 2009)

(FCS 2111, Social History of the Family (3).F;S.)

GEN ED: Historical and Social Perspective (Theme: “Individual and Society”) This course will examine family as an institution through cross-cultural, social, and historical contexts. The purpose of the course is to provide students with an introduction to theoretical perspectives used in the study of families, knowledge of the history of family life, and learning experiences that provide opportunities to think critically, communicate intelligently, and make informed opinions about contemporary family issues. Connections to other courses within the individual and society theme will focus on individual and group decision making within the context of the family. Lecture three hours.

(GEC 10/30/09, F10)

(FCS 3102, Family, Child and Professional Interactions: A Focus on Young Children (3).S.Odd-numbered years.)

GEN ED: Junior Writing in the Discipline (WID) A family development approach to parent, child and professional interactions with a specific focus on communication patterns and family structure. Students will study and evaluate strategies which enhance positive interactions relevant for working with parents and professionals. Emphasis will be directed toward normative and catastrophic family issues. Lecture three hours. Prerequisites: FCS 2103, FCS 2104 or approval of the instructor. (WRITING)

(GEC 1/30/09, F09)

(FCS 3105/CI 3105/SPE 3105, Practicum II (3).F.)

GEN ED: Junior Writing in the Discipline (WID) This practicum is designed to build on and extend competencies learned in Practicum I. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age, depending on prior practicum placement. Students also will be required to plan and implement developmentally appropriate environments, learning experiences, and interactions with children and their families. In addition, students will be expected to demonstrate an advanced level of reflection and integration, as well as appropriate professional behavior. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisite: FCS 3104/CI 3104/SPE 3104 or permission of the instructor. Graded on an S/U basis. (Same as CI 3105/SPE 3105.) (WRITING; CROSS-DISCIPLINARY)

(GEC 1/30/09, F09)

(FCS 4400, Professional Seminar (1).F;S.)

GEN ED: Junior Writing in the Discipline (WID) A study of concepts and skills essential for successful entry into the professional world including job search strategies, resume development, interview strategies, written and oral communication, professional ethics,
and career management and development. Lecture one hour. Prerequisites: FCS 1400 and senior level standing or approval of the major advisor. Should be completed before taking FCS 4900. (WRITING)

(FEC 1/30/09, F09; and revised at AP&P 1/13/10 - Eff: Fall, 2010)

FCS 4900. Internship (3-12).F;S.

GEN ED: Capstone Experience

Field experience or employment in the area of the student’s interest: (a) apparel and textiles; (b) child development; (c) family and consumer sciences education. Supervision and evaluation by the employer and the faculty member. Prerequisites:

A. 2.00 overall grade-point average
B. College rank: juniors (60 s.h.)
C. Completed 35 semester hours of family and consumer sciences courses including FCS 4400 (except 24 semester hours for family and consumer sciences education majors)
D. Internship proposal fully approved
E. Major courses completed:
   1. Apparel and Textiles: FCS 1000, FCS 1001, FCS 2000, FCS 3002, FCS 3003, FCS 4004; ACC 2100; ECO 2030; MKT 3050
   2. Child Development: FCS 2101, FCS 2103, FCS 2104, FCS 3101, FCS 3106; NUT 2201; SPE 3100
   3. Family and Consumer Sciences Education: 24 semester hours in family and consumer sciences completed

Graded on an S/U basis. Hours requirement for three credit hours is 120 hours with 40 hours required for each additional credit.

(GEC 1/30/10, S11)

FIN 2860. Personal Finance (3).On Demand.

GEN ED: Historical and Social Perspective (Theme: “Capitalism and Its Critics”)

A study of the key concepts, tools, and techniques of personal financial management. Focus is placed on the financial statements of the individual. The balance sheet model includes a discussion of personal assets - both financial and non-financial, personal liabilities including all types of loans, and personal net worth. The implications of the current financial environment (i.e., changing tax laws, savings instruments, interest rates, etc.) is also considered from the standpoint of the individual.

(GEC 1/30/09, F09)

FL 1000. English for International Students (3).F.

GEN ED: First Year Writing

Listening, speaking, reading and writing English for advanced students whose first language is not English. Emphasis on communication in a variety of academic and social settings. This course is self-paced to enable the student to concentrate on individual needs and problem areas. In addition to class meetings, students will be assigned a tutor to assist them with assignments.

(GEC 12/2008, F09)

FL 2025. Literature in Translation (3).F;S.

GEN ED: Literary Studies Designation; Aesthetic Perspective (Theme: “How We Tell Stories”)

A study of various literatures in translation, from the medieval through the modern period, focusing on the language and culture areas featured in departmental offerings. Course content will vary and may concentrate on poetry, fiction, drama, or a combination. (MULTI-CULTURAL) (CORE: HUMANITIES/LITERATURE)

(GEC 12/2008, F09; and revised at AP&P 3/04/09 - Eff: Fall, 2009)

FL 2050. Say What? Language in Mind and Society (3).F;S.

GEN ED: Historical and Social Perspective (Theme: “Mind”)

An exploration of the issues surrounding human language and its relationship with thought, cognition and culture. Students will have the opportunity to learn how the sounds, structures and meanings of human
languages are produced and interpreted, and will explore variation among world languages as well as the relationship among language, society, and culture. Different theoretical approaches to these issues will be explained. The course will also examine the interaction between language and mind and the neurological basis of human language, and will look at the application of linguistic principles in language learning and artificial intelligence.

(GEC 12/2008, F09)

**FRE 1050. Intermediate French II (3).S.**

*GEN ED: Local to Global Perspective (Themes: “Regions in Global Context” and “Performance of Culture”)*

Focus on various aspects and perspectives of selected French-speaking cultures outside of France, including francophone peoples of Canada, the Caribbean, and/or the African continent. Continued development of communicative language skills through contact with authentic materials, readings, and films. Prerequisite: FRE 1040 or the equivalent. Laboratory work required. (MULTI-CULTURAL) (CORE: HUMANITIES)

(GEC 11/20/09, S10)

**FRE 1060. Accelerated Intermediate French (6).On Demand.**

*GEN ED*: Local to Global Perspective (Themes: “Regions in Global Context” and “Performance of Culture”) Combines FRE 1040 and FRE 1050. Prerequisite: FRE 1020 or the equivalent. Class meets daily for a total of 300 minutes per week. Laboratory work required. (MULTI-CULTURAL) (CORE: HUMANITIES) (*NOTE: Only 3 s.h. of this 6 s.h. course may count for general education credit in a theme."

(GEC 10/30/09, F10)

**FRE 3045. Translation Techniques (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

Introduction to practical translation techniques to prepare students of French to produce French-English and English-French translations. Required for majors. Prerequisites: FRE 2005 and one 2000-level FRE literature course (FRE 2025, FRE 2045, FRE 2055, or FRE 2065). (WRITING)

(GEC 1/30/09, F09)

**FRE 4565. Advanced French Expression (3).F.**

*GEN ED: Capstone Experience*

Students will have the opportunity to advance their oral and written proficiencies by examining and using different registers of contemporary spoken French as well as analyzing different written genres. Their oral work will be based on reading and discussing current articles from newspapers and periodicals; their written work will be modeled on selected literary and cultural narratives written by experienced French writers. Prerequisites: senior or graduate standing and FRE 3080, or consent of the instructor. (WRITING) [Dual-listed with FRE 5565.]

(GEC 12/2008, F09)

**GER 1050. Intermediate German II (3).S.**

*GEN ED: Local to Global Perspective (Themes: “Regions in Global Context” and “Performance of Culture”)*

A continuation of GER 1040. Focus on various aspects of culture, society, literature, traditions, and daily preoccupations with continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: GER 1030 or GER 1040, or the equivalent. Laboratory work required. (MULTI-CULTURAL) (CORE: HUMANITIES)

(GEC 11/20/09, S10)

**GER 1060. Accelerated Intermediate German (6).S.On Demand.**

*GEN ED*: Local to Global Perspective (Themes: “Regions in Global Context” and “Performance of Culture”) Combines GER 1040 and GER 1050. Prerequisite: GER 1020 or GER 1030, or the equivalent. Class meets daily for a total of 300 minutes per week. Laboratory work required. (MULTI-CULTURAL) (CORE:
GHY 1010. Introduction to Physical Geography (3).F;S.
**GEN ED: Local to Global Perspective (Theme: “Sustainability and Global Change”)**
A comprehensive study of our physical earth emphasizing the distributional patterns and inter-relatedness of its land, soils, natural vegetation and habitat, and weather and climate. Examinations of environmental issues including hazardous wastes, acid rains, floods, droughts, deforestation and air pollution. (CORE: SOCIAL SCIENCES)

(GEC 12/2008, F09; and new course at AP&P 2/04/09 - Eff: Fall, 2009)

GHY 1011. Global Climate Change (4).F;S.
**GEN ED: Science Inquiry Perspective (Theme: “Global Environmental Change”)**
This course provides a scientific examination of global climate change, including the physical patterns within the atmosphere, climate change due to both natural and anthropogenic forcing mechanisms, and projections of future change at various spatial scales. Students will employ the scientific method in a series of field-based experiments to answer problems and address issues that complement the lecture material and focus on aspects of global climate change. Lecture three hours, laboratory two hours.

(GEC 12/2008, F09; and new course at AP&P 2/04/09 - Eff: Fall, 2009)

GHY 1012. Global Change of the Biosphere (4).F;S.
**GEN ED: Science Inquiry Perspective (Theme: “Global Environmental Change”)**
An introduction to the patterns, dynamics, and causes of change in the biosphere. Students will examine the fundamental geographic determinants of biodiversity patterns and the natural and human factors that drive biotic change, including climate change, land cover change, and biological invasions. Students will use the scientific method in hands-on laboratory activities to investigate causal relationships between global change processes and biome shifts, species migration, extinction, and loss of biodiversity. Lecture three hours, laboratory two hours.

(GEC 12/2008, F09)

GHY 1020. World Regional Geography (3).F;S.
**GEN ED: Local to Global Perspective (Themes: “Global Resources” and “Regions in Global Context”)**
The study of our contemporary world divided into the regions of North America, Central and South America, Africa, the Middle East, Europe, the Russian Realm, and South, East and Southeast Asia. Examination of global issues including population problems, technology and culture change, rural versus urban development, resource exportation and international trade, political identity and international conflict. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

(GEC 12/2008, F09)

GHY 1040. Introduction to Human Geography (3).F.
**GEN ED: Historical and Social Perspective (Theme: “Cultural Diversity”)**
This course examines the spatial patterns of human society. By focusing on the description and analysis of the spatial dimensions of human language, economy, religion and government, this course is a celebration of human diversity. Lectures, readings, films, slides, writing exercises, map quizzes and class discussions will help the student to understand and appreciate the geography of the human mosaic. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)
**GHY 3000. Communicating Geographic Information (3).F;S.**

**GEN ED: Junior Writing in the Discipline (WID)**

This course introduces students to writing styles in geography and provides practice with written and oral communication skills in a variety of academic and professional contexts. Students will critically evaluate geographic writing and oral presentations, use writing as a means of enhancing clarity of thought and depth of knowledge in geography, and communicate effectively in academic and professional settings. Prerequisites: junior standing and registration is restricted to geography majors. (WRITING)

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**GHY 4830/PLN 4830. Senior Seminar (3).F;S.**

**GEN ED: Capstone Experience**

This course provides a capstone experience, bringing together a variety of geography and planning skills, abilities and knowledge. It integrates academic concepts with real-world experience and helps the student advance from the undergraduate academic environment to a geography career and/or to graduate study. (Same as PLN 4830.) (WRITING; SPEAKING)

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**GLS 2000. Contemporary Global Issues (3).F;S.**

**GEN ED: Local to Global Perspective (Themes: “Empire, Colonialism, and Globalization” and “Origins and Migrations”)**

This course examines a selection of global issues from a variety of perspectives and disciplines. Students will be exposed to the complexities of these issues, which are the result of the confluence of historical, geographical, economic, cultural, and political factors. Emphasis will be placed on how different societies view global issues, as well as how different perspectives can alter one’s understanding of them. (MULTI-CULTURAL; CROSS-DISCIPLINARY)

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**GLS 4000. Seminar in Global Studies (3).F;S.**

**GEN ED: Junior Writing in the Discipline (WID)**

Students will engage in an intensive investigation of one or more global questions, themes, or issues in global studies. The class is organized as a seminar. Emphasis is placed on critical reading, research, writing, and speaking. The topic of this course will vary from semester to semester. Barring duplication of content, a student may repeat the course. The communication proficiency in Global Studies is met by earning a grade of “C” or higher in this course. (WRITING; SPEAKING; MULTI-CULTURAL)

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**GLS 4510. Thesis/Project (3).S.**

**GEN ED: Capstone Experience**

This is the required senior capstone course for a major in Global Studies. Students must complete a major project that makes use of and integrates the material from the Global Studies core in relation to a significant issue in Global Studies. Students may either write a thesis or conduct a project, which will be supervised by a member of the Global Studies faculty and read by another Appalachian State University faculty member in a field appropriate to the topic selected by the student. Prerequisites: GLS 4000 and senior standing.

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**GLY 1101. Introduction to Physical Geology (4).F;S.**

**GEN ED: Science Inquiry Perspective (Theme: “Restless Planet: Earth, Environment, and Evolution”)**

Introduction to the composition, origin, and modification of Earth materials through the study of the Earth’s interacting dynamic systems; study and application of the scientific method with reference to the principles of geology as demonstrated through use of case histories and laboratory material. Lecture three hours, laboratory two hours. (NUMERICAL DATA) (CORE: NATURAL SCIENCES) (ND prerequisite:
passing the math placement test or successful completion of MAT 0010.)

