

The General Education Program

Honors students complete the Honors College version of the General Education Requirements outlined in the Honors section of this catalog.

The General Education Program is the core of the undergraduate curriculum. While the greater part of students' courses of study will be devoted to their major fields, the General Education curriculum provides a degree of balance between the narrow focus of the major and the broader traditional objectives of higher education. General Education is intended to accommodate needs and objectives not adequately served by academic specialization. Accordingly, the program offers a wide variety of elective choices and provides many individual pathways through the curriculum. General Education is designed to serve the following aims:

Providing a Foundation for the Major

To function well in the workplace, it is necessary to see beyond it. The General Education curriculum therefore encourages integration of students' anticipated careers within larger, more encompassing, and multiple contexts. Exposure to different values, perspectives, and cultural traditions is a valuable preparation for the kinds of work that college graduates do, and this knowledge can significantly enrich students' awareness of the context and meaning of their careers.

Realizing Individual Student Potentials

A traditional purpose of higher education is to foster and develop potentials in the individual; hence, General Education offers opportunities for personal enrichment and serves a variety of intellectual, aesthetic, and creative interests. The curriculum provides opportunities for introspection and testing one's own values as well for enlarging one's vision. The several kinds of study required in General Education are designed to contribute to the development of higher intellectual skills, such as critical thinking and essential communications skills.

Preparation for Membership in the Community

General Education prepares students for citizenship in a free society. For these purposes, the curriculum represents an effort to define the ever-changing body of valuable common knowledge. Shared knowledge and values growing out of common educational experience help to bind society together and make communication possible. Writing proficiency and information literacy are accordingly high priorities at WSU, and the foundation of these skills is laid in the General Education courses. The curriculum also provides opportunities for hands-on service learning and emphasizes study of the relevant past as a way for students to understand and engage contemporary issues.

Integration of Knowledge

The breadth requirements in General Education reflect our historical experience of how new knowledge has been acquired and how it is likely to be acquired in the future. Consequently, the curriculum facilitates the acquisition of a working knowledge of a broad range of scholarly methods, from the arts and humanities to the sciences. One of the goals of General Education is to assist students to understand the characteristic ways of acquiring knowledge in different fields of study and their methods of verification and communication. Increasingly, higher education is about learning how to learn; the General Education curriculum therefore prepares students for continued life-long learning, equipping them with research skills and a general competence in evaluating information and constructing knowledge.

Pursuant to these aims, the faculty has established minimum standards in terms of credit hours, grade points, distribution requirements, and has organized the curriculum to help students achieve the following learning goals:

General Education Learning Goals

As outcomes of their education, WSU students should be able to:

1. Reason critically and creatively

- Define, analyze, and solve problems
- Integrate and synthesize knowledge from multiple sources
- Assess the accuracy and validity of findings and conclusions
- Understand how one thinks, reasons, and makes value judgments, including ethical and aesthetic judgments
- Understand diverse viewpoints, including differing philosophical and cultural perspectives

2. Use quantitative and symbolic reasoning

- Understand and apply quantitative principles and methods in the solution of problems
- Draw conclusions from computational and symbolic representations in order to check the logic and validity of statements and models
- Employ symbolic reasoning to understand and interpret the variety of discourses in the arts, humanities, and social sciences

3. Conduct self-directed learning projects (i.e., attain information literacy)

- Effectively frame and solve problems
- Demonstrate knowledge of research and information retrieval strategies in the library and on the internet
- Evaluate sources and data

4. Communicate clearly, concisely and effectively

- Critically analyze written information
- Show awareness of contexts, audiences, styles, and conventions
- Use correct Standard English

5. Demonstrate knowledge of self in diverse cultural contexts and understand the relationship of one's own society to other societies and groups

- Understand how people think, reason, and make value judgments
- Understand distinctions between value assertions and statements of fact
- Demonstrate broad knowledge of the human past, including the historical development of human knowledge in global contexts
- Demonstrate broad knowledge of differing philosophical and cultural perspectives
- Demonstrate knowledge of historical and contemporary systems of political, religious, ethical, and aesthetic values
- Understand perspectives linked to race, gender, ethnicity in American society and in international contexts
- Understand the interactions of society and the environment
- Recognize one's responsibilities, rights, and privileges as a citizen

6. Acquire knowledge in a variety of scholarly modes and contexts and recognize diverse disciplinary viewpoints and methods

- Understand and apply scientific principles and methods
- Understand and apply quantitative principles and methods
- Understand and apply the principles and methods of the arts and humanities
- Understand and apply the principles and methods of the social sciences

The General Education Requirements (GERs) are a subset of the University Requirements (see below) and apply to all undergraduate students except those in the Honors College. The goals of the program derive from WSU's Six Goals for the Baccalaureate.

The Structure of the General Education Program

Students are required to take a minimum of 40 credit hours distributed among the categories listed below.

Tier I: 15 semester credit hours	
World Civilizations [A] GenEd 110 and 111	6
Written Communication [W]	3
Mathematics Proficiency [N]	3
Sciences [Q]	3
Tier II: 22 semester credit hours	
Communication Proficiency [W], [C]	3
Arts and Humanities [H], [G] ¹	3
Social Sciences [S], [K] ¹	3
Arts and Humanities/Social Sciences [H], [G], [S], [K] ¹	3
Intercultural Studies [I], [G], [K]	3
Sciences [B], [P] ²	7
Tier III: 3 semester credit hours	
Tier III Course	3
American Diversity course [D] ³	
total hours	40

¹A total of 9 hours of Arts and Humanities and Social Sciences with a minimum of 3 in either.

