

# General Education Tier One:

## Course Descriptions

### Individuals & Societies

- [XXX 150A](#)
- [XXX 150B](#)
- [XXX 150C](#)

### Traditions & Cultures

- [XXX 160A](#)
- [XXX 160B](#)
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### Natural Sciences

- [XXX 170A](#)
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## Individuals & Societies

**XXX 150A – Mind, Self and Language (3 units)**  
Check the [Schedule of Classes](#) for current offerings.

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### Course Numbers & Titles:

Offering  
Department:  
Agricultural  
Education

#### AED 150A1 – Learn to Teach to Learn

This course is designed to assist learners acquire and develop knowledge and strategies than enhance academic and personal development and help becoming an effective college-level adult learner and presenter. Particular emphasis will be placed on both learning and instructional skills such as critical thinking, developing personal and educational goals, improving comprehension, applying organizational techniques, making use of evaluation, fostering career planning and leadership, and recognizing and responding to different learning, teaching, and instructional styles.

#### ANTH 150A1 – Race, Ethnicity and the American Dream

Anthropology

Do Americans talk about race all the time or not enough? How is the idea of race woven into the fabric of our nation? How does it shape our daily life and our sense of self? How does it structure inequality in our society? This class explores race and ethnicity in the U.S. today. Approved as: General Education Gender, Race, Class, Ethnicity, or Non-Western Area Studies. *Approved as: General Education Diversity Emphasis*

#### ART 150A1 – Children's Art and Visual Culture

Art

In this course, students will investigate how children use symbolic language to make meaning through analysis of children's art and visual culture. The course emphasizes children's art and visual culture making as social and linguistic practices with intellectual and psychological significance. Beginning with an historic analysis of the history and discovery of children's art, students will use original children's artworks and primary sources to examine why and how children make art and visual culture. The course will conclude with analysis of contemporary children's art and visual culture in global cultural contexts.

#### GER 150A1 – Becoming Multilingual: Learning Two or More Languages

German  
Studies

This course explores the human ability to acquire and maintain two, three, or more languages over a lifetime (i.e., the ability to become multilingual). It examines the factors that contribute to successful language learning and maintenance and that counteract language forgetting and loss. It discusses ways (methods, approaches, and strategies) through which languages can be taught in child- and adulthood, in family and school settings, and demonstrates the importance of multilingual and multicultural skills in a variety of professions. At the end of the course, participants will have gained insights that will help them make informed decisions with respect to their own language learning and use while in college, in their professional careers, and in their (future) families.

#### HWRS 150A1 – The Art and Science of Decision

Hydrology &  
Atmospheric  
Sciences

Focusing on both theoretical and practical aspects, this course examines the underlying concepts of decision making. Special emphasis will be placed on easily accessible topics that students can discuss initially from their own experience and then re-examine after learning new concepts. MATLAB will be introduced painlessly to give students a platform to test decision scenarios and develop decision games.

#### LING 150A1 – Language in the World

Linguistics

All human communities have language - and our language is central to our lives. We use language not only to communicate with each other, we use to in our dreams, in our art, and some have even argued that language is the stuff of thought itself. This course introduces concepts and methods in linguistics - the scientific study of language - along with important concepts and tools from psychology, anthropology, biology, computation, and philosophy. Students learn to understand their own everyday language behavior and that of others as regular, creative, productive and rule-governed. Students develop understanding and appreciation of the complexity, intricacy and beauty of human language by learning about real languages - including spoken and signed languages, thriving and endangered languages, local and remote languages -and consider whether non-human animal communication systems might, or might not, be thought of as 'languages'. Students learn about language in the brain, and the complex interplay of 'nature' and 'nurture' in language acquisition and development, understand the normal and healthy roles that multilingualism play in human development and in society, recognize the rich and diverse linguistic heritage of Arizona, the US and the world, analyze their own

innovative language use and linguistic repertoires, and practice applying the tools of the linguist to the languages they see and hear every day, as well as those they've never before experienced.

### **MIS 150A1 – Decision Making and Problem Solving for Daily Life**

To investigate the factors affecting decision making and problem solving in daily life: how to be better prepared to tackle daily problems, how to identify creative solutions, and how to make higher quality decisions.