(GLC 12/2008, F09; and revised at AP&P 1/14/09 - Eff: Fall, 2009)

**GLY 1102. Introduction to Historical Geology (4).F;S.**

*GEN ED: Science Inquiry Perspective (Themes: “Life, Earth, and Evolution” and “Restless Planet: Earth, Environment, and Evolution”)*

A study of the historical and biological aspects of the science of geology – tectonic models for understanding earth structure and lithospheric history, the physical and paleontological bases for understanding geologic time and dating rocks, biological principles relating to the evolution of organisms revealed in the fossil record, facts and theories of biological evolution, a survey of the evolution of organisms through time, the geologic history of North America, and discussion of the scientific aspects of the scientific-religious controversy of evolution vs. creationism. Lecture three hours, laboratory two hours. (CROSS-DISCIPLINARY; NUMERICAL DATA) (CORE: NATURAL SCIENCES) (ND prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GLC 12/2008, F09; and revised at AP&P 1/14/09 - Eff: Fall, 2009)

**GLY 1103. Introduction to Environmental and Applied Geology (4).F;S.**

*GEN ED: Science Inquiry Perspective (Theme: “Restless Planet: Earth, Environment, and Evolution”)*

A survey of the chemical and physical processes that change the Earth’s crust and surface creating geologic hazards and environmental problems for people; human perturbations of the environment that directly and indirectly affect geological change and human life, such as mining, waste disposal, and agricultural practices; and the principles of origin, distribution, availability, environmental consequences of use, and exploration of the Earth’s mineral and water resources. Lecture three hours, laboratory two hours. (NUMERICAL DATA) (CORE: NATURAL SCIENCES) (ND prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GLC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

**GLY 1104. Water: Mountains to Sea (4).F.**

*GEN ED: Science Inquiry Perspective (Themes: “The Blue Planet” and “Global Environmental Change”)*

A study of the interaction between terrestrial water and geological phenomena. The course applies the scientific method to the study of the continental components of the hydrologic cycle. It also focuses on the interaction of water with the rock and plate tectonic cycles. Lecture three hours, laboratory two hours.

(GLC 12/2008, F09; and revised at AP&P 1/13/10 - Eff: Fall, 2010)

**GLY 1105. Oceanography (4).S.**

*GEN ED: Science Inquiry Perspective (Theme: “The Blue Planet”)*

A study of physical, chemical, biological, and geological oceanography and their interrelationships. Lecture three hours, laboratory two hours. (NUMERICAL DATA) (ND prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GLC 3/20/09, S10; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

**GLY 2301/AS 2301. The History of Coal from the Pennsylvanian to the Present (3).S.**

*GEN ED: Historical and Social Perspective (Theme: “Appalachia”)*

Coal has played a critical role in the history of the southern Appalachians. The geologic processes that formed coal and shaped the landscape into the steep ridges and hollows of the Appalachian coalfields have directly affected the human history of the region – from hunting in pre-colonial times, to settlement and subsistence farming in the 1800s, to mining and unionization in the 1900s, to mountaintop removal and natural gas/coalbed methane extraction in the last decade. This course covers the physical and chemical processes that form coal as well as the tectonic and geomorphologic processes that formed the landscape of the coalfields and shaped the agricultural practices of the early settlers. It examines the cultural history of coal mining and life in the company-owned coal camps and the political history of unionization through literature and film. The economics and environmental consequences of coal-fired power plants are discussed, and the environmental and occupational hazards associated with both underground and surface coal mining are analyzed from both a scientific and a sociological perspective.
GLY 2745. Preparation of Geologic Reports (4).F;S.
GEN ED: Junior Writing in the Discipline (WID)
This course provides instruction in various aspects of data collection, quantitative and qualitative analysis, and the preparation and presentation of written and oral geologic reports to standards of the profession. Topics include: survey of geologic literature and digital information retrieval services, research design, data management, ethics and safety. Data collection and mapping in the field is a major component of the course and vigorous hiking is required. Lecture three hours, laboratory three hours. Prerequisites: GLY 1101 (or GLY 1510) and GLY 2250. Open only to Geology majors and minors. (WRITING; SPEAKING; COMPUTER)

GLY 4210. Geology Seminar (1).S.
GEN ED: Capstone Experience
Presentation and discussion of current topics, with emphasis on student projects, petrology, and surficial processes. Prerequisite: senior standing geology major.

GLY 4705. Advanced Environmental and Engineering Geology (3).S.
GEN ED: Capstone Experience
Field and laboratory analysis of problems arising from interactions between humans and Earth and application of geologic knowledge to the mitigation of these problems. Lecture two hours, laboratory three hours. Prerequisites: at least junior standing and a minimum of six semester hours of geology courses above the 1000 level, or permission of the instructor. [Dual-listed with GLY 5705.]

GRA 3622. Graphic Communications Seminar (1).F;S.
GEN ED: Junior Writing in the Discipline (WID)
This course involves the development of the mechanics of being a professional in the graphic arts industry. Specific topics include resumes, cover letters, interviewing, presentation techniques and report writing. Prerequisite: junior standing. (WRITING)

GS 4403. Teaching Science in Middle and High Schools (3).F;S.
GEN ED: Junior Writing in the Discipline (WID)
This course is for the prospective middle/high school science teacher and it focuses on effective instructional strategies for teaching principles associated with major school science disciplines. Emphasis is placed on planning, science process skills, inquiry-based instruction, hands-on/minds-on activities, improvising materials, demonstrations, and assessment techniques. Special emphasis is also placed on the North Carolina Standard Course of Study and the National Science Education Standards. Secondary education majors will have at least 15 hours of teamed experience in public school classrooms as part of this course. It is STRONGLY ADVISED that all other requirements for licensure (except student teaching) be completed prior to this course. Lecture two hours, laboratory two hours. (WRITING; SPEAKING; COMPUTER)

GS 4404. The Meaning and Nature of Science (3).F.
GEN ED: Junior Writing in the Discipline (WID)
The goal of this course is to help students develop a sound understanding of the nature of science, the process of scientific inquiry, and the reciprocal relationship between science and society through a critical examination of the history of science since the Renaissance. Lecture three hours. (WRITING)
GSB 1040. Contemporary Biology (2).F;S.
GEN ED: Science Inquiry Perspective (Theme: “Contemporary Science”)
A course in a sequential series of four science mini-courses. (EACH MINI-COURSE LASTS FOR ONE-HALF SEMESTER. STUDENTS SHOULD BE ADVISED TO REGISTER FOR TWO MINI-COURSES IN ONE SEMESTER TO TOTAL FOUR SEMESTER HOURS.) The course will introduce students to selected fundamental principles and concepts of biology discussed and developed in the context of science topics of concern or interest in modern society. Prerequisites: GSP 1010 or GSA 1010; and GSC 1020. Corequisite: GSG 1030. Contemporary Geology. Lecture three hours, laboratory two hours. This course will not satisfy program requirements for students majoring in biology, chemistry, computer science, geology, or physics. (NUMERICAL DATA) (CORE: NATURAL SCIENCES) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

GSC 1020. Contemporary Chemistry (2).F;S.
GEN ED: Science Inquiry Perspective (Theme: “Contemporary Science”)
A course in a sequential series of four science mini-courses. (EACH MINI-COURSE LASTS FOR ONE-HALF SEMESTER. STUDENTS SHOULD BE ADVISED TO REGISTER FOR TWO MINI-COURSES IN ONE SEMESTER TO TOTAL FOUR SEMESTER HOURS.) The course will introduce students to selected fundamental principles and concepts of chemistry discussed and developed in the context of science topics of concern or interest in modern society. Co- or prerequisite: college-level mathematics course. Corequisite: GSC 1010. Contemporary Physics or GSA 1010. Contemporary Astronomy. Lecture three hours, laboratory two hours. This course will not satisfy program requirements for students majoring in biology, chemistry, computer science, geology, or physics. (NUMERICAL DATA) (CORE: NATURAL SCIENCES) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

GSG 1030. Contemporary Geology (2).F;S.
GEN ED: Science Inquiry Perspective (Theme: “Contemporary Science”)
A course in a sequential series of four science mini-courses. (EACH MINI-COURSE LASTS FOR ONE-HALF SEMESTER. STUDENTS SHOULD BE ADVISED TO REGISTER FOR TWO MINI-COURSES IN ONE SEMESTER TO TOTAL FOUR SEMESTER HOURS.) The course will introduce students to selected fundamental principles and concepts of geology discussed and developed in the context of science topics of concern or interest in modern society. Prerequisite: GSP 1010 or GSA 1010 and GSC 1020. Corequisite: GSB 1040. Contemporary Biology. Lecture three hours, laboratory two hours. This course will not satisfy program requirements for students majoring in biology, chemistry, computer science, geology, or physics. (NUMERICAL DATA) (CORE: NATURAL SCIENCES) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

GSP 1010. Contemporary Physics (2).F;S.
GEN ED: Science Inquiry Perspective (Theme: “Contemporary Science”)
A course in a series of four science mini-courses for the non-science major. (EACH MINI-COURSE LASTS FOR ONE-HALF SEMESTER. STUDENTS SHOULD BE ADVISED TO REGISTER FOR TWO MINI-COURSES IN ONE SEMESTER TO TOTAL FOUR SEMESTER HOURS.) The course presents a broad view of important areas of contemporary physics. Concepts of modern physics are studied at an introductory level with the necessary classical physics background needed for their comprehension. Co- or prerequisite: a college-level mathematics course. Corequisite: GSC 1020. Contemporary Chemistry. Lecture three hours, laboratory two hours. This course will not satisfy program requirements for students majoring in biology, chemistry, computer science, geology, or physics. (NUMERICAL DATA) (CORE: NATURAL SCIENCES) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)
HCM 4950. Seminar in Health Care Management (3).F;S.
GEN ED: Capstone Experience
This course integrates all HCM courses and other core courses through readings, case and scenario analyses, and small projects. The course requires students to apply the concepts of accounting, financial management, quality management, marketing, business planning, operations, strategic management, and public policy specifically to the unique environmental, regulatory, legal, ethical, and professional demands of the health care industry. Prerequisites: HCM 2110, HCM 3130, and final semester senior status, or permission of the instructor. (WRITING; SPEAKING)

HED 1000. Personal and Family Health (2).F;S.
GEN ED: Wellness Literacy
This introductory course is tailored to meet the needs of college students and the distinct health and behavioral issues that they face in a college environment. Emphases will be placed on developing communication, decision-making and goal-setting skills in the areas of sexual health, alcohol, tobacco and other drug choices, physical activity and diet, as well as improving psychological health. (CORE: PHYSICAL ACTIVITY/WELLNESS)

HED 2100. Introduction to Health Education (3).F.
GEN ED: Junior Writing in the Discipline (WID)
This course focuses on the discipline of health education, its foundation in theories of behavior change and prevention of health risks. The roles and competencies of health educators in schools, community, and clinical and worksite settings are described. Skills of needs assessment and community analysis are introduced. The Health Belief Model and models of diffusion, adoption and epidemiology are studied. (WRITING)

HIS 1110. History and Culture (3).F;S.
GEN ED: Historical Studies Designation; Aesthetic Perspective (Theme: “Traditions and Innovations”)
An examination of selected themes in world or regional history with an emphasis on how products of creative expression have shaped, and been shaped by, their historical context. NOTE: HIS 1110 DOES NOT COUNT TOWARD THE REQUIREMENTS FOR A HISTORY MAJOR OR MINOR. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

HIS 1120. Society and History (3).F;S.
GEN ED: Historical Studies Designation; Historical and Social Perspective (Theme: “Cultural Diversity”)
An examination of selected themes in world or regional history with an emphasis on the historical context of various social, political, cultural, and economic processes. NOTE: HIS 1120 DOES NOT COUNT TOWARD THE REQUIREMENTS FOR A HISTORY MAJOR OR MINOR. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

HIS 1130. Themes in Global History (3).F;S.
GEN ED: Historical Studies Designation; Local to Global Perspective (Theme: “Regions in Global Context”)
An examination of selected themes in global history with an emphasis on the historical context of global issues, processes, trends, and systems as they have affected local regions. NOTE: HIS 1130 DOES NOT COUNT TOWARD THE REQUIREMENTS FOR A HISTORY MAJOR OR MINOR. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

HIS 1200. American History (3).F;S.
GEN ED: Historical Studies Designation; Historical and Social Perspective (Theme: “This American Life”)
This course will acquaint the student with the major developments of American history from pre-contact to post-modern eras. Emphasis will be given to the foundational political experiences of the American people and how political developments have been influenced and affected by social developments. Students will learn to apply analytical skills to the reading of primary texts representing the whole sweep of American history. Written expression will be emphasized. NOTE: HIS 1200 DOES NOT COUNT TOWARDS THE REQUIREMENTS FOR A HISTORY MAJOR OR MINOR. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

(GEC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

**HIS 1400. World Empires (3).F;S.**
*GEN ED: Historical Studies Designation; Local to Global Perspective (Theme: “Empire, Colonialism, and Globalization”)*
This course investigates how systems of power functioned on a global scale in the past. Students will discover, discuss, and write about how those systems came to be as well as what kind of society, culture, and world they have created. Students will also develop a clearer understanding not only of their individual role in such global interactions, but how events in one distant part of the world affect many other people around the globe. NOTE: HIS 1400 DOES NOT COUNT TOWARDS THE REQUIREMENTS FOR A HISTORY MAJOR OR MINOR. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