²At least 3 hours in Biological Science and 3 hours in Physical Science plus 1 additional hour for three clock hours per week of laboratory.

³To complete the General Education Requirements, students must choose one course that is also designated as an American Diversity [D] course. This course adds no credit hours to the General Education Requirements as American Diversity courses also fulfill GER requirements in another area.

The Tiers in the General Education Program

Courses satisfying the General Education requirements are organized in three tiers. Tier I is designed for first-year students and addresses essential knowledge and skills needed for success in the rest of the undergraduate curriculum. Tier I consists of core courses required of all entering first-year students in World Civilizations (GenEd 110 and 111) and English composition (Engl 101); broad introductory courses in the sciences (designated [Q]); and a selection of courses in mathematics (designated [N]).

Tier II courses are typically introductions to the scholarly disciplines and constitute the bulk of the distribution requirements in the several academic areas: Arts and Humanities, Social Sciences, Biological and Physical Sciences, and Communication Proficiency. Some more advanced (300-level) Tier II courses provide further experience with scholarly approaches, methods, and issues. Courses in this tier will commonly be taken in the student's first two years of study. Tier I and Tier II courses may be taken concurrently. Tier II courses are designated at the 100, 200, or 300 level to indicate the level of academic challenge.

Tier III provides the final component of study in general education. Tier III courses are 400-level and have as a general prerequisite 60 hours of course work; there may be additional prerequisites for specific courses. Tier III courses are intended to engage students in significant writing and research projects outside of their majors.

General Education and Graduation Requirements

In addition to meeting the requirements of the major programs, students are required to earn a minimum of 120 total semester credits, with a grade point average of 2.0 or better; and earn a minimum of 40 semester credits at the 300-400-level.

Students are also required to take a minimum of 40 semester credit hours distributed among the General Education categories listed below and to fulfill the Writing Program requirements (i.e. University Writing Portfolio and

Writing in the Major), that are integrated with or that supplement the General Education Program. (For a more detailed account of the requirements, policies on transfer credit and catalog limitations, etc., see the "Summary of Academic Policies" section of this catalog.)

- 1. Communication Proficiency [C]**—6 hours including at least 3 in written communication [W] and 3 of [W] or [C]. Prior to enrollment in freshman writing courses, all students must take a mandatory writing placement examination for the purpose of placement in appropriate writing courses. The Writing Placement Examination is administered during summer New Student Orientation, at the beginning of fall semester, and prior to spring registration. Examination results will place students in the core writing course, Engl 101, Introductory Writing (or equivalent), or in Engl 101 plus 1 hour of Engl 102, Writing Tutorial. Students whose native language is not English may be placed in Engl 105, Composition for ESL Students. In some instances, students may be exempted from Engl 101 on the basis of their performance in the Placement Examination. Questions should be directed to the WSU Writing Assessment Office, CUE 305, 509-335-7959.
- 2. World Civilizations [A]**—6 hours (GenEd 110 and 111).
- 3. American Diversity [D]**—The American Diversity requirement must be met by passing a designated [D] course which also meets a GER requirement in another category, such as social sciences or arts and humanities.
- 4. Mathematics Proficiency [N]**—This requirement can be satisfied by passing a designated course or courses in mathematics, through satisfactory performance on an Advanced Placement examination, or by passing a calculus course beyond Math 171.
- 5. Arts and Humanities [H], [G]**—3 hours minimum; a total of 9 hours must be completed within Arts and Humanities and Social Sciences.
- 6. Social Sciences [S], [K]**—3 hours minimum; a total of 9 hours must be completed within Arts and Humanities and Social Sciences.
- 7. Intercultural Studies [I], [G], [K]**—3 hours of designated course work.
- 8. Sciences [B], [P], [Q]**—10 hours including at least 3 hours in Biological Sciences and 3 hours in Physical Sciences, plus 1 credit hour of laboratory [L] in either. Students may elect to fulfill the science requirement by taking all 10 credits in Tier II. Non-science majors are encouraged to take a Tier I science course as an elective.
- 9. Tier III [T]**—3 hours of designated upper-division work outside the major. Tier III courses for General Education credit must be taken outside a student's major. Students may take Tier III courses only after earning approximately 60 total hours and meeting specific course prerequisites.
- 10. The University Writing Portfolio**—Successful completion of the WSU Writing Portfolio is a requirement for graduation at WSU. Students must fulfill this requirement-- sometimes called the "Junior Writing Portfolio"--once they have earned 60 credit hours or junior standing. To complete the Writing Portfolio, students must submit three papers they have written in response to college course assignments and also take a timed writing examination consisting of two writing exercises. The Writing Portfolio is a mid-career assessment of student progress and a diagnostic about student readiness for upper division writing challenges. Therefore the Portfolio must be completed before a student enrolls in Writing in the Major [M] courses. This is an upper-division requirement not satisfied by approved AA/AS degrees. For more information, visit www.juniorportfolio.wsu.edu.
- 11. Writing in the Major [M]**—The Writing in the Major requirement is a universal major requirement. While not formally part of the General Education Program, the Writing in the Major requirement builds upon and extends the learning acquired in General Education. The "M" courses further develop students' communication skills by preparing them for the special challenges of communicating within the disciplines and career areas of their chosen specialty. Once they have certified in a major, all undergraduates must complete at least two Writing in the Major courses in their major fields of study. [Consult the catalog description of your anticipated major for details.]

Total hours of General Education: 40+

General Rules

No course designated as a General Education Requirement (GER) can be taken on a pass, fail basis. Courses in, or crosslisted with, a student's major field may not be used to satisfy General Education Requirements, except in Written Communication Proficiency (English majors may use English composition).

