University Common Requirements

Washington State University's general education curriculum, called the University Common Requirements (UCORE), applies to all students who enter WSU fall 2013 and after. Continuing students must refer to the requirements detailed in prior catalogs under the General Education Requirement section. Honors students complete the Honors College version of the general education curriculum outlined in the Honors section of this catalog.

The University Common Requirements (UCORE) are the center of the undergraduate curriculum. While the greater part of students' courses of study will be devoted to their major fields, the UCORE curriculum provides a degree of balance between the specialized focus of the major and the broader traditional objectives of higher education. UCORE is intended to accommodate needs and objectives not adequately served by academic specialization, while being flexible enough to work for all majors. Accordingly, the program offers a wide variety of elective choices and provides many individual pathways through the curriculum.

Seven Goals of the Baccalaureate

All bachelor's degree requirements are rooted in the Seven Goals of the Baccalaureate described below. Courses in the UCORE curriculum engage students in meeting these goals.

CRITICAL AND CREATIVE THINKING

Graduates will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways.

Graduates may demonstrate critical and creative thinking by their ability to:
1. Define, analyze, and solve problems.
2. Integrate and synthesize knowledge from multiple sources.
3. Assess the accuracy and validity of findings and conclusions.
4. Understand how one thinks, reasons, and makes value judgments, including ethical and aesthetical judgments.
5. Understand diverse viewpoints, including different philosophical and cultural perspectives.
6. Combine and synthesize existing ideas, images, or expertise in original ways.
7. Think, react, and work in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

QUANTITATIVE REASONING

Graduates will solve quantitative problems from a wide variety of authentic contexts and everyday life situations.

Graduates may demonstrate quantitative and symbolic reasoning by their ability to:
1. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
2. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
3. Understand and apply quantitative principles and methods in the solution of problems.
4. Make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
5. Identify and evaluate important assumptions in estimation, modeling, and data analysis.
6. Express quantitative evidence in support of the argument or purpose of work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

SCIENTIFIC LITERACY

Graduates will have a basic understanding of major scientific concepts and processes required for personal decision-making, participation in civic affairs, economic productivity and global stewardship.

Graduates may demonstrate scientific literacy by their ability to:
1. Identify scientific issues underlying global, national, local and personal decisions and communicate positions that are scientifically and technologically informed.
2. Evaluate the quality of scientific and health-related information on the basis of its source and the methods used to generate it.
3. Pose and evaluate arguments based on evidence and apply conclusions from such arguments appropriately.
4. Recognize the societal benefits and risks associated with scientific and technological advances.

INFORMATION LITERACY

Graduates will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand.

Graduates may demonstrate information literacy by their ability to:
1. Determine the extent and type of information needed.
2. Implement well-designed search strategies.
3. Access information effectively and efficiently from multiple sources.
4. Assess credibility and applicability of information sources.
5. Use information to accomplish a specific purpose.
6. Access and use information ethically and legally.

COMMUNICATION

Graduates will write, speak and listen to achieve intended meaning and understanding among all participants.

Graduates may demonstrate communication skills by the ability to:
1. Recognize how circumstances, background, values, interests and needs shape communication sent and received.
2. Tailor message to the audience.
3. Express concepts, propositions, and beliefs in coherent, concise and technically correct form.
4. Choose appropriate communication medium and technology.
5. Speak with comfort in front of groups.
6. Follow appropriate social norms for individual and small group interactions, which includes listening actively.

DIVERSITY

Graduates will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives.

With regard to local and global diversity, graduates may demonstrate their ability to:
1. Critically assess their own core values, cultural assumptions and biases in relation to those held by other individuals, cultures, and societies.
2. Analyze and critique social, economic and political inequality on regional, national and global levels, including identifying one’s own position within systems.
3. Recognize how events and patterns in the present and past structure and affect human societies and world ecologies.
4. Critically assess the cultural and social underpinnings of knowledge claims about individuals and groups, and their relations to one another.
5. Actively seek opportunities to learn from diverse perspectives and to combat inequalities.
DEPTH, BREADTH, AND INTEGRATION OF LEARNING

Graduates will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large.