(GEC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

**HIS 1501. Revolution and Social Change in World History (3).F;S.**
*GEN ED: Historical Studies Designation; Historical and Social Perspective (Theme: “Revolutions and Social Change”)*
This course provides an analysis of significant revolutions and social movements in world history. These may be defined as political, social, cultural, scientific and technological. This course examines the events of these movements, as well as the philosophical/ideological ideas that shaped them. It also examines how these revolutions affected societies in a local and global context, and how they continue to affect the world in which we live today. NOTE: HIS 1501 DOES NOT COUNT TOWARDS THE REQUIREMENTS FOR A HISTORY MAJOR OR MINOR. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

(GEC 2/26/10, F10; and new course at AP&P 2/03/10 - Eff: Fall, 2010)

**HIS 1520. Honors: Patterns of Global History (3).F;S.**
*GEN ED: Historical Studies Designation; Local to Global Perspective (Theme: “Regions in Global Context”)*
An honors course examining selected themes in global history with an emphasis on the historical context of global issues, processes, trends, and systems as they have affected local regions. HIS 1520 cannot be repeated for credit and does not count toward the requirements for a History major or minor. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

(GEC 2/26/10, F10; and new course at AP&P 2/03/10 - Eff: Fall, 2010)

**HIS 1525. Honors: Problems in Global History (3).F;S.**
*GEN ED: Historical Studies Designation; Local to Global Perspective (Theme: “Regions in Global Context”)*
An in-depth examination of selected events, issues, systems, processes, or developments in global history, and their relationship to and effect upon local regions. Particular emphasis will be given to development of critical thinking skills appropriate to historical inquiry. HIS 1525 cannot be repeated for credit and does not count toward the requirements for a History major or minor. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

(GEC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

**HIS 1600. Migration in World History (3).F;S.**
*GEN ED: Historical Studies Designation; Local to Global Perspective (Theme: “Origins and Migrations”)*
This course examines the role of human migration in world history. Starting with “peopling the planet” and using topics such as language diversity, diaspora, colonization and immigration, students will explore
the dispersal of people, plants, animals, diseases, as well as cultural and technological diffusion. The emphasis is on evaluation of primary and secondary sources, development of analytical skills, and application of methods used in comparative histories clustered around these themes. Students have a semester long project of preparing their own family history that entails using data bases, oral interviews, and narrative writing that puts their own “local” history into the “global” context of the main events of the past century. NOTE: HIS 1600 DOES NOT COUNT TOWARD THE REQUIREMENTS FOR A HISTORY MAJOR OR MINOR. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

(GEC 12/2008, F09)

**HIS 2312. Introduction to the Ancient Mediterranean World (3).** F. Even-numbered years.
*GEN ED: Historical Studies Designation; Historical and Social Perspective (Theme: “Ancient Worlds”)*
A survey of the Ancient Mediterranean, including Greece, the Hellenistic World, and Rome. Topics covered will include ancient art, philosophy, religion, and literature. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

(GEC 1/30/09, F09 as HIS 3000; changed to HIS 2800 at AP&P 2/03/10 - Eff: Fall, 2010)

**HIS 2800. Writing History (3).** F; S.
*GEN ED: Junior Writing in the Discipline (WID)*
This course is required for all History majors. The course uses a variety of primary and secondary sources to explore the ways history is researched and written. (WRITING)

(GEC 3/26/10, S11)

**HIS 3524. World Economy: History and Theory (3).** F. Even-numbered years.
*GEN ED: Historical and Social Perspective (Theme: “Capitalism and Its Critics”)*
This course traces the development of the world economy to the present, focusing on the search for the determinants of economic success and the various solutions that have been offered. The long term changes in world income and population are quantified (mainly for the second millennium), the forces that explain the success of rich countries are identified, and the obstacles that hindered economic advance in lagging regions are explored. We will emphasize the interaction between empirical methods and interdisciplinary theories. The interaction between wealthy nations and the rest of the world is scrutinized to assess the degree to which backwardness may have been due to Western policy. Also, special emphasis will be placed on the analysis of government spending patterns and the economic impact of conflicts.

(GEC 12/2008, F09)

**HIS 3726. History of the Appalachian Region (3).** S.
*GEN ED: Historical Studies Designation; Historical and Social Perspective (Theme: “Appalachia”)*
A survey of the history of the Appalachian region from the period of exploration and settlement to the present. (WRITING)

(GEC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

**HIS 3923. The Truth in History and the Truth of History (3).** On Demand.
*GEN ED: Historical Studies Designation; Historical and Social Perspective (Theme: “Mind”)*
The primary goal of this course is to help students understand how historians determine the truth in history. The class will use the example of a specific historical event. Students will examine reasoned arguments about truth, relevant social theories necessary for understanding social processes, and primary and secondary sources about the event in question. The class will integrate these materials to explore how historians determine the truth in history and the truth of history.

(GEC 1/30/09, F09)

**HIS 4100. Senior Seminar (3).** F; S.
*GEN ED: Capstone Experience*
Variable content. In a seminar setting, students will investigate a broad topic, field, or period in history through intensive reading, research, and writing. Strongly emphasizes the examination and interpretation of
primary and secondary sources, definition of a research topic, use of research methodology, and the understanding of issues and problems in research. A minimum grade of “C” in the HIS 4100 Senior Seminar is required to complete the History major. Prerequisite: History major with senior standing and a minimum of three semester hours in history at the 3000-level, or permission of the instructor. (WRITING; SPEAKING)

(Per GEC Memo of Understanding 12/4/08, F09)

**HON 1515. Freshman Honors Seminar (3).F;S.**

*GEN ED: First Year Seminar*

An interdisciplinary special topics course taught by one or two professors. This Honors course is equivalent to UCO 1200 (First Year Seminar). Students may not receive credit for both UCO 1200 and HON 1515. Instructors and content vary; may be repeated for credit when content does not duplicate. (CROSS-DISCIPLINARY) (WRITING; SPEAKING; MULTI-CULTURAL; NUMERICAL DATA; and/or COMPUTER: approved on a semester-by-semester basis.) (CORE: HUMANITIES/SOCIAL SCIENCES (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 12/2008, F09)

**HP 1105. Health and Fitness (2).F;S.**

*GEN ED: Wellness Literacy*

Emphasis on health and fitness trends in America, fitness and health testing concepts, exercise prescription, nutrition principles, prevention and treatment of chronic diseases such as heart disease, obesity, cancer, diabetes mellitus, and osteoporosis, the relationship between health habits and aging and psychological health, stress management, and precautions in exercise. Each student will have their health and physical fitness status tested, including results on personal cardiorespiratory, body composition, and musculoskeletal fitness status, and personal diet, heart disease, health age, and stress profiles. (CORE: PHYSICAL ACTIVITY/WELLNESS)

(GEC 1/30/09, F09)

**HP 2100. Health Program Planning and Evaluation I (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

Provides an in-depth overview of health program planning and evaluation for all health promotion settings - community, schools, clinical, and worksite. Specifically, students will study how to assess individual and community needs for health promotion, plan and implement effective health promotion programs, evaluate the effectiveness of health promotion programs, and coordinate the provision of health promotion services. (WRITING)

(GEC 1/30/09, F09)

**HP 4900. Internship (3–12).F;S.**

*GEN ED: Capstone Experience*

Students are placed in a variety of health related agencies such as health departments, community action agencies, community mental health centers, educational institutions, wellness programs, hospitals, industrial/business settings, etc. for part or all of a semester or summer, under the direction of the health internship coordinator. The student surveys agency functions, completes a project and writes a final paper under the supervision of a health educator or health related person. Prerequisite: senior standing. Graded on an S/U basis.

(GEC 12/2008, F09)

**IDS 2210. Bodies, Places, Spaces, Times, and Things (3).On Demand.**

*GEN ED: Aesthetic Perspective (Theme: “The Body: Expression, Presentation, and Representation”)*

Inquiring into the ways in which humans create, transmit and transform meaning materially, this course investigates the physical dimensions of human being - bodies (our own and others’), places, spaces, times,
and things - exploring how dimensions of physical existence common to the human species bear variable meanings across personal and cultural boundaries. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES or SOCIAL SCIENCES)

(GEC 1/30/09, F09)

**IDS 3000. Histories of Knowledges (3).F;S.**
*GEN ED: Junior Writing in the Discipline (WID)*
This course introduces central concerns of interdisciplinary studies through analyses of histories of knowledge production, definition, and categorization, cultural derivations and influences on what we know, the significance of paradigms and media, and the importance of perspective and situation in shaping what we define as knowledge. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY)

(GEC 12/2008, F09)

**IDS 3260. Creativity: An Introduction (3).On Demand.**
*GEN ED: Historical and Social Perspective (Theme: “Mind”)*
An interdisciplinary and cross-cultural investigation of creativity as an individual, social, cultural, and natural phenomenon. Although often associated with artistry, creativity contributes to the development of all academic and professional disciplines and is an important component in non-academic culture and in individual life. The concept of creativity has deep roots in Western culture (going back at least to Augustine), and the cross-disciplinary study of creativity has burgeoned in the United States since WWII. The class will explore: the history of the concept of creativity; creativity and self-fulfillment; psychological, anthropological, and sociological theories of creativity; practices claiming to enhance creativity; and case studies of creative individuals and creative breakthroughs.

(GEC 12/2008, F09)

**IDS 3261. Sustainability, Religion, Spirituality (3).On Demand.**
*GEN ED: Historical and Social Perspective (Theme: “Religion, Myth, and Society”)*
Debate has raged among scholars, activists, and members of religious communities about the role(s) of religion and of specific religions in fostering unsustainability and in achieving sustainability. As part of this debate, some have proposed the existence and importance of a spirituality unconnected with historical or new religions as a key component of moving toward sustainability. This course provides an interdisciplinary introduction to these questions both in their historical and contemporary forms.

(GEC 1/30/09, F09)

**IDS 4550. Senior Seminar (3).F;S.**
*GEN ED: Capstone Experience*
In this class, students will have the opportunity to draw together the diverse strands of their interdisciplinary studies, reflect on the connections among these strands, and produce an in-depth senior project focusing on their concentration within the major. Students will have the opportunity to reflect on methodology - how one brings together data, methods and practices from diverse disciplines, both academic and non-academic. Students will be asked to present and discuss aspects of projects in class and present their final projects in a public forum to students and faculty. The final portfolio is to be turned in to the student’s Senior Seminar professor before the end of the student’s last semester. Prerequisites: senior standing and IDS 3000 and IDS 3150. Corequisite or prerequisite: IDS 3300 or IDS 3700, or consent of the instructor. (WRITING; SPEAKING; CROSS-DISCIPLINARY; COMPUTER)

(GEC 3/20/09, S10; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

**IND 2012. Product Design (3).F;S.**
*GEN ED: Aesthetic Perspective (Theme: “Shaping the Human Environment”)*
This is an introduction to product design and problem-solving techniques. Emphasis is given to history of industrial design, methods for communicating design ideas, systematic design, product design specifications, corporate strategies in planning product innovations, fundamentals of materials and
manufacturing processes used in the mass production of consumer products. Students will write multiple reports and give oral presentations throughout the semester. Selected assignments from this course will be appropriate for inclusion in student portfolios. Lecture three hours. (WRITING; SPEAKING)

(GEC 3/20/09, F09)

**INT 3320. Environment and Human Behavior (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Explores interrelationships between human behavior and the built-environment. Emphasizes synthesis of empirical research, analysis, mapping, design guidelines, programming, written documentation, and post-occupancy-evaluations. Study may include proxemics, human factors, social behavior, stressors and other prominent areas of research. Analysis may include residential or commercial spaces. Current topics may include placemaking, global issues, culture, defensible space. Prerequisite: completion of the Freshman Portfolio Review. Lecture three hours. (WRITING)

(GEC 3/20/09, F09)

**INT 4900. Internship (4).SS.**

*GEN ED: Capstone Experience*

Prerequisites: all 3000-level interior design coursework. Graded on an S/U basis.