Transfer Students: Two full years of credit and completion of lower-division General Education Requirements normally will be granted to students who have been awarded the Direct Transfer Associate (AA) degree from a Washington community college. The associate of Arts—Oregon transfer degree from an Oregon community college guarantees completion of the lower-division General Education Requirements, but does not guarantee junior standing or 60 semester credits. Certain approved associate's degrees from Arizona, California, Hawaii, and Idaho may also be considered to have fulfilled the lower division GERs for graduation, but do not guarantee junior status (60 semester credits). For details on specific degrees consult the Office of Admissions. These students will still be responsible for meeting the other requirements for graduation, including those in the college and major department. The University Writing Portfolio and the upper-division Tier III course are not lower-division requirements and therefore cannot be satisfied by the approved AA or AS degrees. Please note that other kinds of degrees from community colleges, or degrees from states other than Washington and Oregon, do not automatically fulfill General Education Requirements.

Foreign Language Fluency Track: To encourage the attainment of fluency in a foreign language, students who have completed both the second year of a foreign language (e.g., Span 203 and 204) and an approved study abroad program in the same language may substitute 6 hours of study abroad credit for 3 hours of Arts and Humanities and 3 hours of Intercultural Studies general education credit. Students majoring in foreign languages are not eligible. See the Department of Foreign Languages and Cultures or International Programs for details.

General Education Categories and Course Lists

COMMUNICATION PROFICIENCY [W, C] (6 hours, including at least 3 in written communication [W] and 3 in either [W] or [C])

The Communication Proficiency requirement prepares students to communicate effectively orally or in writing in a variety of circumstances and occasions; to understand and respond appropriately to specific audiences; and to know and be able to use specific genres and conventions, including those of academic discourse. Writing or speaking from sources requires a general understanding of how information is created and organized, as well as the ability to access, evaluate, synthesize and incorporate information into presentations or documents. Communication in higher education requires students to master the elements of information literacy. Courses in this category provide extensive practice in those skills as well as experience in self-evaluation, revision, and critiquing the work of peers.

This requirement supports the communication proficiency, critical thinking, and information literacy goals outlined in the Six Learning Goals for the Baccalaureate. Other General Education courses also support these learning goals by providing opportunities for writing and revision.

WRITTEN COMMUNICATION PROFICIENCY [W]

Tier I

Engl 101	Introductory Writing
Engl 103	Rhetorics of Change
Engl 105	Composition for ESL Students
Engl 198	English Composition Honors

Tier II

Engl 200	Expository Writing
Engl 201	Writing and Research
Engl 298	Writing and Research Honors
Engl 301	Writing and Rhetorical Conventions
Engl 302	Writing About Literature
Engl 402	Technical and Professional Writing
Engl 403	Technical and Professional Writing ESL
Phil 200	Writing and Reasoning

COMMUNICATION PROFICIENCY [C]

Tier II

ComSt 102	Public Speaking: Theory, Models, and Practice
ComSt 235	Principles of Group Communication
ComSt 302	Advanced Public Speaking
ComSt 324	Argumentation
Engl 355	Multimedia Authoring: Exploring New Rhetorics
H D 205	Communication in Human Relations

WORLD CIVILIZATIONS [A] (6 hours)

The World Civilizations Tier I core courses provide an overview of the human past and an introduction to the academic culture of the University, including the fundamentals of academic discourse. Course work is designed to engage students in integrated study of the social, political, philosophical, and religious systems of the major world civilizations, along with their interactions, achievements, and common problems. The World Civilizations courses introduce students to methods of historical inquiry and engage them in the processes of constructing interpretations of the past. These courses build foundational skills in communication, interpretation, information literacy, and critical thinking, while establishing a knowledge base for students to understand themselves in relation to society.

Students may explore the various emphases in the sections of World Civilizations by visiting the World Civilizations home page.

Note: Transfer students entering the University with junior standing (60 semester credits or more) may choose to substitute designated 200- and 300-level courses from the Intercultural Studies course list for one or both of the World Civilizations courses (GenEd 110 and 111), provided that the subject matter of the courses addresses non-U.S. culture(s).

Tier I

GenEd 110	World Civilizations I
GenEd 111	World Civilizations II

AMERICAN DIVERSITY [D]

Courses addressing American Diversity seek to engage students in critical inquiry into contemporary and historical issues of social and cultural diversity in the United States. Understanding our complexly constituted American community is the focus of this requirement; thus, "D" courses explore the construction of differences in American society and provide an overview of the social, economic, and political forces that have shaped the experience of diverse communities throughout U.S. history. Coursework introduces students to issues of power and privilege, systems of inequality, and forms of institutionalized discrimination within American society. Courses in this category provide conceptual frameworks for analysis of these topics; they are designed to raise questions, stimulate thought and reflection, and challenge stereotypes and myths.

Many D courses are grounded in specific social science or humanities disciplines, while others employ integrated and multidisciplinary approaches. In acquiring knowledge about themselves and American society, students will learn to think critically and to construct knowledge through a variety of scholarly methods and approaches, and to expand their communication and interpretive skills.

Note: Courses meeting the American Diversity requirement are distributed in several of the General Education categories and are double-designated with other distribution requirements, such as Humanities, Social Sciences, or Tier III.