Graduates may demonstrate depth, breadth, and integration of learning:
1. Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.
2. By showing a depth of knowledge within the chosen academic field of study based on integration of its history, core methods, techniques, vocabulary, and unsolved problems.
3. By applying the concepts of the general and specialized studies to personal, academic, service learning, professional, and/or community activities.
4. By understanding how the methods and concepts of the chosen discipline relate to those of other disciplines and by possessing the ability to engage in cross-disciplinary activities.

The Structure of the UCORE Program

Students are required to take a minimum of 34 credit hours distributed among the categories listed below.

These graduation requirements were developed to help students achieve WSU's Learning Goals and Outcomes. Four broad categories are divided into ten requirements, which only approved classes will fulfill. Match courses in the WSU Catalog (catalog.wsu.edu) to requirements using the bracketed notation that appears in the list below.

### UCORE Categories and Course Lists

**FIRST-YEAR EXPERIENCE**

**Roots of Contemporary Issues [ROOT]**
- HISTORY 105 [ROOT] 3

**FOUNDATIONAL COMPETENCIES**

**Quantitative Reasoning [QUAN]**
- 3

**Written Communication [WRTG]**
- 3

**Communication or Written Communication [COMM] [WRTG]**
- 3

**WAYS OF KNOWING**

**Inquiry in the Social Sciences [SCSI]**
- 3

**Inquiry in the Humanities [HUM]**
- 3

**Inquiry in the Creative and Professional Arts [ARTS]**
- 3

**Inquiry in the Natural Sciences [BSCI] [PSCI] [SCI]**
- 7 or 8

**INTEGRATIVE AND APPLIED LEARNING**

**Diversity [DIVR]**
- 3

**Integrative Capstone [CAPS]**
- 3

Total Required Semester Credit Hours 34 or 35 cr.

1. Transfer students with 45 credits or more but without a direct transfer AA degree (DTA) may substitute HISTORY 305 for this requirement.
2. At least 3 credits in Biological Science [BSCI] and 3 credits in Physical Science [PSCI] plus 1 additional lab hour, or 8 credits of [SCI] designated courses.

**General Rules**

- No course designated as a University Common Requirement (UCORE) can be taken on a pass, fail basis. All UCORE-designated courses must be letter-graded (i.e., A, B, C, D, and F). The only exception possible is for CAPS courses, which may have S, F grading. However, such an exception is not automatic and must be justified when the course is submitted by the department for UCORE approval.

- A maximum of three (3 or 4 credit) UCORE courses may be taken within the major. For the purpose of this limitation, three 1-credit UCORE courses may be combined to count for a single 3-credit UCORE course.

- Quantitative Reasoning [QUAN]: This requirement can be satisfied by passing a designated course or courses in mathematics, through satisfactory performance on the Advanced Placement examination, or by passing a calculus course beyond Math 171.

**Transfer Students:** Two full years of credit and completion of lower-division University Common 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 University Common 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 University Common Requirements for graduation, but do not guarantee junior status (60 semester credits). For details on specific degrees consult the Office of Admissions.

Transfer 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 Integrated Capstone (CAPS) 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 University Common Requirements.

**Quantitative Reasoning [QUAN]**

QUAN courses broaden students' understanding of and appreciation for mathematical reasoning while at the same time giving them a skill set that will be of value to everyday life. These courses advance the fundamentals of quantitative reasoning; develop skills for interpreting and evaluating quantitative representations (charts, graphs, algorithms, etc.); and promote the development of the strengths and weaknesses of quantitative methods for representing and solving problems.