(GEC 12/2008, F09)

**JPN 1050. Intermediate Japanese II (3).S.**

*GEN ED: Local to Global Perspective (Themes: “Regions in Global Context” and “Performance of Culture”)*

A continuation of JPN 1040. Focus on various aspects of culture, society, literature, traditions, and daily preoccupations with continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: JPN 1040 or the equivalent. Laboratory work required. (MULTI-CULTURAL) (CORE: HUMANITIES)

(GEC 12/2008, F09; and revised at AP&P 2/04/09 - Eff: Fall, 2009)

**MAT 1010. Introduction to Mathematics (4).F;S.**

*GEN ED: Quantitative Literacy*

This course is an introduction to mathematical problem solving. Emphasis is on the development of conceptual understanding rather than on computational drill. Using appropriate computational tools, including computers, is fundamental to the course. All sections cover personal finance and consumer statistics. One or two additional modules come from such disciplines as ecology, art, music, astrophysics, cryptology, resource allocation, construction, and election theory. MAT 1010 is not open to students with credit for MAT 1020, MAT 1025, MAT 1030, or MAT 1110. (CROSS-DISCIPLINARY; NUMERICAL DATA; COMPUTER) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) (CORE: MATHEMATICS)

(GEC 12/2008, F09)

**MAT 1020. College Algebra with Applications (4).F;S.**

*GEN ED: Quantitative Literacy*

A study of the algebraic concepts and their applications. Topics include algebraic relations and functions, equations, exponents and logarithms, inequalities, linear programming, and elementary probability. Problem solving will be emphasized throughout. Not open to students who have credit for MAT 1025, MAT 1030 or MAT 1110. Not appropriate preparation for MAT 1110. Prerequisite: must pass placement test or MAT 0010. (NUMERICAL DATA) (CORE: MATHEMATICS) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 12/2008, F09)

**MAT 1025. Algebra and Elementary Functions (4).F;S.**

*GEN ED: Quantitative Literacy*

An overview of algebraic concepts and a thorough treatment of functions such as rational, logarithmic,
exponential, and trigonometric. Included will be a rigorous treatment of analytic geometry. Recommended for students with less than four units of high school mathematics who plan to take MAT 1110. Students may not receive credit for MAT 1020 after receiving credit for MAT 1025. Not open to students who have credit for MAT 1110. Prerequisite: must pass placement test or MAT 0010. (NUMERICAL DATA) (CORE: MATHEMATICS) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 12/2008, F09)

MAT 1030. Calculus With Business Applications (4).F;S.
GEN ED: Quantitative Literacy
An introduction to the concepts of differentiation and integration with particular emphasis upon their applications to solving problems that arise in business and economics. This course is designed primarily for business and economics majors and is not open to mathematics majors or students with credit for MAT 1110. Prerequisite: MAT 1020 or MAT 1025 or equivalent. (NUMERICAL DATA; COMPUTER) (CORE: MATHEMATICS) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 12/2008, F09)

MAT 1110. Calculus With Analytic Geometry I (4).F;S.
GEN ED: Quantitative Literacy
A study of limits, continuity, differentiation, applications of the derivative, the differential, the definite integral, the fundamental theorem, and applications of the definite integral. Prerequisite: MAT 1025 (with a grade of “C-” or higher) or equivalent. (NUMERICAL DATA) (CORE: MATHEMATICS) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 1/30/09, F09) - (NOTE: DELETE THIS VERSION AFTER FALL, 2010) * * *

* * * MAT 3030/CI 3030. Investigating Mathematics and Learning (3).F;S.
GEN ED: Junior Writing in the Discipline (WID)
A study of mathematics and learning related to K-6 students and prospective teachers. Topics include the content strand number and operations and process strands connections, communication, problem solving, reasoning and proof, and representation. Selected instructional activities will be designed for implementation with elementary students during field placement experiences (CI 3000/SPE 3000). Prerequisite: MAT 2030. (Same as CI 3030.) (WRITING)

(GEC 1/30/09, F09; and revised at AP&P 3/03/10 - Eff. Spring, 2011)

MAT 3030/CI 3030. Investigating Mathematics and Learning (4).F;S.
GEN ED: Junior Writing in the Discipline (WID)
This course prepares prospective teachers to construct a comprehensive understanding of effective mathematics instruction in grades K-6 with selected instructional activities designed for implementation during field placement experiences. The course includes content, methods, and materials of elementary school mathematics instruction. Topics include the content strand number and operations and process strands connections, communication, problem solving, reasoning and proof, and representation. The course emphasizes instructional design principles for teaching number and operation. Effective communication of mathematical ideas is a focal point of the course. Prerequisite: MAT 2030. (Same as CI 3030.) (WRITING)

(GEC 3/20/09, F09)

MAT 3110. Introduction to Modern Algebra (3).F;S.
GEN ED: Junior Writing in the Discipline (WID)
Topics covered include equivalence relations, groups, subgroups, homomorphisms, isomorphisms, and a survey of other algebraic structures such as rings, integral domains, and fields. Prerequisites: MAT 2110 and MAT 2240 or permission of the instructor. (WRITING)

(GEC 3/20/09, F09)

MAT 3220. Introduction to Real Analysis I (3).F;S.
GEN ED: Junior Writing in the Discipline (WID)
A treatment of the calculus of functions of real variables including sequences, limits of functions, continuity and differentiation. Prerequisite: MAT 2110. (WRITING)

(GEC 3/20/09, S10; and new course at AP&P 4/29/09 - Eff: Spring, 2010)
MAT 4040. Mathematics Capstone (1).F.
GEN ED: Capstone Experience
MAT 4040 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in mathematics and the relationships of mathematics with other fields. Oral and written communication skills are emphasized. Prerequisite: senior standing in mathematics or permission of the instructor.

(GEC 3/20/09, F09; and revised at AP&P 4/29/09 - Eff: Spring, 2010)
MAT 4330. Senior Seminar in Actuarial Sciences (3).S.
GEN ED: Capstone Experience
A course designed to provide majors in Actuarial Sciences the opportunity to study actuarial problems from a variety of sources. The emphasis will be on the oral and written presentation of results. The course should prepare the student for making the transition from academic courses to actuarial practice. Students taking this course should have completed most of the Actuarial Sciences curriculum. Students are also encouraged to register for at least one Society of Actuaries professional exam during this course. Prerequisite: MAT 3330. Corequisite: STT 4865. (WRITING)

(GEC 3/20/09, F09)
MAT 4510. Senior Honors Thesis (3).F;S.
GEN ED: Capstone Experience
Independent study and research. Thesis directed by a member of the Department of Mathematical Sciences. Prerequisites: completion of MAT 3510 and a 3.45 GPA in mathematics. Enrollment by invitation of the departmental honors committee. (WRITING)

(GEC 12/2008, F09; and revised at AP&P 12/03/08 - Eff: Fall, 2009)
MUS 2011. Analyzing Style and Form: Music (3).F;S.
GEN ED: Fine Arts Designation; Aesthetic Perspective (Theme: “Analyzing Style and Form”)
A nontechnical course for students with little or no musical background. Emphasis is placed on the style and form of music as perceived by the listener. Lecture three hours. (MULTI-CULTURAL) (CORE: HUMANITIES)

(GEC 12/2008, F09)
MUS 2016/AS 2016. Appalachian Music (3).F;S.
GEN ED: Historical and Social Perspective (Theme: “Appalachia”)
A survey of Appalachian music including both instrumental and vocal styles, older traditions and newer regional forms. Students will have opportunities to develop musical skills through hands-on class projects and activities. Lecture three hours. (Same as AS 2016.) (CORE: HUMANITIES)

(GEC 12/2008, F09)
MUS 2018. Introduction to World Music (3).F;S.
GEN ED: Fine Arts Designation; Local to Global Perspective (Theme: “Performance of Culture”)
A survey of musics representing international cultures. Emphasis is placed on the role of music in various life experiences. Lecture three hours. (MULTI-CULTURAL) (CORE: HUMANITIES)

(GEC 12/2008, F09; and new course at AP&P 11/05/08 - Effective: Fall, 2009)
MUS 2022. Cultivating Creative Expression Through Music (3).F;S.
GEN ED: Fine Arts Designation; Aesthetic Perspective (Theme: “Cultivating Creative Expression”)

Students will create works of music using various media, reflecting on the creative process, the influence of culture, and the dynamic and reciprocal interactions among the artist, instructor, and student. Lecture/studio three hours. (CORE: HUMANITIES)

(GEC 11/20/09 for HSP-T and GEC 2/26/10 for FAD, F10; new course at AP&P 1/13/10, F10)

**MUS 2023. Music and Gender (3).S.**

*GEN ED: Fine Arts Designation; Historical and Social Perspective (Theme: “Cultural Diversity”)*

An investigation of the social constructions of gender and how they are reflected in music. Topics will include how gender constructions operate in compositional, performance and teaching practices.

(GEC 11/20/09 for AP-T and GEC 2/26/10 for HSD, F10)

**MUS 2611. Music History and Style I (2).F.**

*GEN ED: Historical Studies Designation; Aesthetic Perspective (Theme: “Traditions and Innovations”)*

An overview of the stylistic tendencies throughout Western music history and an examination of the development of Western notated music and musical style as revealed through studies of social influences, biographical figures, and notated musical scores from ancient times to mid-seventeenth century. (MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES/MUSIC MAJORS ONLY)

(GEC 11/20/09 for AP-T and GEC 2/26/10 for HSD, F10)

**MUS 2612. Music History and Style II (2).S.**

*GEN ED: Historical Studies Designation; Aesthetic Perspective (Theme: “Traditions and Innovations”)*

An examination of the development of Western notated musical style as revealed through studies of social influences, biographical figures, and notated musical scores from the mid-seventeenth century to the mid-nineteenth century. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES/MUSIC MAJORS ONLY)

(GEC 1/30/09, F09; and new course at AP&P 12/03/08 - Eff: Fall, 2009)

**MUS 3002. Music Theory V (2).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

A continuation of MUS 2002 (Music Theory IV). The study of common-practice forms is concluded. Twentieth-century compositional practices and techniques are studied. Prerequisites: MUS 2002 (Music Theory IV) and MUS 2008 (Aural Skills IV) with a minimum grade of “C-“ (1.7) in each course. (WRITING)

(GEC 1/30/09 for WID, F09; GEC 11/20/09 for AP-T, F10; and GEC 2/26/10 for HSD, F10; and revised at AP&P 12/03/08 - Eff: Fall, 2009)

**MUS 3611. Music History and Style III (2).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

*GEN ED: Historical Studies Designation; Aesthetic Perspective (Theme: “Traditions and Innovations”)*

An examination of the development of Western notated music and musical style as revealed through studies of social influences, biographical figures, and notated musical scores from the mid-nineteenth century to the present. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES/MUSIC MAJORS ONLY)

(GEC 1/30/09, F09; and new course at AP&P 12/03/08 - Eff: Fall, 2009)

**MUS 4800. Senior Clinical Project in Music Therapy (1).F;S.**

*GEN ED: Capstone Experience*

Supervised clinical research project in music therapy. Prerequisites: MUS 3070, MUS 3072, MUS 3900 (4 s.h.), and MUS 4070, with a minimum grade of “C” (2.0) in each. Music Therapy majors must earn a grade of “C” or better in this course in order to be eligible for MUS 4901 (Internship in Music Therapy).

(GEC 1/30/09, F09)

**MUS 4900. Internship in Music Industry Studies (12).F;S.**

*GEN ED: Capstone Experience*
The internship will be completed under the sponsorship of a music business that focuses on one of the following: music products, music recording, or music management and promotion. The prospective intern and the internship director will select the internship site. The intern will be in weekly contact with the director during the internship. Graded on an S/U basis.

(GEC 2/20/09, F09)

**NUR 3011. Concepts of Professional Nursing (4).** F; S.

*GEN ED: Junior Writing in the Discipline (WID)*

This course introduces an expanded knowledge about nurses as members of the profession, providers of care, and coordinators, designers, and managers of care related to differentiated practice. Nursing history, process, and roles are explored. Students receive an introduction to theory, practice, and research concepts. Evidence-based and community-based nursing are introduced along with critical thinking. The nursing process and principles that guide practice are explicated. Nursing trends and issues are identified. Lecture four hours. Prerequisite: admission to the nursing program (RN to BSN). Corequisite: NUR 3000. (WRITING)

(GEC 2/20/09, F09)

**NUR 4032. Professional Nursing Synthesis (5).** F; S.

*GEN ED: Capstone Experience*

This capstone course is a synthesis of knowledge, theories, and clinical experiences from course work throughout the nursing major. Students develop learning contracts incorporating the roles of provider of care, designer, manager, and coordinator of care, and the member of the profession. The course consists of 120 clinical hours and 30 hours of clinical conference. Prerequisites: NUR 4011 and NUR 4021. Corequisite: NUR 4029.

(GEC 12/2008, F09; and FCS changed to NUT 2202 at AP&P 1/13/10 - Eff: Fall, 2010)

**NUT 2202. Nutrition and Health (3).** F; S.

*GEN ED: Wellness Literacy*

Application of basic nutrition principles to the prevention of disease and the promotion of health. The wellness perspective is integrated in the course through the following topics: chronic diseases, health risk assessment, decision making, health behavior change, wellness planning and evaluation, and literature evaluation. Lecture three hours. (CORE: PHYSICAL ACTIVITY/WELLNESS)

(GEC 12/2008, F09; and FCS changed to NUT 2351 at AP&P 1/13/10 - Eff: Fall, 2010)

**NUT 2351. Global Nutrition: Emerging Health Challenges (3).** F; S.

*GEN ED: Local to Global Perspective (Theme: “Global Resources”)*

This course will examine global nutritional issues as they pertain to health and incidence of disease, integrating social, biological, political, economic, and environmental factors. The relationship of nutrition and global health to diverse aspects of globalization and economic development will be explored. Specific issues include hunger and obesity, infant mortality and elder health, nutritional programs and agencies, local to global food markets, and meat versus plant food sources. Students will gain the ability to accurately evaluate the food and health issues of a specific country or region. Lecture three hours.

(GEC 2/26/10, F10; and FCS changed to NUT 4200 at AP&P 1/13/10 - Eff: Fall, 2010)

**NUT 4200. Advanced Nutrition I (3).** S.

*GEN ED: Junior Writing in the Discipline (WID)*

The role of nutrients at the specialized cellular level. Emphasis on intermediary metabolism of carbohydrates, proteins and fats. Scientific planning of adequate diets for normal individuals of different economic levels as related to health and efficiency. Lecture three hours. Prerequisites: NUT 3205, CHE 2101 and CHE 2203. (WRITING)

(GEC 2/26/10, F10; and new course at AP&P 1/13/10 - Eff: Fall, 2010)

**NUT 4900. Internship (1-12).** F; S.
GEN ED: Capstone Experience
Field experience or employment in the area of the student’s interest: dietetics (experience will be obtained in clinical, foodservice, and community) or foodsystems management. Supervision and evaluation by the employer and the faculty member.
Prerequisites:
A. 2.00 overall grade-point average
B. College rank: seniors (90 s.h. completed toward degree)
C. Major courses completed:
   1. Dietetics:
      a. Community - Prerequisites: NUT 3205, NUT 4560
      b. Foodservice - Prerequisites: NUT 2203, NUT 3202; Pre- or Corequisites: NUT 4504, NUT 4509
      c. Clinical - Prerequisites: NUT 4250
   2. Foodsystems Management: NUT 2202, NUT 2203, NUT 3202, NUT 4504, NUT 4509
D. Internship proposal fully approved
Graded on an S/U basis. Contact hours requirement for three credit hours is 120 hours with 40 hours required for each additional credit.