Am St/Engl/Hist/W St 216	[S] American Cultures
Am St 473	[T] Arts in American Cultures
Am St 474	[T] Social Movements and US Culture
Am St/Engl 475	[T] Digital Diversity
AMT 417	[T] Social and Psychological Aspects of Dress
Anth/W St 214	[S] Gender and Culture in America
Anth 327/CES 378	[S] Contemporary Native Peoples of the Americas
Anth 334	[T] Time and Culture in the Northwest
CES 111	[S] Introduction to Asian/Pacific American Studies
CES 131	[S] Introduction to Black Studies

CES 205	[S] Farm Workers
CES/W St 235/Hist 205	[H] African American History
CES/Engl 220	[H] Introduction to Multicultural Literature
CES 254	[S] Comparative Latino/a Cultures
CES/Hist 255	[S] Chicana/o History
CES 260	[S] Race and Racism in US Popular Culture
CES/Hist 280	[S] Race and Law in American History
CES 302	[S] Social Psychology of Prejudice
CES 336	[H] Black Popular Culture
CES 337	[S] Black Social Psychology
CES 338	[H] African American Cinema
CES/W St 372/Anth 312	[S] Native American Women in Traditional and Contemporary Societies
CES 379	[H] Native Americans and Film
CES 380	[S] Immigration and Citizenship in the Global Economy
CES 403	[T] Cultural Issues in Psychology
CES/W St 411	[T] Asian Pacific American Women
CES/W St 435	[T] African American Women in US Society
CES 440	[T] Social Justice in American Culture
CES 453	[T] Health Issues for Chicanos/as
CES 475	[T] Indians of the Northwest
Com 471/CES 404	[T] Stereotypes and The Media
Crn J 205	[S] Realizing Justice in a Multicultural Society
CRS 431	[T] The Demographics of American Diversity
DisSt/Soc 250	[S] Perspectives on Disability
DisSt 489	[T] Disability and Society
Engl 317	[H] Gay and Lesbian Literature
Hist 150	[S] Peoples of the United States
Hist/W St 298	[S] History of Women in American Society
Hist 314/CES 304	[H] American Roots: Immigration, Migration, and Ethnic Identity
Hist 315	[S] Poverty and Policy in American History
Hist 321	[H] U.S. Popular Culture, 1800-1930
Hist 322	[H] U.S. Popular Culture Since 1930
Hist/W St 398	[H] History of Women in the American West
H D 350	[S] Diversity in Contemporary Families
Mus 362	[H] History of Jazz
Natrs 312	[S] Natural Resource and Society
Phil/W St 425	[H] Philosophy and Feminism
Psych 309	[S] Cultural Diversity in Organizations
Psych 403	[T] Cultural Issues in Psychology
Psych/W St 324	[S] Psychology of Women
Soc 101	[S] Introduction to Sociology
Soc 102	[S] Social Problems
Soc/W St 150	[S] Marital and Sexual Life Styles
Soc 340	[S] Social Inequality
Soc 343	[S] Sociology of Professions and Occupations
Soc 345	[S] Sociology of Sport
Soc 346	[S] Sociology of Education
Soc/W St 351	[S] The Family
Soc 362	[S] Juvenile Delinquency
Soc 373	[S] Media, Culture, and Society
Soc 380	[S] Gender and Work
Soc/W St 384	[S] Sociology of Gender
W St 200	[S] Gender and Power: Introduction to Women's Studies
W St 220	[S] Women, Science, and Culture
W St/Soc 302	[S] Contemporary Masculinity and Men's Issues
W St/MgtOp 315	[S] Women in Management and Leadership
W St 338	[H] Women and Popular Culture
W St 383	[S] Sociology of Sexuality
W St/Soc 390	[S] Gender and Work
W St/CES 408	[T] Introduction to Critical Race Feminism
W St/Soc 484	[T] Lesbian and Gay Studies

MATHEMATICS PROFICIENCY [N] (0-6 hours)

The purpose of the Mathematics Proficiency requirement is to establish a foundation of understanding of mathematics beyond arithmetic and algebraic manipulations and an understanding of the uses of mathematics in applications to real-world problems. Courses in this category assist students in understanding and applying quantitative principles and methods in the solution of problems and drawing conclusions from computational and symbolic representations. Courses in mathematics help students acquire concepts and skills in abstract, logical, and quantitative thinking. Students learn to reason critically and creatively to solve problems.

Note: This requirement can be satisfied by passing a designated course or courses in mathematics (see below), through satisfactory performance on an Advanced Placement examination, or by passing a calculus course beyond Math 171.

Tier I

Math 105	(210) Exploring Mathematics
Math 140	Mathematics for Life Scientists
Math 171	Calculus I
Math 202	Introduction to Mathematical Analysis
Math/Stat 205	Statistical Thinking
Math 206	Mathematical Analysis for Architects
Math 251	Mathematics for Elementary School Teachers I and
Math 252	Mathematics for Elementary School Teachers II
Stat/Math 212	Introduction to Statistical Methods

ARTS AND HUMANITIES [H, G*] (3-6 hours)

The production of art, creative expression, and the use of symbol systems and conventions to explore value and meaning are fundamental human activities. Similarly, interpretation of such systems or products is also an essential human skill--and one of our primary ways of making sense of experience. Music, theatre, the visual and kinetic arts offer direct participation in these activities while providing contexts and perspectives by which the arts acquire meaning. The humanities disciplines--philosophy, literature, history, and the study of language--offer multiple methods of interpretation and analysis. These disciplines also engage students in the history of ideas, acquaint them with significant cultural traditions, and give them direct experience of important cultural achievements. Study in the arts and humanities encourages students to explore their own cultural traditions and enables them to participate more fully in their own or other cultures.

Students who engage in these disciplines learn to use various modes of rational inquiry to understand complex human artifacts and, ultimately, to raise questions about the nature of rational inquiry itself. Thus, study in these disciplines develops students' communication abilities and interpretive and critical thinking skills.