CPT S 111 Introduction to Algorithmic Problem Solving
ECONS 335 Business Finance Economics
ENGR 107 Introductory Mathematics for Engineering Applications
FIN 223 Personal Finance
MATH 105 Exploring Mathematics
MATH 140 Mathematics for Life Scientists
MATH 171 Calculus I
MATH 202 Introduction to Mathematical Analysis
MATH 252 Fundamentals of Elementary Mathematics II
PHIL 201 Introduction to Formal Logic
PSYCH 311 Elementary Statistics in Psychology
STAT 205 Statistical Thinking
STAT 212 Introduction to Statistical Methods

**Written Communication [WRTG]**

WRTG courses require students to develop and express ideas clearly, concisely, and effectively in writing. Using strategic assignments and aligned evaluation criteria, WRTG courses develop a student's understanding of the principles
and elements of effective written communication through extensive applied practice, self-evaluation, and revision.

**Communication [COMM] or Written Communication [WRTG]**

COMM courses focus on non-written mediums, such as public speaking, conversational foreign language, interpersonal communication, visual literacy, multimedia authoring, and intercultural communication. These courses require students to develop and express ideas clearly, concisely, and effectively in media beyond purely written communication in ways that creatively adapt content and conventions to diverse contexts, audiences, and purposes. Development of communication abilities may involve working with a variety of technologies, such as mixing texts, data, and images. It also may involve oral presentations and discourse, such as public speaking, small-group interaction, one-on-one conversation, and active listening. All COMM courses develop a student's understanding of the principles and elements of effective communication through extensive applied practice, self-evaluation, and revision.

- COM 102 Communication in an Information Society
- COM 210 Multimedia Content Creation
- COM 400 Communicating Science and Technology
- ENGLISH 101 Introductory Writing
- ENGLISH 105 Composition for ESL Students
- ENGLISH 106 Communicating in Academic Contexts
- ENGLISH 201 Writing and Research
- ENGLISH 298 Writing and Research Honors
- ENGLISH 301 Writing and Rhetorical Conventions
- ENGLISH 402 Technical and Professional Writing
- FRENCH 361 Advanced French for the Professions
- GERMAN 361 German for the Professions
- H D 205 Communication in Human Relations
- MKTG 279 Professional Persuasive Communications
- NEUROSCI/MBIOS 201 Introduction to Communication in the Molecular Life Sciences

**WAYS OF KNOWING**

**Inquiry in the Social Sciences [SSCI]**

SSCI courses teach students how social sciences apply empirical principles and methods to understand human beings as social agents in cultural, group, and individual contexts. They do so by familiarizing students with the methods of inquiry appropriate to the discipline as well as the key concepts and major paradigms in the social sciences. Students in SSCI courses learn to identify and understand relevant source material and to evaluate empirical research and conceptual theories, often by analyzing current issues through the lens of social science disciplines.

- AFS 336 Agriculture, Environment, and Community
- ANTH 130 Great Discoveries in Archaeology
- ANTH/WOMEN ST 214 Gender and Culture in America
- ANTH 302 Childhood and Culture
- ANTH 309 Cultural Ecology
- ANTH 331/CES 376 America Before Columbus
- CES 131 Introduction to Black Studies
- CES 171 Introduction to Indigenous Studies
- CES 244 Critical Globalizations
- CES 254 Comparative Latino/a Cultures
- CES 308 Cultural Politics of Sport
- CES 335/HISTORY 313 Black Freedom Struggle
- COM 101 Media and Society
- CRM J 101 Introduction to the Administration of Criminal Justice
- ECONS 101 Fundamentals of Microeconomics
- ECONS 102 Fundamentals of Macroeconomics
- HBM 235 Travel, Society, and Business
- H D 101 Human Development Across the Lifespan
- H D/WOMEN ST 204 Family Interactions
- H D 334 Principles of Community Development
- POL S 101 American National Government
- POL S 102 Introduction to Comparative Politics
- POL S 103 International Politics
- PSYCH 105 Introductory Psychology
- SOC 101 Introduction to Sociology
- SOC 102 Social Problems
- SOC 332 Society and Environment