**Management  
Information  
Systems**

### **PAH 150A1 – Video Game Sights, Sounds and Stories**

This course introduces and helps students to practice a set of critical skills developed specifically for understanding the socio-cultural impacts of video games. Over the course of the semester we will: 1) survey the history of video games and their industry, paying particular attention to how developers - and the technologies they deploy - shape the game medium; 2) unpack game sights, sounds, and stories, with an analytical eye toward their formal and ideological qualities; and 3) collaboratively examine video games as sites of cultural exchange, that is, as teaching and learning tools, playful companions, and complex social and physical stimuli.

**Public and  
Applied  
Humanities**

### **PAH 150A2 – Weird Stuff: How to Think About the Paranormal, the Supernatural, and Other Mysterious Things**

Few claims seem to arouse more interest, evoke more emotion, and create more confusion than those dealing with the paranormal, the supernatural, or the mysterious. "Weird stuff", as it is often called; astrology, ghosts, fairies, ESP, psychokinesis, UFO abductions, channeling, dowsing, near-death experiences, prophetic dreams, demon possession, time travel, and parapsychology, among others clearly defies conventional wisdom and understanding, yet belief in them is a widespread component of human culture, often exerting a profound effect on people's lives. Why are such unusual beliefs part of the human experience for so many? Why do some people find such phenomena to be compelling, while others reject them outright? How do we decide which claims are credible? What distinguishes rational from irrational claims? This course is designed to help students answer such questions, to understand why people believe weird stuff, and through that process become more empathetic and independent thinkers and learners.

**Public and  
Applied  
Humanities**

### **PAH 150A3 – The Great Outdoors: Improving Health, Wellness, and Creativity by Living Life Outside**

From physicians to neuroscientists to poets, people around the world have long written about how even brief immersion in nature can improve the human condition. This course will explore these writings and what they have to tell us about understanding human experience and our interface with the natural world. Using applied humanities approaches and a variety of texts, our goal will be to develop real-world applications of insight, perspective, critical understanding, discernment, and creativity about the place and importance of nature in human experience. Over the course of the semester we will: (1) read and critically analyze writing by and about people who have found creative and innovative approaches to express and/or measure how immersion in nature makes humans healthier; (2) engage in reflective projects that open pathways to developing one's own creativity and imagination for personal and community applications of nature immersion; and (3) design an applied project focused on assessing how ideas for nature immersion might be implemented in real-world settings. Students will use project management and planning methods to write a project description, carry out an initial pilot version of the project, report on steps they have accomplished, and write a critical analysis of their project.

**Public and  
Applied  
Humanities**

### **PHIL 150A1 – Who Am I? People & Our Place In The Universe**

This course addresses questions about human persons and their relationship to the universe at large. What can we know? Indeed, can we know anything at all? What is the relationship between the mental aspects of our lives and our physical, bodily aspect? Could I still be me if I lost all my memories and all my character traits? What is free will? Does anyone ever have free will? This class will not teach you the "right" answers to these questions. But it will teach you the different answers that can be given, and how best to go about arguing for them.

**Philosophy**

### **POL 150A1 – The Politics of Difference**

This course examines the politics (understood broadly as differential access to material and symbolic resources) of difference (understood as institutionalized social hierarchies that oppress individuals.) We will focus on the hierarchies of ethnicity/race, class, gender and sexualities and how these interact to shape individual and collective experience.

**Political  
Science**

### **PSY 150A1 – The Structure of Mind and Behavior**

Only for students who have not taken PSYC/PSY 101 (Introduction to Psychology). An introduction to mind and behavior. Broad coverage of wide-ranging issues including how minds reflect social influence and how neural systems underlie thoughts and conscious awareness.

**Psychology**

## **XXX 150B - Social Interactions and Relationships (3 units)**

Check the [Schedule of Classes](#) for current offerings.

**Course Numbers & Titles:**

**Offering  
Department:**

### **AFAS 150B1 – Contemporary Afro Brazil**

This course introduces students to the origins and emergence of Afro-Brazilians, peoples of African descent in Brazil, from an interdisciplinary perspective. Principle topics of discussion will be drawn from areas of history, philosophy, political economy, literature, the arts, religion, culture, and society. *Approved as: General Education Diversity Emphasis*

**Africana  
Studies**

### **ANTH 150B1 – Many Ways of Being Human: Anthropological Perspective**

This course introduces the student to anthropological perspectives on cultural diversity. The course focuses on gender, race, ethnicity and class through readings by and about peoples of the non-western world.