Tier II Arts and Humanities [H]

Arch/I D 202	The Built Environment
Arch 220	Architectural History I
Arch 221	Architectural History II
CES/Engl 220	[D] Introduction to Multicultural Literature
CES 235/Hist 205/W St 235	[D] African American History
CES 336	[D] Black Popular Culture
CES 338	[D] African American Cinema
CES 379	[D] Native Americans and Film
DTC 375	Language, Texts, and Technology
Engl 108	Introduction to Literature
Engl 110	Reading Now
Engl 199	English Composition and Literature Honors
Engl 205	Introduction to Shakespeare
Engl 210	Readings in American Literature
Engl 305	Shakespeare
Engl 306	Shakespeare
Engl 308/W St 306	Introduction to Literary Criticism
Engl 317	Gay and Lesbian Literature
Engl 361	Everyday Rhetorics
Engl/W St 309	Women Writers

Engl/Hum 335	The Bible as Literature
Engl 336	Composition and Design
Engl 366	The English Novel to 1900
Engl 368	The American Novel to 1900
Engl 375	Language, Text, and Technology
F A 101	Introduction to Art
F A 201	World Art History
F A 202	World Art History
F A 303	Modern Art—19th Century
F A 304	Modern Art—20th Century
F A 305	Arts of Ancient Greece and Rome
F A 307	The Arts of Renaissance Europe
F A/W St 308	Women Artists I
F A/W St 310	Women Artists II
For L 110	Introduction to Foreign Film
For L 130	Introduction to Foreign Literature
Fren 110	French/Francophone Film
Fren 120	French Culture
Fren 310	French Film
Fren 350	Introduction to French Literature
Ger 110	German Film
Ger 120	Germanic Culture
Hist 101	Classical and Christian Europe
Hist 102	Modern Europe
Hist 314/CES 304	[D] American Roots: Immigration, Migration, and Ethnic Identity
Hist 321	[D] U.S. Popular Culture, 1800-1930
Hist 322	[D] U.S. Popular Culture Since 1930
Hist/W St 337	Women in the Ancient World
Hist 340	Ancient Greece
Hist 341	Rome: Republic and Empire
Hist 342	History of England to 1485
Hist 343	History of England Since 1485
Hist 355	History of European Popular Culture
Hist/W St 398	[D] History of Women in the American West
Hum 101	Humanities in the Ancient World
Hum 103	Mythology
Hum 302	Humanities in the Middle Ages and Renaissance
Hum 303	Reason, Romanticism, and Revolution
Hum 304	Humanities in the Modern World
Hum 340	American Foundings
I D 250	History of Interiors I
I D 350	History of Interiors II
Mus 153	Musical Style in Composition
Mus 160	Survey of Music Literature
Mus 262	Rock Music: History and Social Analysis
Mus 362	History of Jazz
Phil 101	Introduction to Philosophy
Phil 198	Philosophy Honors
Phil 201	Elementary Logic
Phil 207	Philosophy of Religion
Phil 210	Philosophy in Film
Phil 260	Introduction to Ethics
Phil/W St 312	[D] Philosophy and Feminism
Phil 320	History of Ancient and Medieval Philosophy
Phil 321	History of Modern Philosophy
Phil 322	Nineteenth-Century Philosophy
Phil 350	Philosophy of Science
Phil 360	Business Ethics
Phil 365	Biomedical Ethics
Phil 370	Environmental Ethics
Rus 131	Masterpieces of Russian Literature in Translation
Span 110	Peninsular Spanish Film
Span 120	Peninsular Spanish Culture
Theat 160	Introduction to Theatre
Theat 365	Theatre History I: Beginnings to 1700
Theat 366	Theatre History II: 1700 to 1900
Theat 367	Musical Theatre
W St 210	Diverse Sexualities and Cultural Production
W St 338	[D] Women and Popular Culture

Tier II Arts and Humanities or Intercultural Studies [G]

Anth 201	Art and Society
Anth 301	Arts and Media in Global Perspective
Asia 131	Masterpieces of Asian Literature in Translation
Asia 220	Global Theory/Regional Reality through Culture
CES 151	Introduction to Chicano/Latino Studies
CES 171	Introduction to Native American Studies
CES 313/Engl 311	Asian Pacific/American Literature
CES 331/Engl 321	African American Literature
CES 353/Engl 345	Chicana/o – Latina/o Literature
CES 373/Engl 341	Native American Literature
Chin/Asia/Japn 111	Asian Film
Chin 121	Modern Chinese Culture
Chin/Japn 131	Masterpieces of Asian Literature
F A 301	Arts of Native North America
F A/Asia 302	The Arts of Asia
For L 101	Introduction to the World of Languages
For L 120	Introduction to Foreign Cultures
For L 220	Global Theory/Regional Reality through Culture
Fren 311	Francophone Film
Fren 351	Introduction to Francophone Literature
GenEd 200	Studying World Civilizations Abroad
Hist/Asia 273	Foundations of Islamic Civilization
Hist/Asia 370	Civilization of Classical India
Hist/Asia 373	Chinese Civilization
Hist/Asia 374	Japanese Civilization
Hum 350	Sacred Texts and Cultures of World Religions
Mus 265/CES 271	Native Music of North America
Mus/W St 363	Women and Music
Phil/Asia 280	Philosophy and Religion of Islam
Phil/Asia 314	Philosophies and Religions of India
Phil/Asia 315	Philosophies and Religions of China and Japan
Rus 121	Contemporary Russian Culture
Span 111	Latin American Film
Span 121	Latin American Culture
Theat 145	Contemporary World Theatre

SOCIAL SCIENCES [S, K#] (3-6 hours)

The Social Sciences apply scientific principles and methods to understand individual and collective human behavior. These disciplines cover a broad range of subjects, from psychology to sociology and political science, to history and anthropology and economics. Generally speaking, the social sciences examine mental processes, culture, and behavior; study the structures of society and how individuals, groups, institutions, and societies interact with each other and with their environments; and reconstruct how societies functioned in the past. The Social Sciences employ diverse methods and approaches, both qualitative and quantitative, as well as a variety of explanatory theories and models.