**Inquiry in the Humanities [HUM]**

The humanities grapple with the human condition in all of its complexity through time and across cultures. The humanities include knowledge of American and world history, philosophical traditions, major religions, diverse cultural legacies, literature, film, and music. As fields of study, the humanities emphasize analysis, interpretation, and reflection. They also engage centrally with questions of meaning and purpose. Students in HUM courses are introduced to the basic theories of interpretation in the humanities as well as to key texts, monuments, artifacts, or episodes within humanistic traditions or disciplines. These courses help students develop the ability to construct their own artistic, literary, philosophical, religious, linguistic, or historical interpretations.

- ANTH 201 Art and Society
- CES 111 Introduction to Asian Pacific American Studies
- CES 151 Introduction to Chicano/Latino Studies
- CES 209 Hip Hop Around the Globe
- CES/ENGLISH 220 Introduction to Multicultural Literature
- CES/HISTORY/ WOMEN ST 235 African American History
- CES 260 Race and Racism in US Popular Culture
- CES 313/ENGLISH 311 Asian Pacific American Literature
- COM 105 Communication in Global Contexts
- ENGLISH 108 Introduction to Literature
- ENGLISH 110 Reading Now
- ENGLISH 205 Introduction to Shakespeare
- ENGLISH 210 Readings in American Literature
- ENGLISH 305 Shakespeare
- ENGLISH 366 The British Novel to 1900
- ENGLISH 368 The American Novel to 1900
- ENGLISH 372 19th Century Literature of the British Empire and the Americas
- FOR LANG 102 Humanities in the Ancient World
- FOR LANG/ HUMANITY 130 Global Literature in Translation
- FRENCH 110 French/ Francophone Film
- FRENCH 120 French Culture
- FRENCH 320 French/ Francophone Culture
- GERMAN 120 German Culture
- GERMAN 320 German Culture
- HISTORY 101 Classical and Christian Europe
- HISTORY 102 Modern Europe
- HISTORY 110 American History to 1877
- HISTORY 111 American History Since 1877
- HISTORY 121 World History II
- HISTORY 230 Latin America, The Colonial Period
- HISTORY 231 Latin America, The National Period
- HISTORY 331 Latin American Cultural History
- HISTORY 355 History of European Popular Culture
- HISTORY/ASIA 373 Chinese Civilization
- HISTORY/ASIA 374 Japanese Civilization
- HISTORY 382 History of Science and Technology Since Newton
- HISTORY 418 United States, 1914-1945
- HISTORY 419 United States, 1945-Present
- HISTORY 432 20th Century Latin America
- HISTORY 440 The Early Middle Ages, 330-1050
- HISTORY 450 Europe Since 1945
- HUMANITY 101 Humanities in the Ancient World
- HUMANITY 103 Mythology
### Inquiry in the Creative and Professional Arts [ARTS]

Creative expression is a fundamental human activity that results in the production of objects, environments, and experiences that engage the senses, emotions, and/or intellect. The creative and professional arts offer direct participation in such activities while providing a framework for their interpretation, evaluation, and appreciation. In this category the domain of the arts is broadly defined to include not only the fine arts and performing arts, but also the professional arts, such as architecture, graphic design, and digital arts. Some ARTS courses ask students to perform, produce, fabricate or generate an aesthetic object, environment, or experience that engages the senses, emotions, or intellect. The creative and professional arts offer direct participation in such activities while providing a framework for their interpretation, evaluation, and/or research.