(PE courses 1700-1877 approved by GEC 12/2008, F09
and revised courses/numbers at AP&P 12/03/08 - Eff: Fall, 2009)

PE 1700. Swimming for Nonswimmers (1).F:S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1702. Beginning Swimming (1).F:S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1703. Intermediate Swimming (1).F:S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1704. Advanced Swimming (1).F:S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1705. Open Water SCUBA Diving (1).F:S. (Fee charged)
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1706. Advanced Open Water SCUBA Diving (1).F:S. (Fee charged)
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

(GEC 1/29/10, F10; and new course at AP&P 2/03/10 - Eff: Fall, 2010)

PE 1709. Water Aerobics (1).F:S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

(GEC 1/29/10, F10; and new course at AP&P 2/03/10 - Eff: Fall, 2010)

PE 1712. Swimming for Fitness (1).F:S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1718. Lifeguarding and Water Safety (3).F:S.
GEN ED: Wellness Literacy

PE 1721. Backpacking/Orienteering (1).F:S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1724. Canoeing (1).F:S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)
PE 1727. Introduction to Fly Fishing (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1730. Beginning Rock Wall Climbing (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1740. Physical Education for the Disabled (1).On Demand.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1742. Aerobics (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1743. Intermediate Aerobics (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1745. Jogging/Conditioning (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1748. Beginning Tai Chi (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1751. Yoga (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1754. Weight Training (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1755. Intermediate Weight Training (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1768. Group Fitness Instructor Training (3).F;S.
GEN ED: Wellness Literacy

PE 1769. Personal Trainer Training (3).F;S.
GEN ED: Wellness Literacy

PE 1770. Self-Defense (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1775. Fencing (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1790. Basketball (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1793. Field Hockey (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1802. Soccer (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1810. Badminton (1).F;S.
GEN ED: Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)
PE 1819. Racquetball (1).F;S.  
**GEN ED:** Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1820. Intermediate Racquetball (1).F;S.  
**GEN ED:** Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1822. Beginning Tennis (1).F;S.  
**GEN ED:** Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1823. Intermediate Tennis (1).F;S.  
**GEN ED:** Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1825. Volleyball (1).F;S.  
**GEN ED:** Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1840. Softball (1).F;S.  
**GEN ED:** Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1873. Beginning Skiing (1).S. (Fee charged)  
**GEN ED:** Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1874. Intermediate Skiing (1).S.(Fee charged)  
**GEN ED:** Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1876. Beginning Snowboarding (1).S. (Fee charged)  
**GEN ED:** Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1877. Intermediate Snowboarding (1).S. (Fee charged)  
**GEN ED:** Wellness Literacy (CORE: PHYSICAL ACTIVITY/WELLNESS)

(GEC 1/30/09, F09)

PE 3003. Planning, Implementation, and Assessment of the Elementary Curriculum (3).F;S.  
**GEN ED:** Junior Writing in the Discipline (WID)  
This course is designed to prepare prospective physical education teachers to instruct elementary school-aged children. Students should learn to plan, implement, and assess developmentally appropriate pedagogical practices in physical education related to the cultivation of physically educated school-aged children. The application of pedagogical concepts will take place in clinical or field-based laboratory experiences. Prerequisites: PE 2015, PE 2115, PE 2116, PE 3002 and ES 2010 with a grade of “C” or higher in each. (WRITING)

(GEC 12/2008, F09)

PE 3008. Planning, Implementation, and Assessment of Health Related Fitness (3).F;S.  
**GEN ED:** Wellness Literacy  
Prospective physical education teachers will participate as pupils in a Health Related Fitness instructional unit. There will be an emphasis on curriculum development as well as design, implementation and analysis of an instructional unit. The application of pedagogical concepts will take place in clinical or field-based laboratory experiences. Prerequisites: PE 2015, PE 2115, PE 2116, PE 3002 and ES 2010 with a grade of “C” or higher in each. (CORE: PHYSICAL ACTIVITY/WELLNESS/For Physical Education Teacher Education Majors Only)

(GEC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

PHL 1501. Everyday Philosophy: Historical and Social Perspectives (3).F;S.  
**GEN ED:** Historical and Social Perspective (Theme: “Mind”)
An introduction to special problems, topics, or issues in philosophy from historical and social perspectives. The subject matter of this course will vary. (CORE: HUMANITIES)

(GEC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

PHL 1502. Everyday Philosophy: Aesthetic Perspectives (3).F;S.
GEN ED: Aesthetic Perspective (Theme: “How We Tell Stories”)
An introduction to special problems, topics, or issues in philosophy from aesthetic perspectives. The subject matter of this course will vary. (CORE: HUMANITIES)

(GEC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

PHL 1503. Everyday Philosophy: Local to Global (3).F;S.
GEN ED: Local to Global Perspective (Theme: “Identity, Culture, and Media”)
An introduction to special problems, topics, or issues in philosophy regarding cultural diversity and the interrelationship between the local and the global. The subject matter of this course will vary. (CORE: HUMANITIES)

(GEC 12/2008, F09)

PHL 2000. Philosophy, Society, and Ethics (3).F;S.
GEN ED: Historical and Social Perspective (Theme: “Individual and Society”)
An introduction to ethical reasoning and an examination of moral problems in contemporary social issues. (CORE: HUMANITIES)

(GEC 12/2008, F09; and revised at AP&P 1/14/09 - Eff: Fall, 2009)

PHL 2013. Philosophy of Art (3).F.
GEN ED: Aesthetic Perspective (Themes: “Traditions and Innovations” and “Analyzing Style and Form”)
A course that concentrates on the interplay of art and philosophy in ancient through contemporary cultures. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES)

(GEC 12/2008, F09; and revised at AP&P 1/14/09 - Eff: Fall, 2009)

PHL 2015. Environmental Ethics (3).F;S.
GEN ED: Local to Global Perspective (Theme: “Sustainability and Global Change”)
This course is an introduction to ethical dimensions of environmental issues. Students will have the opportunity to study theoretical perspectives such as deep ecology, ecofeminism, Native American views of the land, and social ecology. The course will also consider environmental ethical issues such as the moral status of nature, pesticide use, environmental racism, the treatment of animals, deforestation, world population growth, and what it means to live an ecologically responsible life. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES)

(GEC 1/30/09, F09)

PHL 3000. Ancient Philosophy (3).F.
GEN ED: Junior Writing in the Discipline (WID)
A study of the major philosophers of Greece and Rome including the pre-Socratics, Socrates, Plato, Aristotle, the Stoics, the Epicureans, and the skeptics. Prerequisite: one course in philosophy or consent of the instructor. (WRITING; MULTI-CULTURAL)

(GEC 1/30/09, F09; and revised at AP&P 1/14/09 - Eff: Fall, 2009)

PHL 3013. Philosophical Aesthetics (3).S.
GEN ED: Junior Writing in the Discipline (WID)
This course will take a philosophical look at the nature of aesthetic experience. Our concern will be to understand what makes aesthetic experience unique, what are the causes of aesthetic experience, how aesthetic experience might be related to our appreciation of art and nature, and to examine what role knowledge and belief may play in aesthetic experience. (WRITING; CROSS-DISCIPLINARY) (CORE:
PHL 3015. Medical Ethics (3).S.
*GEN ED: Junior Writing in the Discipline (WID)*
This course aims to introduce students from a variety of backgrounds with an interest in health care to the central issues and controversies in medical ethics. The goal is to prepare students to enter the growing fields of medical practice and research equipped with adequate knowledge of ethical issues pertaining to health care practice and research. (WRITING)

PHL 3030. Feminist Philosophy (3).S.
*GEN ED: Historical and Social Perspective (Theme: “Revolutions and Social Change”) GEN ED: Junior Writing in the Discipline (WID)*
This course examines conceptual and normative issues in contemporary feminist theory. Issues to be discussed include power and the production of knowledge, resistance, violence against women, sex and gender, the interrelatedness of gender, race, class, and sexuality, body image, the personal as political, and the relation between feminist theory and activism. The class also considers western and non-western feminist discussion of these themes. The goal is for each student to gain an appreciation of the diversity and complexity of feminist thought, as well as insight concerning the relation between women’s experiences and feminist theorizing. (WRITING; MULTI-CULTURAL)

PHL 3200. Modern Philosophy (3).S.
*GEN ED: Junior Writing in the Discipline (WID)*
A study of views of eminent philosophers of the seventeenth and eighteenth centuries, including Descartes, Hume, and Kant. Prerequisite: one course in philosophy or consent of the instructor. (WRITING; MULTI-CULTURAL)

PHL 3300. Recent Anglo/American Philosophy (3).S.
*GEN ED: Junior Writing in the Discipline (WID)*
This course is a study of recent American Philosophical Thought beginning with recent Anglo/European Philosophical movements which have led to American Philosophical movements including: pragmatism, philosophical analysis, behaviorism, scientific realism, and relativism. Philosophical writing may be drawn from such philosophers as: Carnap, Russell, Wittgenstein, Moore, Ayer, Ryle, Austin, Dewey, James, Quine, Goodman, Putnam, and Rorty. (WRITING)

PHL 3400. Contemporary Continental Philosophy (3).F.
*GEN ED: Junior Writing in the Discipline (WID)*
This course examines some important philosophers and movements in continental philosophy. Philosophical movements such as Phenomenology, Existentialism, Critical Theory, Feminism, Postcolonial Theory, and Poststructuralism will be discussed. (WRITING; MULTI-CULTURAL)

PHL 3550. Philosophy of Mind (3).S.
*GEN ED: Junior Writing in the Discipline (WID)*
This course will examine some fundamental questions that arise in the philosophy of mind: What does it mean to say that a person has a mind? Are mental states (such as beliefs and desires) nothing but brain states, or are they states of a different kind? Do robots or animals have minds? The course will also provide a historical survey of various philosophical theories of mind, including substance dualism, philosophical and
methodological behaviorism, identity theories, functionalism and connectionism. (WRITING; CROSS-DISCIPLINARY)

(GEC 1/30/09, F09)

**PHL 3600. Philosophy of Science (3).S.**  
*GEN ED: Junior Writing in the Discipline (WID)*  
An investigation of the foundations, structure, actual attainments, and ideals of the sciences. Prerequisite: one course in science or science education or philosophy or consent of the instructor. (WRITING) (CORE: HUMANITIES)

(GEC 1/30/09, F09)

**PHL 4700. Senior Research: Philosophy (3).S.**  
*GEN ED: Capstone Experience*  
Designed for majors in Philosophy. Development and completion of an independent research project in the context of a seminar in which the student’s ideas, drafts and thesis are questioned and defended. In addition to the discussion of each student’s work, issues regarding the nature of philosophy will be discussed. This course provides an opportunity to utilize philosophical skills in a systematic analysis of a philosophical problem. Each student will develop a thesis to be presented and defended in a public forum. Prerequisites: PHL 2800 and one additional course in philosophy. (WRITING; SPEAKING)

(GEC 12/2008, F09; and revised at AP&P 1/14/09 - Eff: Fall, 2009)

**PHY 1101. How Things Work (4).F.**  
*GEN ED: Science Inquiry Perspective (Themes: “How Things Work” and “Physics of Self Expression”)*  
An introductory survey of the ideas of mechanics, fluids, wave motion, sound, light, and special relativity. Objects from our daily environment will be considered as their operation, histories, and relationships to one another are explored. This course seeks to dispel the mysteries surrounding everyday phenomena. Lecture three hours, laboratory two hours. Corequisite: MAT 1010 or MAT 1020 or MAT 1025. (NUMERICAL DATA; COMPUTER) (CORE: NATURAL SCIENCES) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 12/2008, F09; and revised at AP&P 1/14/09 - Eff: Fall, 2009)

**PHY 1102. Environment and Everyday Life (4).S.**  
*GEN ED: Science Inquiry Perspective (Theme: “How Things Work”)*  
An introductory survey of thermodynamics, electricity, magnetism, atomic and nuclear physics. Objects from our daily environment will be considered as their operation, histories, and relationships to one another are explored. Lecture three hours, laboratory two hours. Prerequisite: PHY 1101. PHY 1102 is not open to students who have credit for PHY 1830. (NUMERICAL DATA; COMPUTER) (CORE: NATURAL SCIENCES) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 12/2008, F09)

**PHY 1103-PHY 1104. General Physics I-II (4-4).F;S.-F;S.**  
*GEN ED: (PHY 1103 and PHY 1104) Science Inquiry Perspective (Theme: “Physics of Our Technological World”)*  
A study of the basic principles of physics including mechanics, thermodynamics, sound, electricity and magnetism, optics, and modern physics. Corequisite for PHY 1103: MAT 1020 or MAT 1025 or the equivalent. Prerequisite for PHY 1104: PHY 1103 or the equivalent. Lecture three hours, laboratory two hours. (NUMERICAL DATA) (CORE: NATURAL SCIENCES) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 12/2008, F09)