Course work in the Social Sciences offers valuable perspectives on individual and collective human behavior within a variety of social contexts and environments, while providing analytical tools for understanding these processes. In acquiring knowledge about themselves and society, students will learn to think critically, to use quantitative methods to assess validity, and to construct knowledge through a variety of scholarly methods and approaches. They also assist students to expand their communication skills in self-directed learning projects.

Tier II Social Sciences [S]

Ag Ec 201	Economics in Agriculture
Ag Ec/Hist 320	American Agriculture and Rural Life
Am St/Engl/Hist/W St 216	[D] American Cultures
Anth 198	Anthropology Honors
Anth/W St 214	[D] Gender and Culture in America
Anth 327/CES 378	[D] Contemporary Native Peoples of the Americas
Anth 330	Origins of Culture and Civilization
Anth 334	[D] Time and Culture in the Northwest
Anth/For L 350	Speech, Thought, and Culture

Tier II Intercultural Studies [I,G,K]

Anth 101	[K] General Anthropology
Anth 130	Great Discoveries in Archaeology
Anth 201	[G] Art and Society
Anth 203	[K] Peoples of the World
Anth 301	[G] Arts and Media in Global Perspective
Anth 302	[K] Childhood and Culture
Anth/Asia/Hist 306	[K] Cultures and Peoples of the Middle East
Anth 307	[K] Contemporary Cultures and Peoples of Africa
Anth 309	[K] Cultural Ecology
Anth/W St 316	[K] Gender in Cross Cultural Perspective
Anth 320/CES 377	[K] Native Peoples of North America
Anth 331/CES 376	[K] America Before Columbus
Asia 301	[K] East Meets West
CES 101	Introduction to Comparative American Cultures
CES 151	[G] Introduction to Chicano Studies
CES 171	[G] Introduction to Native American Studies
CES 198	Introduction to Comparative American Cultures - Honors
CES 211/Hist 201	[K] Introduction to Asian American History
CES 227	Introduction to African Studies
CES 240	Global Indigenous Issues
CES 313/Engl 311	[G] Asian Pacific/American Literature
CES 325	Traveling Cultures: Tourism in Global Perspective
CES 331/Engl 321	[G] African American Literature
CES 353/Engl 345	[G] Chicano/Chicana Literature
CES 373/Engl 341	[G] Native American Literature
Chin/Asia/Japn 111	[G] Asian Film
Chin/Asia/Hum 120	[G] Traditional Chinese Culture
Chin/Japn 131	[G] Masterpieces of Asian Literature
Com 321	Intercultural Communication
CropS/Soils 360	World Agricultural Systems
CRS 335	[K] Cross-National Perspectives on Community
Engl 222	[G] World Literature in English
Engl	[G] South Asian Film
F A 301	[G] Arts of Native North America
F A/Asia 302	[G] The Arts of Asia
For L 101	[G] Introduction to the World of Languages
For L 120	[G] Introduction to Foreign Cultures
For L 220	[G] Global Theory/Regional Reality through Culture
Fren 351	[G] Introduction to Francophone Literature
Hist 230	[K] Latin America, The Colonial Period
Hist 231	[K] Latin America, The National Period
Hist/Asia 270	[K] Introduction to South Asian Culture
Hist/Asia 271	[K] Southeast Asian History: Vietnam to Indonesia
Hist/Asia 272	Introduction to Middle Eastern History
Hist/Asia 273	[G] Foundations of Islamic Civilization
Hist/Asia 275	[K] Introduction to East Asian Culture
Hist 308/CES 375	[K] North American Indian History, Precontact to Present
Hist 331	[K] Cultural History in Latin America
Hist/W St 335	[K] Women in Latin American History
Hist/Asia 370	[G] Civilization of Classical India
Hist/Asia 373	[G] Chinese Civilization
Hist/Asia 374	[G] Japanese Civilization
Hum 350	[G] Sacred Texts and Cultures of World Religions
Mus 265/CES 271	[G] Native Music of North America
Mus/W St 363	[G] Women and Music
Phil/Asia 280	[G] Philosophy and Religion of Islam
Phil/Asia 314	[G] Philosophies and Religions of India
Phil/Asia 315	[G] Philosophies and Religions of China and Japan
Rus 321	[G] Contemporary Russian Culture
Span 111	[G] Latin American Film

Span 121
Theat 145
W St 220
W St 332/Anth 317
W St 340

[G] Latin American Culture
[G] Contemporary World Theatre
[K] Women, Science, and Culture
Global Feminisms
Third World Women and Film

SCIENCES [Q, B, P] (10 hours)

Science is the application of critical and systematic thinking to empirical observation and experiment. The scientific approach is our fundamental way of understanding matter and the universe, the Earth, and living things. It is also the basis of most new technological developments.