Other ARTS courses ask students to critically analyze, interpret, or evaluate the creative activities or accomplishments of others, past or present. In both types of courses, students also demonstrate that their creative or interpretive analysis is grounded in existing historical, critical, or methodological scholarship.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HUMANITY/FOR LANG 302</td>
<td>Humanities in the Middle Ages and Renaissance</td>
</tr>
<tr>
<td>HUMANITY/FOR LANG 304</td>
<td>Humanities in the Modern World</td>
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<tr>
<td>JAPANESE/ASIA 123</td>
<td>Modern Japanese Culture</td>
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<tr>
<td>MUS 265/CES 271</td>
<td>Native Music of North America</td>
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<tr>
<td>MUS 359</td>
<td>History of Music: Antiquity to 1650</td>
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<td>MUS 360</td>
<td>History of Music: 1650 - 1850</td>
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<tr>
<td>MUS 361</td>
<td>History of Music: 1850 - Present</td>
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<tr>
<td>PHIL 101</td>
<td>Introduction to Philosophy</td>
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<td>PHIL 103</td>
<td>Introduction to Ethics</td>
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<td>PHIL 207</td>
<td>Philosophy of Religion</td>
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<td>PHIL 210</td>
<td>Philosophy in Film</td>
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<td>PHIL 220</td>
<td>Philosophy of Food</td>
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<tr>
<td>PHIL/ASIA 280</td>
<td>Islam in Theory and Practice</td>
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<tr>
<td>PHIL/ASIA 314</td>
<td>Philosophies and Religions of India</td>
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<tr>
<td>PHIL/ASIA 315</td>
<td>Philosophies and Religions of China and Japan</td>
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<tr>
<td>PHIL 360</td>
<td>Business Ethics</td>
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<td>PHIL 365</td>
<td>Biomedical Ethics</td>
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<tr>
<td>PHIL 370</td>
<td>Environmental Ethics</td>
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<tr>
<td>SPANISH 120</td>
<td>Peninsular Spanish Culture</td>
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<tr>
<td>SPANISH 121</td>
<td>Latin American Culture</td>
</tr>
<tr>
<td>WOMEN ST/ENGLISH 211</td>
<td>Diverse Sexualities and Cultural Production</td>
</tr>
<tr>
<td>WOMEN ST 338</td>
<td>Women and Popular Culture</td>
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</tbody>
</table>

### Inquiry in the Natural Sciences [BSCI] [PSCI] [SCI]

Science is an approach to asking and answering questions about the natural world. Scientific inquiry uses empirical observations to formulate logical conclusions supported by the evidence. Scientific inquiry also develops evidence-based arguments to advance knowledge within the scientific community. All courses in the natural sciences categories actively engage students in rigorous study of scientific problems. They emphasize science as a process and help students develop a knowledge-based framework by which to make judgements about current issues as scientifically informed citizens.

Courses that fulfill the lab requirement are marked with (L).

#### Biological Sciences [BSCI]

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANIM SCI 205</td>
<td>Companion Animal Nutrition</td>
</tr>
<tr>
<td>ANTH 260</td>
<td>(L) Introduction to Biological Anthropology</td>
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<tr>
<td>ANTH 381</td>
<td>Primate Behavioral Ecology</td>
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<tr>
<td>BIOLOGY 101</td>
<td>Direction in Biological Sciences</td>
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<tr>
<td>BIOLOGY 102</td>
<td>(L) General Biology</td>
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<tr>
<td>BIOLOGY 103</td>
<td>(L) Science and Scientific Thinking</td>
</tr>
<tr>
<td>BIOLOGY 106</td>
<td>(L) Introductory Biology: Organismal Biology</td>
</tr>
<tr>
<td>BIOLOGY 107</td>
<td>(L) Introductory Biology: Cell Biology and Genetics</td>
</tr>
<tr>
<td>BIOLOGY 110</td>
<td>Scientific Perspective on Global Issues</td>
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<tr>
<td>BIOLOGY 111</td>
<td>(L) Laboratory Experiments in Biology and Genetics</td>
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<tr>
<td>BIOLOGY 120</td>
<td>(L) Introduction to Botany</td>
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<tr>
<td>BIOLOGY 125</td>
<td>Genetics and Society</td>
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<tr>
<td>BIOLOGY 135</td>
<td>Animal Natural History</td>
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<tr>
<td>BIOLOGY 140</td>
<td>Introduction to Nutritional Science</td>
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<tr>
<td>BIOLOGY 150</td>
<td>Evolution</td>
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<tr>
<td>BIOLOGY 298</td>
<td>(L) Honors Biology for Non-Science Majors</td>
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<tr>
<td>BIOLOGY 308</td>
<td>Marine Biology</td>
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<tr>
<td>BIOLOGY 333</td>
<td>Human Nutrition and Health</td>
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<tr>
<td>BIOLOGY/WOMEN ST 407</td>
<td>Introduction to Women and Populations: A Perspective</td>
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#### Physical Sciences [PSCI]