**PHY 1150-PHY 1151. Analytical Physics I-II (5-5).F-S-F-S.**  
*GEN ED: (PHY 1150 and PHY 1151) Science Inquiry Perspective (Theme: “Physics with Calculus”)*
An analytical and quantitative treatment of physics at a somewhat more advanced level than the PHY 1103- PHY 1104 sequence using calculus. Intended primarily for students majoring in the natural sciences, mathematical sciences, and pre-engineering. Topics covered include mechanics, heat, light, sound, electricity, magnetism, and quantum phenomena. Corequisite for PHY 1150: MAT 1110. Corequisite for PHY 1151: MAT 1120. Lecture four hours, laboratory three hours. (NUMERICAL DATA) (CORE: NATURAL SCIENCES) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

**PHY 1810. Light and Color (4).S.**
*GEN ED: Science Inquiry Perspective (Theme: “Physics of Self Expression”)*
An introductory course intended primarily for students of the fine and applied arts as well as others interested in optical phenomena. Topics include the perception of light and color, color mixing, polarized light, photography, lasers, and holography. The laboratory will involve hands-on investigation of the properties of light using various methods including but not limited to lasers, spectrometers, lenses and mirrors, and photographic equipment. Lecture three hours, laboratory two hours. Prerequisite: MAT 1025 or permission of the instructor. (CROSS-DISCIPLINARY; NUMERICAL DATA) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

**PHY 1812. Acoustics and Harmonics (4).F.**
*GEN ED: Science Inquiry Perspective (Theme: “Physics of Self Expression”)*
An exploration of sound and the underlying physical principles that govern it: Newton’s laws of motion, energy, power, pressure, elasticity, oscillations, waves, resonances, and harmonics, as well as the quantitative application of these principles to topics such as: musical intervals, the equal-tempered scale, the decibel scale, harmony, dissonance, overtones, hearing, voices, and the construction and timbre of musical instruments. Lecture three hours, laboratory two hours. Prerequisite: PHY 1812 or PHY 1103 or PHY 1150. (CROSS-DISCIPLINARY; NUMERICAL DATA) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

**PHY 1814. Sound and Recording (4).S.**
*GEN ED: Science Inquiry Perspective (Theme: “Physics of Self Expression”)*
An exploration of acoustics, electronic circuits and signal processing as it applies to the creation and recording of sound and music. Topics to be covered include: AC and DC circuits, filtering, amplification, mechanical and electromagnetic properties of speakers, microphones, analog and digital recording, acoustics of rooms, digital audio signal processing, electronic synthesizers, multi-track recording, and mastering. Lecture three hours, laboratory two hours. Prerequisite: PHY 1812 or PHY 1103 or PHY 1150. (CROSS-DISCIPLINARY; NUMERICAL DATA) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

**PHY 1830. The Physical Principles of Energy and Sustainability (3).F;S.**
*GEN ED: Local to Global Perspective (Theme: “Sustainability and Global Change”)*
An introduction to the physical principles governing energy and renewable technologies. Topics will include: thermal, geothermal, electrical, magnetic, wind, solar, hydroelectric, nuclear, and other sources of energy as well as other sustainable technologies such as conservation of material resources. PHY 1830 is not open to students who have credit for PHY 1102.

(GEC 1/30/09, F09; and revised at AP&P 11/04/09 - Eff: Fall, 2010)

**PHY 2210. Physics Laboratory Techniques and Data Analysis (3).S.**
*GEN ED: Junior Writing in the Discipline (WID)*
A course designed for physics majors emphasizing experimental techniques, measurements, data and error analysis, experimental planning and evaluation, and report writing. Intermediate classical experiments with both oral and written reports. Lecture two hours, laboratory two hours. Corequisite: PHY 2020. (WRITING)
**PHY 4210. Methods of Experimental Physics (3).F.**  
*GEN ED: Capstone Experience*

Measurement theory, analysis, interpretation and evaluation of data, experiment design and scientific report writing. A limited number of advanced laboratory experiments will be performed which illustrate important concepts and methods. Literature searches, written reports and some oral reports will be required. Lecture two hours, laboratory two hours. Prerequisite: PHY 2210. (WRITING; SPEAKING)

**PLN 3432. Planning Techniques (4).F.**  
*GEN ED: Junior Writing in the Discipline (WID)*

The course helps students develop skills and knowledge of planning methods and learn techniques that planners use to accomplish tasks in the planning office. The class combines formal lectures, discussion, and in-class exercises. Prerequisites: PLN 2410 and GHY 2812 or PLN 2812. (WRITING; SPEAKING; NUMERICAL DATA; COMPUTER) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**PS 1100. American National Government and Politics (3).F;S.**  
*GEN ED: Historical and Social Perspective (Theme: “This American Life”)*

A study of the development and operation of the American national government, its powers, organization and policies. (CORE: SOCIAL SCIENCES)

**PS 3001. Writing in Political Science (3).F;S.**  
*GEN ED: Junior Writing in the Discipline (WID)*

This course concentrates upon different writing traditions within political science. It requires students to apply the rhetorical knowledge gained in previous writing courses to the discipline of political science. Students will be expected to read and analyze texts in one or more of the sub-disciplines of political science as well as write effectively in one or more of the writing traditions of political science (e.g., research paper, policy analysis, briefing memo, text review). In addition to effective communication, the course emphasizes critical thinking, local to global connections, and community responsibility within the context of political science. Prerequisite: must be majoring in political science. (WRITING)

**PS 3410. Marxism (3).On Demand.**  
*GEN ED: Historical and Social Perspective (Theme: “Capitalism and Its Critics”)*

Explores the basic principles and features found within Marxist thought. This includes some discussions of Marx’s immediate predecessors such as Hegel and Feuerbach in post-Marxist socialist and communist literature. (MULTI-CULTURAL; CROSS-DISCIPLINARY)
PS 3722. America in the World (3).S.
GEN ED: Historical and Social Perspective (Theme: “This American Life”)
The course provides students with the foundation to understand the historical and contemporary practice of U.S. foreign policy and familiarizes them with patterns of continuity and change in U.S. foreign policy. (WRITING; SPEAKING)

PS 4800. Political Science Capstone (1).F;S.
GEN ED: Capstone Experience
The capstone course offers students an opportunity to synthesize the knowledge, approaches, and results from political science with the foundation established in the general education program through participation in a department-wide student paper competition. Students select a paper previously written in a political science class, revise it based upon faculty and fellow student input, and then submit the paper for consideration by the political science faculty, who will award prizes for “Best Paper in Political Science” as well as runner-ups. Prerequisite: must be majoring in political science.

PSY 1200 (HONORS). Psychology: Historical, Social, and Scientific Foundations Honors (3).F;S.
GEN ED: Historical and Social Perspective (Themes: “Individual and Society” and “Mind”)
An honors section of PSY 1200. Survey of basic principles and selected topics in psychology. Students will have the opportunity to develop original critical thought in writing and discussion. Enrollment by invitation of the department or by application. (CORE: SOCIAL SCIENCES)

PSY 1200. Psychology: Historical, Social, and Scientific Foundations (3).F;S.
GEN ED: Historical and Social Perspective (Themes: “Individual and Society” and “Mind”)
This course will focus on the biological and cognitive foundations of individual behavior, as well as the individual in the social context. Research on psychological phenomena will be reviewed to demonstrate the logic of the scientific method, to foster critical thinking, to identify potential shortcomings in interpretations of behavior (e.g., claims presented in the popular media), and to describe linkages to everyday experiences (e.g., aesthetic and perceptual judgments, improved studying, friendship and attraction, and development of political attitudes). Students will have the opportunity to learn how to use empirical data to draw sound conclusions about behavior. Finally, connections to other thematic areas of scholarly inquiry within other disciplines will be presented. (CORE: SOCIAL SCIENCES)

PSY 3100. Research Methods in Psychology (4).F;S.
GEN ED: Junior Writing in the Discipline (WID)
Basic research/design concepts such as variables, confounding, causation, levels of measurement, observational research strategies, experimental design and control procedures, and use of descriptive, correlational and inferential statistics will be introduced. Students will have the opportunity to develop competence in conducting literature reviews, report writing in APA style, data collection and analysis. Prerequisites: PSY 1200 and STT 2810 (with a grade of “C” or higher). (WRITING; NUMERICAL DATA; COMPUTER) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

PSY 4655. Contemporary Issues in Psychology (3).F;S.
GEN ED: Capstone Experience
An investigation and discussion of psychological phenomena using scientific methodology and empirical research to evaluate causal claims, evaluate research, assess validity and engage critical thinking. A focus of the class will be the use of empirical research literature, as well as oral and written assignments to improve reasoning skills in order for students to become more critical consumers of information from both academic and popular sources. Topics will span multiple areas of psychology. Prerequisites: PSY
PSY 4658. History and Systems of Psychology (3). F; S.
GEN ED: Capstone Experience
An analysis of the philosophical and empirical antecedents of modern psychology and the contemporary systems which emerge from these. Prerequisites: PSY 1200 and PSY 3100 or permission of the instructor. (WRITING; SPEAKING)

REL 1110. Religions of the World (3). F; S.
GEN ED: Historical and Social Perspective (Themes: “Cultural Diversity” and “Religion, Myth, and Society”) This course introduces the major living religions of the world. (MULTI-CULTURAL) (CORE: HUMANITIES)

GEN ED: Literary Studies Designation; Historical and Social Perspective (Theme: “Ancient Worlds”) An analysis of Old Testament literature as the product of the life of the Hebrew people, students will have the opportunity to examine selected documents in terms of their literary structure, historical context, and religious perspective. (WRITING; MULTI-CULTURAL) (CORE: HUMANITIES/LITERATURE)

GEN ED: Literary Studies Designation; Aesthetic Perspective (Themes: “How We Tell Stories” and “Expressions of Belief”) An analysis of early Christian literature as the product of the lives of the first followers of Jesus Christ. Students will have the opportunity to examine selected documents in terms of their literary structure, audience, historical context, religious perspective, and their relation to the broader Christian community and Western culture. (WRITING; MULTI-CULTURAL) (CORE: HUMANITIES/LITERATURE)

REL 2120. Christianity (3). S.
GEN ED: Historical and Social Perspective (Theme: “Revolutions and Social Change”) An exploration of Christianity from the early period through the Enlightenment and rise of contemporary Christian movements, students will explore the history of the church, its doctrinal emphases, and its practice in a variety of locations and time periods. (WRITING; MULTI-CULTURAL) (CORE: HUMANITIES)

REL 3700. Research and Methods in Religious Studies (3). S.
GEN ED: Junior Writing in the Discipline (WID) An introduction to major issues and the methods employed in the academic study of religion. Students will focus on acquiring the skills necessary to accomplish research in the field of religious studies. Prerequisite: REL 1010 or REL 1110. (WRITING)

REL 4700. Senior Seminar (3). F; S.
GEN ED: Capstone Experience
An intensive study of special problems, topics, or issues related to the study of religion. The subject matter of this course will vary with the topic selected being focused on literature in the fall and culture in the spring. Prerequisite: completion of at least six semester hours of religious studies (REL) course work on the 3000 or 4000 level including REL 3700. (WRITING; SPEAKING)
RM 2100. Leisure in Society (3).F;S.
GEN ED: Historical and Social Perspective (Theme: “Individual and Society”)
This course focuses on relationships between the individual and society in the context of leisure. It examines both the biological and cognitive foundations of individual leisure behavior and the cultural forces that influence personal experience. Emphasis is on how an individual’s leisure simultaneously shapes and is shaped by diverse group, organizational and social contexts. (WRITING: CROSS-DISCIPLINARY) (CORE: SOCIAL SCIENCES)

RM 3610. Administration of Leisure Services II (3).S.
GEN ED: Junior Writing in the Discipline (WID)
This course examines contemporary managerial concepts with application to the public, not-for-profit, and commercial sectors of the leisure service industry. This course focuses on the development of skills necessary to facilitate the achievement of organizational goals and objectives. Prerequisites: RM 2110 and RM 2310. (WRITING)

RM 4210. Senior Seminar (2).F;S.
GEN ED: Capstone Experience
This course focuses on planning for continuing individual, professional activity and growth in the leisure services delivery field. It includes a series of discussions, conferences and role playing experiences related to the various aspects of organized recreation as a career. A review of internships, employment opportunities, ethical conduct and other related topics will be included. Prerequisites: RM 3315, or approval of the instructor, and senior status. (SPEAKING)

RSN 1050. Intermediate Russian II (3).S.
GEN ED: Local to Global Perspective (Themes: “Regions in Global Context” and “Performance of Culture”)
A continuation of RSN 1040. Focus on various aspects of culture, society, literature, traditions, and daily preoccupations with continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: RSN 1040 or the equivalent. Laboratory work required. (MULTI-CULTURAL) (CORE: HUMANITIES)

SD 2400. Principles of Sustainable Development (3).F;S.
GEN ED: Local to Global Perspective (Theme: “Sustainability and Global Change”)
This course is the foundation course for students interested in pursuing a major or a minor in Sustainable Development. The course will introduce students to the concepts and history of “development,” the origins of concerns about “sustainability,” and the marriage of these two ideas in the contested notion of “sustainable development (SD).” From that basis, the course will then examine the understanding and use of SD principles in and from various disciplinary and multi/interdisciplinary perspectives. (CROSS-DISCIPLINARY)

SD 3000. Science for Sustainability (4).S.
GEN ED: Junior Writing in the Discipline (WID)
This course is an introductory interdisciplinary study of the natural sciences as they can be applied to the concepts of sustainability. The basic principles of science studied include: energy; matter; ecology; population growth; carrying capacity; decreasing biodiversity; resource depletion; meteorology; climate change; and chemical pollution of air, water, and soils. Lecture three hours, laboratory three hours. (WRITING; SPEAKING; NUMERICAL DATA) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)
(GEC 1/30/09, F09)

SD 3800, Classics in Sustainable Development (3).S.
GEN ED: Junior Writing in the Discipline (WID)
An exploration of landmark texts in the field of sustainable development; whole books will be examined in their biographical, socio-historical, and critical contexts in order to deepen knowledge of significant voices in the discourse of sustainability. (WRITING; SPEAKING)

(GEC 1/30/09, F09)

SD 4570/ANT 4570, Sustainable Development in the Modern World System (3).F;S.
GEN ED: Capstone Experience
This course examines the political economy and cultural ecology of global economic development. It assesses the differing social and material impacts for the peoples of core and peripheral world regions. Students design or assess a sustainable development program in a selected local-regional setting. (Same as ANT 4570.) (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY)

(GEC 12/2008, F09)

SNH 1050, Intermediate Spanish II (3).S.
GEN ED: Local to Global Perspective (Themes: “Regions in Global Context” and “Performance of Culture”)
A continuation of SNH 1040. Focus on various aspects of culture, society, literature, traditions, and daily preoccupations with continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: SNH 1030 or SNH 1040, or the equivalent. Laboratory work required. (MULTI-CULTURAL) (CORE: HUMANITIES)

(GEC 11/20/09, S10)

GEN ED*: Local to Global Perspective (Themes: “Regions in Global Context” and “Performance of Culture”)
Combines SNH 1040 and SNH 1050. Prerequisite: SNH 1020 or SNH 1030, or the equivalent. Class meets daily for a total of 300 minutes per week. Laboratory work required. (MULTI-CULTURAL) (CORE: HUMANITIES) (*NOTE: Only 3 s.h. of this 6 s.h. course may count for general education credit in a theme.)