Familiarity with the sciences encourages adoption of views about the world that are subject to revision on the basis of additional information. Accordingly, intellectual integrity and honesty are integral to scientific study, while the ability to distinguish between testable and non-testable ideas is an essential skill. Courses in the science categories provide students with an understanding of particular scientific terms, methods, concepts, and theories, and introduce them to recent scientific and technological developments and their implications. Students in these courses learn ways of taking measurements, gathering data, and organizing information; they learn to use mathematics to construct scientific models and to test hypotheses and models.

General Education science courses teach students to think critically, to assess the accuracy and validity of findings and conclusions, to understand and apply quantitative principles to solve problems, and to acquire knowledge through a variety of scholarly methods and approaches.

Tier I [Q]

Astr 150	Science and the Universe
Biol 150	Evolution
Entom 150	Insects, Science, and World Cultures
Hort 150	Plants and Society
Phys 150	Physics and Your World
Pl P 150	Molds, Mildews, Mushrooms: The Fifth Kingdom
Sci 101	Origins in the Natural World
Sci 102	Dynamic Systems in the Natural World

[B] BIOLOGICAL SCIENCES (Tier II)

Anth 260	(L) Introduction to Physical Anthropology
A S 205	Companion Animal Nutrition
Biol 101	Direction in Biological Sciences
Biol 102	(L) General Biology
Biol 105	(L) Biological Science Laboratory
Biol 106	(L) Introductory Biology: Organismal Biology
Biol 107	(L) Introductory Biology: Cell Biology and Genetics
Biol 120	(L) Introduction to Botany
Biol 135	Animal Natural History
Biol 201	Contemporary Biology
Biol 298	(L) Biological Science Honors
Biol 308	Marine Biology
Biol 330	Principles of Conservation
Biol 390	(L) Stream Monitoring
Entom 101	Insects and People: A Perspective
Entom 102	Entomology in Human Health
ES/RP 101	(L) Environment and Human Life
MBioS 101	(L) Introductory Microbiology
MBioS 105	(L) Introductory Microbiology Laboratory
MBioS 130	Nutrition for Living
MBioS 320	DNA and Society
NATRS 303	Conservation of Renewable Resources
NATRS 300	Natural Resource Ecology
Psych 265	Biopsychological Effects of Alcohol and Other Drugs
Psych 372	Introduction to Physiological Psychology
Sci 220	(L) DNA Today
SoilS 201	Soil: A Living System

[P] PHYSICAL SCIENCES (Tier II)

Astr 135	(L) Astronomy
Astr 345	Principles of Astronomy
Astr 390	(L) The Night Sky
Chem 101	(L) Introduction to Chemistry
Chem 102	(L) Chemistry Related to Life Sciences
Chem 105	(L) Principles of Chemistry I
Chem 106	(L) Principles of Chemistry II
Chem 116	(L) Chemical Principles Honors
Chem 350	(L) Chemistry in Contemporary Society
Geol 101	(L) Introduction to Geology
Geol 102	(L) Physical Geology
Geol 210	(L) Earth's History and Evolution
Geol 230	Introductory Oceanography
Geol 322	Geology of the Pacific Northwest
Geol 323	(L) Geology of the Pacific Northwest
Geol 390	Living on the Edge: Global Climate Change and Earth History
Ph S 298	(L) Physical Science Honors
Phys 101	(L) General Physics
Phys 102	(L) General Physics
Phys/Astr 138	Planets and Planetary Systems
Phys 201	(L) Physics for Scientists and Engineers
Phys 202	(L) Physics for Scientists and Engineers
Phys 205	(L) Physics for Scientists and Engineers I - Honors
Phys 206	(L) Physics for Scientists and Engineers II - Honors
Phys 380	Physics and Society
Sci 230	Introduction to Ocean Science

TIER III COURSES [T] (3 hours)

This upper-division requirement is designed to assist students in integrating information from diverse sources and to construct knowledge in a subject and discipline apart from their majors. Tier III courses teach students how to approach a new field of knowledge, as they will most likely be required to do in their future professional lives, and to find their way successfully. Tier III courses require students to gather, synthesize, and think critically about information, and to write about topics previously unfamiliar to them. The aim is to help students become lifelong, self-directed learners.

Many Tier III courses employ an interdisciplinary or multidisciplinary approach to topical issues or other subject matter, while others are grounded in specific methodologies from the sciences, social sciences, arts and humanities.

Tier III courses may address all six of the learning goals or focus on only a few. Students engage in challenging learning projects in which they effectively frame and solve problems, demonstrate knowledge of research and information retrieval strategies, and evaluate sources and data outside the familiar knowledge domains of their majors.

Tier III courses have as a general prerequisite 60 hours of course work; students should be aware that specific courses may carry additional prerequisites.

[D] designates courses which also fulfill the American Diversity Requirement.

TIER III COURSES GROUNDED IN SCIENTIFIC METHODOLOGIES

Preparatory work for these courses should include study of the basic scientific principles of the physical and biological sciences, as well as a solid background in mathematics. Students are expected to understand the fundamental structures of matter and the principles governing the transformations of matter and energy. Familiarity with intellectual history or the history of science may also be useful.

Astr 450	Life in the Universe (Prereq Math proficiency)
Biol 401	Plants and People (Prereq Biol 102, 106, or 120)

Biol/W St 407	Biology of Women (Prereq Biol 102, 106, or 298; junior standing)
Biol 408	Contemporary Genetics
C E 401	Global Climate Change
CES 403	Cultural Issues in Psychology
Entom 401	Biology and Society, Past and Present (Prereq Biol 106; Rec Biol 150)
Mfg E 476	Industrial Ecology and Sustainable Manufacturing
MSE 440	Materials: The Foundation of Society and Technology

TIER III COURSES USING SOCIAL SCIENCE METHODS

These courses address many current issues as well as topics of perennial interest. Preparatory work for these courses should include study of social science methods of analysis and some familiarity with historical and cultural studies. Basic understanding of the roles of class, gender, and ethnicity, of the nature and functions of social institutions, and of political and economic processes is also useful.