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ASTRONOM 135</td>
<td>(L) Astronomy</td>
</tr>
<tr>
<td>ASTRONOM 138</td>
<td>Planets and Planetary Systems</td>
</tr>
<tr>
<td>ASTRONOM 150</td>
<td>Science and the Universe</td>
</tr>
<tr>
<td>ASTRONOM 390</td>
<td>(L) The Night Sky</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>(L) Introduction to Chemistry</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>(L) Principles of Chemistry I</td>
</tr>
<tr>
<td>ENVR SCI 250</td>
<td>Introduction to Earth System Science</td>
</tr>
<tr>
<td>ENVR SCI 250</td>
<td>(L) Introduction to Geology</td>
</tr>
<tr>
<td>GEOLOGY 101</td>
<td>Other Worlds: Comparative Planetology of our Solar System</td>
</tr>
</tbody>
</table>

Washington State University, 2016
Diversity courses introduce students to cultural differences and similarities by exploring the multiplicity of individual and group experiences in various historical periods, societies, and cultures. They also help students to ask complex questions about other cultural groups, cultures, and societies, and to seek out answers that reflect multiple cultural perspectives. Through this process, DIVR courses help students achieve an understanding of cultural/social positioning, moving beyond their prior knowledge, individual experiences, and perception-based comparisons and analysis.

### Diversity [DIVR]

- **AMDT 417**: Social and Psychological Aspects of Dress
- **ANTH 101**: General Anthropology
- **ANTH 203**: Peoples of the World
- **ANTH 307**: Contemporary Cultures and Peoples of Africa
- **ANTH/WOMEN ST 316**: Gender in Cross Cultural Perspective
- **ANTH/327/CES 378**: Contemporary Native Peoples of the Americas
- **ANTH/FOR LANG 350**: Speech, Thought, and Culture
- **ASIA 301**: East Meets West
- **ASIA 322**: Ecology in East Asian Cultures
- **CES 101**: Introduction to Comparative Ethnic Studies
- **CES 291**: Anti-Semitism
- **CES 325**: Traveling Cultures: Tourism in Global Perspective
- **CHINESE 111**: Asian Film
- **CHINESE 131**: Masterpieces of Asian Literature
- **COMSOC 321**: Intercultural Communication
- **COUN PSY 457**: Chicano/a Latino/a Psychology
- **CRM J 205**: Realizing Justice in a Multicultural Society
- **ENGLISH 322/CES 332**: Topics in African American Literature
- **ENGLISH 362**: Rhetorics of Racism
- **ENGLISH 489**: 20th/21st Century British and Postcolonial Literatures
- **FOR LANG 101**: Introduction to the World of Languages
- **FOR LANG 120**: Introduction to Foreign Cultures
- **FOR LANG/ASIA 220**: Global Issues, Regional Realities
- **H D 350**: Family Diversity
- **HISTORY 120**: World History I
- **HISTORY 130**: History of Organized Crime in America
- **HISTORY 150**: Peoples of the United States
- **HISTORY/ASIA 270**: India: History and Culture
- **HISTORY/ASIA 271**: Southeast Asian History: Vietnam to Indonesia
- **HISTORY/ASIA 272**: Introduction to Middle Eastern History
- **HISTORY/ASIA 273**: Foundations of Islamic Civilization
- **HISTORY 274**: Introduction to African History
- **HISTORY/ASIA 275**: Introduction to East Asian Culture
- **HISTORY/WOMEN ST 298**: History of Women in American Society
- **HISTORY 308/CES 375**: North American Indian History, Precontact to Present
- **HISTORY 314/CES 304**: American Roots: Immigration, Migration, and Ethnic Identity
- **HISTORY 321**: US Popular Culture, 1800 to 1930
- **HISTORY 322**: US Popular Culture Since 1930
- **HISTORY/WOMEN ST 335**: Women in Latin American History
- **HISTORY/WOMEN ST 398**: History of Women in the American West
- **HISTORY/WOMEN ST 399**: Lesbian and Gay History: Culture, Politics, and Social Change in the US
- **HISTORY/ASIA 477**: Modern Japanese History
- **JAPANESE 120**: Traditional Japanese Culture
- **JAPANESE 320**: Issues in East Asian Ethics
- **MUS 362**: History of Jazz
- **MUS/WOMEN ST 363**: Women in Music
- **NATRS 312**: Natural Resources, Society, and the Environment
- **SOC 340**: Social Inequality
- **SOC/WOMEN ST 351**: The Family
- **SPANISH 321**: Latin American Cultures
- **S PMGT 101**: Sport and Popular Culture: Trends and Issues
- **WOMEN ST 101**: Gender and Power: Introduction to Women's Studies
- **WOMEN ST/CES 120**: Sex, Race, and Reproduction in Global Health Politics
- **WOMEN ST 220**: Gender, Culture, and Science
- **WOMEN ST/CES/SOC 300**: Intersections of Race, Class, Gender, and Sexuality
- **WOMEN ST/SOC 484**: Lesbian and Gay Studies