(GEC 1/30/09, F09)

SNH 3080, Advanced Grammar and Composition (3).F.
GEN ED: Junior Writing in the Discipline (WID)
Intensive study of the various types of expository writing with emphasis on the morphology and idiomatic expressions of Spanish. Prerequisites: SNH 2005 and SNH 2010, or consent of the advisor. Required for majors. (WRITING)

(GEC 1/30/09, F09)

SNH 4565, Advanced Spanish Expression (3).F. On Demand.
GEN ED: Capstone Experience
An advanced language course where students will have the opportunity to perfect their mastery of the spoken and written language. Students will explore different writing genres and model their work on the literary and cultural narratives written by experienced Spanish writers, and will be provided with the necessary tools to develop their oral language skills. Prerequisites: senior or graduate standing and SNH 3080, or consent of the instructor. (WRITING) [Dual-listed with SNH 5565.]

(GEC 12/2008, F09; and revised at AP&P 2/04/09 - Eff: Fall, 2009)

SOC 1000, The Sociological Perspective (3).F;S.
GEN ED: Historical and Social Perspective (Theme: “Individual and Society”)
This course applies the sociological perspective to the experience of individuals within differing social contexts, ranging from interpersonal interactions and small groups to larger organizations and the broader society. Relationships between individuals and their societies are examined with respect to a variety of issues, including socialization processes and cultural diversity; the nature of gender, racial, and other social identities; and institutional settings ranging from the family to the economy and government. Required for majors and minors. (CORE: SOCIAL SCIENCES)

(GEC 12/2008, F09)

SOC 1100. Social Problems in American Society (3).F;S.
GEN ED: Aesthetic Perspective (Theme: “Social Change Through the Arts”); Historical and Social Perspective (Theme: “Revolutions and Social Change”)
A survey course which examines the major social problems in America today, such as poverty, racism, sexism, aging, militarism and war, environmental abuse, crime, mental illness, drug abuse and alcoholism. (CORE: SOCIAL SCIENCES)

(GEC 12/2008, F09; and revised at AP&P 2/04/09 - Eff: Fall, 2009)

SOC 3710. Sociology of Appalachian Communities (3).S.
GEN ED: Historical and Social Perspective (Theme: “Appalachia”)
This course examines Appalachian communities from a sociological perspective, with a focus on how the region gives rise to a unique configuration of cultural, institutional, and other social practices. Specific attention is also given to the differences between urban and rural Appalachian communities, as well as the complex relationships Appalachia has with the broader component of American society.

(GEC 1/30/09, F09)

SOC 3885. Research Methods I (3).F;S.
GEN ED: Junior Writing in the Discipline (WID)
Relationship of theory to research; research design, sampling procedures, application of research methodologies. Required of majors. Prerequisite: six semester hours in sociology, including SOC 1000. (WRITING)

(GEC 1/30/09, F09)

SOC 4450. Senior Seminar (3).F;S.
GEN ED: Capstone Experience
Synthesis, application, and evaluation of sociological perspectives to enhance the understanding of sociology, social behavior, and social issues. Consideration of major theoretical and methodological approaches in sociology and application of the sociological imagination, principles, and concepts to everyday life. Emphasis on the development of critical and analytical thinking skills. Required of majors. Prerequisites: SOC 3885, SOC 3895, SOC 3950, and SOC 3960. (WRITING; SPEAKING)

(GEC 12/2008, F09)

SOC 4560. Race and Minority Relations (3).F.
GEN ED: Historical and Social Perspective (Theme: “Cultural Diversity”)
Examination of intergroup relations, including racial, ethnic, and women's issues; the bases of conflict, accommodation, and assimilation; the nature and consequences of prejudice and discrimination; evaluation of proposals for reduction or elimination of prejudice and discrimination. (MULTI-CULTURAL) [Dual-listed with SOC 5560.]

(GEC 1/30/09, F09)

SPE 3105/CI 3105/FCS 3105. Practicum II (3).F.
GEN ED: Junior Writing in the Discipline (WID)
This practicum is designed to build on and extend competencies learned in Practicum I. Students in this
practicum will be required to work with children ages birth-2 or 3-5 years of age, depending on prior practicum placement. Students also will be required to plan and implement developmentally appropriate environments, learning experiences, and interactions with children and their families. In addition, students will be expected to demonstrate an advanced level of reflection and integration, as well as appropriate professional behavior. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisite: FCS 3104/C1 3104/SPE 3104 or permission of the instructor. Graded on an S/U basis. (Same as CI 3105/FCS 3105.) (WRITING; CROSS-DISCIPLINARY)

(GEC 1/30/09, F09)

SPE 4570. Advocacy and Legislation in Special Education (3).S.
GEN ED: Junior Writing in the Discipline (WID)
This course provides information and practice related to the roles and responsibilities of professionals with regard to advocacy and legislative mandates, including the special education process and individual education programs. This course must be taken concurrently with SPE 4495 and SPE 4601 by students majoring in Special Education with a concentration in General Curriculum K-12; and concurrently with SPE 4430, SPE 4495, and SPE 4601 by students majoring in Special Education with a concentration in Adapted Curriculum K-12. (WRITING)

(GEC 1/30/09, F09)

SPE 4900. Student Teaching in Special Education (6 OR 12).F;S.
GEN ED: Capstone Experience
Teaching experiences under supervision for one semester for students planning to teach special needs students in grades K-12. Graded on an S/U basis.

(GEC 12/2008, F09)

STT 1810. Basic Statistics (3).F;S.
GEN ED: Quantitative Literacy
An introduction to statistical problem solving. Topics include organization and presentation of data; measures of location, variation, and association; the normal distribution, sampling distributions, and statistical inference. Emphasis will be on conceptual understanding and interpretation of results rather than theoretical development. Statistical software will be utilized in the analysis of data and in the development of statistical and probabilistic concepts. STT 1810 is not open to students with credit for STT 2810, STT 3850, or STT 4811. Prerequisite: MAT 1010 or equivalent. (NUMERICAL DATA; COMPUTER). (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 12/2008, F09)

STT 2810. Introduction to Statistics (3).F;S.
GEN ED: Quantitative Literacy
An introduction to statistical problem solving and methodology. Topics include tabulation and graphical representations of univariate and bivariate data; probability, statistical distributions, confidence intervals and hypothesis testing. Emphasis will be on conceptual understanding and interpretation of results rather than theoretical development. Statistical software will be utilized in the analysis of data and in the development of statistical and probabilistic concepts. STT 2810 is not open to students with credit for STT 1810, STT 3850, or STT 4811. Prerequisite: MAT 1010 or equivalent. (NUMERICAL DATA; COMPUTER). (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 12/2008, F09; and revised at AP&P 2/04/09 - Eff: Fall, 2009)

STT 2820. Reasoning with Statistics (4).F;S.
GEN ED: Quantitative Literacy
An introduction to the design, analysis, and interpretation of statistical studies. Topics include representations for univariate and bivariate data distributions; designed methods for data collection and the role of randomness in statistical studies; probability and statistical distributions; statistical estimation,
and statistical significance. Emphasis will be on the development of conceptual understanding and interpretation of results through simulation rather than a theoretical development. Statistical software will be utilized in the analysis of data in the development of statistical and probabilistic concepts. STT 2820 is not open to students with credit for STT 2810, STT 3850, or STT 4811. (NUMERICAL DATA; COMPUTER) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 12/2008, F09; and revised at AP&P 2/04/09 - Eff: Fall, 2009)

STT 3820. Statistical Methods I (3).F;S.
GEN ED: Quantitative Literacy
A continuation of STT 2810 or STT 2820. A study of parametric and non-parametric statistical methods and inferential procedures. Topics include introduction to methods of data collection such as simulation, surveys and experiments; single-parameter inference for means and proportions; techniques for comparing two distributions; error rates and power; inference for simple linear regression models and multiple regression least squares models; one-way and two-way analysis of variance models; and contingency table analysis. Nonparametric alternatives are presented for many methods in the course when the assumptions for parametric methods are not met. Emphasis is on a non-theoretical development of statistical techniques and on the interpretation of statistical results. Statistical software will be utilized in analysis of data. Prerequisite: STT 2810 or STT 2820 or equivalent. (NUMERICAL DATA; COMPUTER) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

(GEC 3/20/09, F09)

STT 3851. Statistical Data Analysis II (3). On Demand.
GEN ED: Junior Writing in the Discipline (WID)
The goal of this course is to provide students with exposure to a variety of statistical procedures in order to develop their ability to understand statistically based research. As the course will focus on proper data analysis, sufficient practice with solving real problems using real data will be required. A variety of standard statistical methodologies will be covered including multiple regression, the analysis of variance, and the analysis of covariance. Additionally, several computationally intensive methods will be explored including, but not limited to, areas such as robust regression, bootstrapping, and permutation tests. Students will be required to complete several data analysis projects that utilize professional editing tools and demonstrate reproducible statistical research. Prerequisite: STT 3850. (WRITING)

(GEC 3/20/09, F09)

STT 4870. Senior Seminar in Statistics (2). On Demand.
GEN ED: Capstone Experience
A course designed to provide majors in statistics and other related fields the opportunity to study statistics problems from a variety of sources and to examine their statistical analyses. The emphasis will be on the oral and written presentations of statistical results. The course should prepare the student for making the transition from academic courses to statistical practice. Students taking this course should have completed most of the courses offered in the statistics curriculum. Prerequisite: permission of the instructor. (WRITING; SPEAKING)

(GEC 1/29/10, F10)

SW 2020. The American Social Welfare System (3).F;S.
GEN ED: Historical and Social Perspective (Theme: "This American Life")
An introduction to social welfare as a concept and as a social institution: overview of the public and private network of social programs and services intended to help fulfill basic human needs. Analysis of major social issues, problems, and values which shape social policy and the distribution of resources in the U.S., with attention to several other nations. Visit to human service agency required. (CORE: SOCIAL SCIENCES)

(GEC 1/30/09, F09)

SW 3330. Social Welfare Policies, Programs, and Issues (3).F;S.
GEN ED: Junior Writing in the Discipline (WID)
Examines policies and issues associated with existing social service delivery systems, emphasizes policy formulation and assessment of alternative strategies for establishing and meeting social goals. Influence of social work principles, values, and practice on social welfare policies and issues. Prerequisites: SW 2010, SW 2020, SW 2630, and PS 1100. (WRITING)

(GEC 1/30/09, F09)

**SW 4690. Senior Seminar: Issues and Ethics for Field and Profession (3).**
**GEN ED: Capstone Experience**

This seminar integrates academic concepts and theory with the realities of social work practice that students experience in field settings, and explores and synthesizes contemporary professional issues. Corequisite: SW 4650. (SPEAKING)

(GEC 12/2008, F09)

**TEC 2029. Society and Technology (3).**
**GEN ED: Local to Global Perspective (Theme: “Sustainability and Global Change”)**

This course is designed to provide students with an understanding of the symbiotic relationship between technology and society. Examples of these relationships will be taken from historical accounts and from analyses of contemporary societies both in industrialized and non-industrialized countries. Lecture three hours. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: SOCIAL SCIENCES)

(GEC 3/20/09, F09; and revised at AP&P 2/04/09 - Eff: Fall, 2009)

**TEC 3009. Introduction to the Technology Teaching Profession (3).**
**GEN ED: Junior Writing in the Discipline (WID)**

An introduction to the career and technology education curriculum, as well as the professional roles and responsibilities of Technology Education and Trade and Industry teachers. Course expectations include lab activities related to career and/or technology education curriculum in North Carolina, interviews with master teachers, and field experiences in regional Career and Technical classrooms at the middle and high school levels. Prerequisite or corequisite: TEC 2029. (WRITING)