Ag Ec 420	Growth and Change in the American West (Prereq EconS 101)
Am St 474	[D] Social Movements and US Culture
AMT 417	[D] Social and Psychological Aspects of Dress
Anth 404	The Self in Culture (Prereq 100-level Anth, Psych, or Soc)
Anth 405	Medical Anthropology
Anth 417	Anthropology and World Problems (Prereq 3 hours Anth)
Anth 468	Sex, Evolution, and Human Nature (Prereq 3 hours Anth or Biol)
Anth 469	Genes, Culture, and Human Diversity
Asia/Hist 479	History of East Asian Economic Development Since 1945
CES 403	Cultural Issues in Psychology
CES 405/Engl 410	Cultural Criticism and Theory
CES/W St 411	[D] Asian Pacific American Women (Prereq CES or W St course)
CES 426	Workers Across North America
CES/W St 435	[D] African American Women in US Society (Prereq CES 101, W St 200; Rec CES 131)
CES 440	[D] Social Justice and American Culture
CES 444	White Power Movements and Ideologies
CES 453	[D] Health Issues for Chicanos/as
CES/W St 454	La Chicana in U.S. Society (Prereq junior standing)
CES 465	Race, Science, and Society
CES 470	Federal Native American Resource Settlement Models
CES 475	[D] Indians of the Northwest
Com 471/CES 404	[D] Stereotypes and the Media
ComSt/CES 421	Intercultural Processes in Global Contexts
Cpt S 401	Computers and Society (Prereq Phil 260 or Soc 101; completion of writing portfolio)
Crm J/W St 403	Violence Toward Women (Prereq Crm J 101 or W St 200)
CRS 431	[D] The Demographics of American Diversity (Prereq junior standing)
DisSt 489	[D] Disability and Society
EconS 428	Global Capitalism Today: Perspectives and Issues (Prereq GenEd 111; EconS 101 or 102)
EconS 430	Managing the Global Environment
H D 403	Families in Poverty (Prereq H D 101, 204 or 6 hours in H D or social sciences)
Hist 409	American Environmental History
Hist 425	The City in History
Hist 426	Workers Across North America
Hist 435	European Expansion Overseas, 1400-1800

Hist 436	Imperialism in the Modern World
Hist 444	The Renaissance
Hist 455	The Great War 1914 - 1920
Hist/Rus 466	History of the Cold War, 1944-present
Hist/Asia 473	The Middle East and the West
Hist/Asia 479	History of East Asian Economic Development Since 1945
Hist 483	Technology and Social Change to 1950
Hist 491	History of World Trade
Hist 492	Cultural Appetites: Food in World History
Hist 494	Global Environmental History
Hist 495	Space, Place, and Power in History: Historical Geography in Global Perspective
Jour 405	The Costs of Free Speech (Prereq junior standing)
Pol S 428	Issues in Political Psychology (Prereq Pol S 101 or Psych 105)
Pol S 430	The Politics of Natural Resource and Environmental Policy
Psych 492	Psychology of Language (Prereq Psych 105)
Psych 403	Cultural Issues in Psychology
Soc 415	Ecology of Human Societies (Prereq Anth 101 or Soc 101; ES/RP 101)
Soc 430	Society and Technology
Soc 433	Urbanization and Community Organization (Prereq 3 credits 300-400-level social science)
Soc 474	Collective Behavior and Social Movements (Prereq three 300-400-level Soc or Pol S courses)
W St 406	Women and Work (Prereq W St 200)
W St/CES 408	[D] Introduction to Critical Race Feminism (Prereq W St 200 or CES 101)
W St 460	Gender, Race, and Nature in America (Prereq W St 200 or 300)
W St/Soc 484	[D] Lesbian and Gay Studies (Prereq Soc 101, 102, or W St 200)

TIER III COURSES EMPLOYING THE METHODS OF THE ARTS AND HUMANITIES

These courses represent the variety of disciplines in the arts and humanities and the huge range of subject matter addressed in them. Useful preparatory work includes the history, criticism, and practice of the arts. Students are expected to have some historical perspective on the major cultural traditions of the world and to be familiar with common forms of analysis and interpretation in these disciplines.

Am St	Cultural Politics Since World War II
Am St/Engl 472	Ecological Issues and American Nature Writing
Am St/Engl 475	Digital Diversity
Am St 473	[D] Arts in American Cultures
Am St 475	[D] Digital Diversity
AMT 408	Visual Analysis and Aesthetics
Arch 428	Architecture and Culture in the Islamic World
Engl/W St 409	Women Writers in the American West
Engl 415	Traditions of Comedy and Tragedy
Engl 419	The Twentieth Century Novel
Engl/Am St 470	Literature and Culture of the American West
For L 410	Issues in World Film and Literatures
Fren 410	French Film in Translation
Fren 430	Topics in French/Francophone Literature (Prereq three literature or humanities courses)
Hum 410	Love in the Arts
Hum 450	Representations of the Holocaust
Phil 413	Mind of God and the Book of Nature: Science and Religion
Phil 415	The Experience of Illness in Society: Moral Problems in Health Care
Phil/W St 425	Philosophy and Feminism
Phil 431	Aesthetics and Philosophy of Art
Phil 435	East/West Philosophy of Architecture
Rus 410	Russian Film
Rus 430	St. Petersburg
Span 420	Cultural Topics