*offered under several course subjects; see the catalog description for details.

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### Integrative Capstone [CAPS]

Integrative capstone courses bring opportunities for integration, application, and closure to the undergraduate experience, and prepare students for post-baccalaureate work and life-long learning. Occurring in the final year of a student's degree, the CAPS courses serve as a culminating experience for students to demonstrate achievement of the university's undergraduate learning goals. CAPS courses may occur within or outside the major, depending on the requirements of a student's major field of study. Many CAPS courses ask students to demonstrate a depth of knowledge within their chosen academic field of study that integrates its history, core methods, techniques, vocabulary, and unsolved problems. Other CAPS courses require students to apply concepts from their general and specialized studies to personal, academic, service learning, professional, and/or community activities. Other CAPS courses ask students to demonstrate how the methods and concepts of a chosen discipline relate to those of other disciplines through engaging in cross-disciplinary activities. Each type of CAPS course typically involves the production of a major project that demonstrates the student's cumulative learning toward the bachelor's degree.

- **AFS 401**: Advanced Systems Analysis and Design in Agricultural and Food Systems
- **AMDT 413**: Companion Animal Management
- **ANIM SCI 464**: Beef Cattle Production
- **ANTH 404**: The Self in Culture
- **ARCH 403**: Integrative Themes in Anthropology
- **ASTRO 450**: Life in the Universe
- **BIO ENG 411**: Engineering Capstone Project II
- **BIOLOGY 401**: Plants and People
- **BIOLOGY 408**: Contemporary Genetics
- **BIOLOGY 483**: Organisms and Global Change
- **BIOLOGY 485**: Biology of the Oceans
- **CE 465**: Integrated Civil Engineering Design
- **CES 405/ENGLISH 410**: Cultural Criticism and Theory
- **CES 440**: Global Social Justice
- **CES/WOMEN ST 489**: Everyday Struggles for Justice and Equality
- **CHE 451**: Chemical Process Analysis and Design II
- **CHEM 485**: Senior Thesis in Chemistry
- **COM 471**: Stereotypes in Communication
- **COMSOC 421**: Intercultural Communication and Globalization
- **CPT S 423**: Software Design Project II