(GEC 3/20/09, F09)

**TEC 3442. Issues in Contemporary Photography (3).**
**GEN ED: Junior Writing in the Discipline (WID)**

This course is designed to provide students with an understanding of the theoretical and critical concepts existing in photography. Topics covered include, but are not limited to, how the roles of philosophy, art history, science, technology, literature, and psychology are relevant to photography. Students will broaden their understanding of the issues existing in contemporary photography through readings, lectures, discussions, slide presentations, assignments and critiques. (WRITING)

(GEC 12/2008, F09; and revised at AP&P 1/14/09 - Eff: Fall, 2009)

**TEC 3601. Energy Issues and Technology (3).**
**GEN ED: Local to Global Perspective (Theme: “Global Resources”)**

This course will explore the various forms of energy and will examine the complete range of energy alternatives existing in the world today. Students will examine energy resources and their economic and environmental impacts. Students will also have the opportunity to learn about the concepts, tools, techniques, and materials needed to design and construct systems that are used to produce energy. The course consists of three major sections: principles of power and energy, conventional energy resources, and renewable energy resources. Students will study how to measure energy resources and estimate the power that could be produced from them, as well as the technological options that exist for transforming these resources into useful sources of energy. Lecture three hours. (CROSS-DISCIPLINARY) (CORE: SOCIAL SCIENCES)
TEC 3728. Residential Architecture (3).F;S.
GEN ED: Junior Writing in the Discipline (WID)
This course will introduce students to the basic concepts of architectural design and some of the most important architects in recent history. The course will present the tools, processes, graphic conventions, and standards used in design and construction documents of residential construction. As a final project, students will design a residence and prepare computerized construction drawings. Prerequisites: TEC 1728 and TEC 2708, or permission of the instructor. (WRITING)

TEC 4638. Contemporary Problems in Appropriate Technology (3).S.
GEN ED: Capstone Experience
This course is designed to provide students with an overview of contemporary problems facing the Appropriate Technology movement such as affordable and efficient alternative energy systems, small scale production systems, waste management and recycling, bioregional development, community and shelter design and technology transfer methodology. Each student will have the opportunity to explore in-depth a problem of their choosing and will be given guidance in the identification, definition and analysis of their chosen problem. Both library research and prototype or model construction will be required. Lecture three hours. Prerequisite: TEC 4608 or permission of the instructor. (WRITING; SPEAKING)

[Dual-listed with TEC 5638.]

TEC 4900. Internship (3-12).F;S.
GEN ED: Capstone Experience
Graded on an S/U basis. (WRITING)

THR 2005. Page and Stage (3).F.
GEN ED: Fine Arts Designation; Aesthetic Perspective (Theme: “How We Tell Stories”) In this class, students will have the opportunity to learn techniques for analyzing and interpreting written dramatic texts and theatrical performances. They will analyze and interpret plays of different styles from various historical periods, with particular attention to the unique characteristics of drama as a medium for telling stories.

THR 2010. Analyzing Style and Form: Theatre (3).F;S.
GEN ED: Fine Arts Designation; Aesthetic Perspective (Theme: “Analyzing Style and Form”) In this course, students will analyze styles and forms of theatre from various cultures and historical eras. They will also examine how their own personal, historical, and cultural perspectives affect their responses to artistic performance.

THR 2017. Theatre for Social Change (3).S.
GEN ED: Aesthetic Perspective (Theme: “Social Change Through the Arts”) This course is a practical and seminar class focused on the history and theory behind “theatre for social change” and is grounded in participation, research, analysis, and performance. Students study and apply various theories and methodologies of theatre for social change (image, forum, playback, invisible theatre, etc.) to effect change related to social, economic, cultural, political, and interpersonal issues.

GEN ED: Local to Global Perspective (Theme: “Performance of Culture”) This course applies insights from performance art, theatre, dance and other art forms. Its interdisciplinary
approach will allow students to have the opportunities to study the unique role of “performance” in various aspects of our society as well as the world today. The class will explore the concept of performance, and special attention will be paid to issues of multiculturalism and the cultural, political, historical, social, economic and technological contexts of performance studies.

(GEC 12/2008, F09; and new course at AP&P 1/14/09 - Eff: Fall, 2009)

**THR 2022. Cultivating Creative Expression Through Theatre (3).**
**GEN ED: Fine Arts Designation; Aesthetic Perspective (Theme: “Cultivating Creative Expression”)**
The emphasis in this course is on understanding and creating theatre as a springboard for more deeply understanding and developing personal creativity. Students will be immersed in an integrated approach to developing theatre artistry through watching, reading and analyzing plays; engaging in the creative process of playmaking and playwriting; and participating in the collaborative process of theatre production. No prior theatre skills necessary. Lecture and studio lab.

(GEC 12/2008, F09)

**THR 2610. Oral Interpretation (3).**
**GEN ED: Fine Arts Designation; Aesthetic Perspective (Theme: “How We Tell Stories”)**
An introduction to the study of literature through the medium of performance. The student is expected to master techniques of literary selection and analysis and to perform from poetry, prose and dramatic literature. (WRITING; SPEAKING) (CORE: HUMANITIES)

(GEC 12/2008, F09)

**THR 3640. Solo and Group Performance (3).**
**GEN ED: Fine Arts Designation; Aesthetic Perspective (Theme: “The Body: Expression, Presentation, and Representation”)**
An introduction to performance studies, using the principles of oral interpretation. The course begins with the training of the body, voice, and sense memory as well as an introduction to dramatic analysis. The second part of the course uses these performance instruments for solo rehearsal and presentation of student selected literary texts: description, narrative, drama and poetry. The course concludes with ensemble performances of literary texts. (SPEAKING) (CORE: HUMANITIES)

(GEC 12/2008, F09; and revised at AP&P 1/14/09 - Eff: Fall, 2009)

**THR 3730. Early Theatre History and Literature (3).**
**GEN ED: Historical and Social Perspective (Theme: “Religion, Myth, and Society”)**
This course explores the history, literature, and criticism of the theatre from prehistory up to the Early Modern period. The course will focus predominantly on European theatre, but will also include studies of some Asian forms. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES)

(GEC 1/30/09, F09; and revised at AP&P 2/03/10 - Eff: Fall, 2010)

**THR 3735. Modern Theatre History and Literature (3).**
**GEN ED: Junior Writing in the Discipline (WID)**
This course explores the history, literature, and criticism of the theatre in the modern period through the present. The course will focus predominantly on American and European theatre, but will also include studies of some African, South American, and Asian theatre. Prerequisites: THR 2005 and THR 3730. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES)

(GEC 1/30/09, F09; and new course at AP&P 2/04/09 - Eff: Fall, 2009)

**THR 4840. Capstone (3).**
**GEN ED: Capstone Experience**
The capstone offers theatre students an opportunity to synthesize prior academic coursework, research, and practical problem solving in all major areas of theatre study. This capstone represents the culmination of the student’s academic education and serves as a bridge to professional and educational theatre, graduate study and other job opportunities.
UCO 1200. First Year Seminar (3).F;S.
*GEN ED: First Year Seminar*
The first year seminar engages students and faculty in a shared process of inquiry around a broad, interdisciplinary topic or question. Utilizing at least two different modes of inquiry, as well as varied and engaging pedagogies, this seminar aims to help students develop their abilities to think critically and communicate effectively. It also aims to help students make connections with faculty, peers, the university, and the curriculum. UCO 1200 or an equivalent “First Year Seminar” course (such as HON 1515, Freshman Honors Seminar or WGC 1103, Investigations: Local) is required of all first year students, including transfer students who have not completed their lower-division general education requirements.

WGC 1103. Investigations: Local (6).F.
*GEN ED: First Year Seminar and First Year Writing*
Priority enrollment given to Watauga Global Community students.
An experiential, interdisciplinary study in the humanities and social sciences of significant local issues (historical, economic, social, cultural, ideological, aesthetic) and their relationships with regional, national, and global issues.

WGC 1104. Investigations: Global (6).S.
*GEN ED: Local to Global Perspective*
Priority enrollment given to Watauga Global Community students.
An experiential, interdisciplinary study in the humanities and social sciences of significant global issues (historical, economic, social, cultural, ideological, aesthetic) and their relationships with local, regional, and national issues.

WGC 2100-2199. Tangents (3).F;S.
*Priority enrollment given to Watauga Global Community students.*
An experiential, interdisciplinary study in the humanities and/or social sciences of the historical, social, literary, cultural, and/or aesthetic perspectives of specific topics. Course content and topics will vary.
*(WRITING; SPEAKING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES/SOCIAL SCIENCES) Core curriculum credit approved subject to semester-by-semester recommendation by the AP&P Committee.*

WGC 2300-2399. Tangents (3).F;S.
*Priority enrollment given to Watauga Global Community students.*
*GEN ED: Aesthetic Perspective (Theme: “Creative Expressions of Culture”). Fine Arts, Historical Studies, and Literary Studies Designations approved subject to semester-by-semester recommendation by the General Education Council.*
An experiential, interdisciplinary study in the humanities and/or social sciences of the historical, social, literary, cultural, and/or aesthetic perspectives of specific topics. Course content and topics will vary.
*(WRITING; SPEAKING; MULTI-CULTURAL; CROSS-DISCIPLINARY) (CORE: HUMANITIES/SOCIAL SCIENCES) Core curriculum credit approved subject to semester-by-semester recommendation by the AP&P Committee.*

WGC 3100-3199. Junior Seminar (3).F;S.
*GEN ED: Historical and Social Perspective (Theme: “Understanding Culture Through Social
An experiential, interdisciplinary study in the humanities and/or social sciences or natural sciences of the historical, social, literary, cultural, aesthetic, and systems analysis perspectives of specific topics. Course content and topics will vary. (WRITING; SPEAKING; MULTI-CULTURAL; CROSS-DISCIPLINARY)

(Core: HUMANITIES/SOCIAL SCIENCES) Core curriculum credit approved subject to semester-by-semester recommendation by the AP&P Committee.

(GEC 4/16/10, S11)

WGC 3300-3399. Junior Seminar (3). F; S.


An experiential, interdisciplinary study in the humanities and/or social sciences or natural sciences of the historical, social, literary, cultural, aesthetic, and systems analysis perspectives of specific topics. Course content and topics will vary. (WRITING; SPEAKING; MULTI-CULTURAL; CROSS-DISCIPLINARY)

(Core: HUMANITIES/SOCIAL SCIENCES) Core curriculum credit approved subject to semester-by-semester recommendation by the AP&P Committee.

(GEC 12/2008, F09)

WS 2400. Distinguished Lectures on Women, Sex, and Gender (3). On Demand.

GEN ED: Historical and Social Perspective (Theme: “Individual and Society”) This course introduces students to a variety of topics and methods of investigation in the study of women’s and gender issues. Featuring a variety of lectures from multiple disciplines, this course stresses the importance of taking women and gender seriously for understanding a variety of topics. Students will also interpret and analyze the lectures through regular meetings with an instructor, who also designs assignments and readings around each lecture topic. (MULTI-CULTURAL; CROSS-DISCIPLINARY)

(GEC 12/2008, F09; and revised at AP&P 1/13/10 - Eff: Fall, 2010)

WS 2421. Sex, Gender, and Power: Introduction to Women’s Studies (3). F.

GEN ED: Historical and Social Perspective (Theme: “Cultural Diversity”) This course will provide an introduction to the study of gender and a diversity of women, both historic and contemporary, using a variety of methodologies and materials drawn from both the social sciences and the humanities. It will also serve as an introduction to the interdisciplinary discipline of Women’s Studies for the major and the minor in Women’s Studies. (WRITING; MULTI-CULTURAL; CROSS-DISCIPLINARY)

(Core: HUMANITIES AND SOCIAL SCIENCES)

(GEC 1/30/09, F09)

WS 4550. Senior Seminar (3). S.

GEN ED: Capstone Experience This course gives students the opportunity to draw together the diverse strands of their women’s studies education, reflect on the connections among these strands, and produce an in-depth senior project. Students will reflect on methodologies and theories used in women’s studies academic research. Students will be asked not only to write but to present aspects of their project. Prerequisite: senior standing. (WRITING; SPEAKING; CROSS-DISCIPLINARY)

(GEC 1/30/09, F09; and revised at AP&P 1/13/10 - Eff: Fall, 2010)

WS 4650. Feminist Theories (3). On Demand.

GEN ED: Junior Writing in the Discipline (WID) This course surveys a wide range of contemporary theories of gender inequality. Students will become familiar with these theories and learn to recognize the intellectual roots and theoretical assumptions of various
arguments about sex and gender. Students will also examine the complexity of identity and politics in a social context characterized by inequalities of opportunity, privilege, and authority and by rapid change, global media, and advancing technology. Important for the assessment of various theories will be the proposition that any man or woman is positioned within other hierarchies of dominations (for example: those of race, class, nationality, physical ability, and sexuality) in addition to gender. Prerequisite: ANT 2420 or SOC 2850 or WS 2400 or WS 2421 or permission of the instructor. (WRITING; SPEAKING; MULTI-CULTURAL; CROSS-DISCIPLINARY)

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NOTE: (Effective: Fall, 2011)
The following prerequisite will be added to all GEN ED: Junior Writing in the Discipline (WID) courses: “Prerequisite: ENG 2001 or its equivalent.”
(See VOTE 27 of the 2/04/09 AP&P Minutes for additional information about this requirement.)
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