**Anthropology**

<p><b>ART 150B1 – Engaging Visual Culture</b></p> <p>In this course, we will engage with concepts and practices of visual culture (which includes art) as they relate to our daily lives and to our own productive and consumptive practices. These concepts and practices necessarily have private, public, and profound political and educational affects. Because of this, it is important to understand visual culture and how it works, in order to knowingly interact with it throughout our lives.</p>	<p><b>Art</b></p>
<p><b>ART 150B2 – Asian Art and Visual Culture</b></p> <p>This course will introduce students to Asian art and visual culture, focusing on the art and architecture of South, Southeast, and East Asia. Students will explore the artistic and cultural traditions of these areas, beginning in ancient times and continuing up to the 19th century, and they will gain a deeper understanding of Asian world-views, life styles, and related cultural practices and traditions. Students then are expected to apply this fundamental understanding to examining Asian arts, crafts, cultural practices, and aspects of popular culture that are ubiquitous and observable in current U. S. contexts.</p>	<p><b>Art</b></p>
<p><b>EAS 150B1 – Language, love, life: Study abroad to and from Asia</b></p> <p>In the 21st century, East Asia and the rest of the world are more connected not only economically and politically, but also academically. This course focuses on the phenomenon of study abroad, both to and from East Asia. We begin by examining the trends and policies of study abroad related to East Asia. We then move to examine the culture shocks and social challenges study abroad students of face, and the linguistic and identity issues and benefits that study abroad may entail. We also focus on a variety of case stories (Chinese students overseas, international students in China, Japanese returnees, etc.), through which students will learn to critically analyze the phenomenon of study abroad.</p>	<p><b>East Asian Studies</b></p>
<p><b>EDP 150B1 – Current Issues in the Psychology of Gender</b></p> <p>An in depth exploration of societal and familial influences on gender development along with considerable self-exploration of individual conceptions of gender.</p>	<p><b>Educational Psychology</b></p>
<p><b>ENGL 150B1 – Lesbian and Gay Studies</b></p> <p>A study of issues related to sexual identity of individuals, communities, and whole societies. Special attention to norms and categories and to conceptual binaries such as Natural/Unnatural, Health/Illness, Knowledge/Ignorance, Public/Private, Same/Different, Hetero/Homo. The course is interdisciplinary with units drawn from sciences and arts as well as from the social studies.</p>	<p><b>English</b></p>
<p><b>ESOC 150B1 – Social Media and Ourselves</b></p> <p>This course is designed as a gateway to understanding how social media sites influence and are impacted by our selves, as well as the role of social media in our relationships. This course with its focus on social media sites in particular, will examine the various implications and functions of social media in contemporary times. The study of new media takes place across disciplinary divides and from multiple theoretical perspectives. This course will thus explore social media research from across academic traditions. With a focus on both theory and practical applications, this course gives learners opportunities to think intellectually about how mobile technologies and being online impacts daily living, personal health, individual success, and interpersonal relationships.</p>	<p><b>School of Information</b></p>
<p><b>FREN 150B1 – The Holocaust in France and Italy</b></p> <p>The course examines the origins, development, and implementation of discriminatory racial policies in France and Italy as well as their impact on Jewish citizens and refugees during World War II. <i>Approved as: General Education Diversity Emphasis. Also offered as ITAL 150B1.</i></p>	<p><b>French &amp; Italian</b></p>
<p><b>FSHD 150B1 – Men, Fatherhood &amp; Families: Biocultural Perspectives</b></p> <p>This course provides a synthesis of our understanding of men in their role as fathers in families from biological and cultural perspectives. The biological perspective explores the evolutionary history and adaptive dimensions of human fatherhood, including comparisons with forms of parenting and family life in other primate species, male life history strategies, and the contributions of genetic, developmental, physiological and ecological factors to fatherhood. The cultural perspective examines the ways in which fatherhood, marriage, and families vary across cultures, in relation to differences in social traditions and practices, socio-political systems, and modes of subsistence. The synthesis of these two perspectives consists of understanding socio-cultural variability in human paternal behavior in the context of human evolutionary adaptations to past and ongoing social and ecological pressures. Through in-class group activities and homework assignments students will apply current theories and data concerning fatherhood to their own lives, and will pursue their implications for society at large.</p>	<p><b>Family Studies &amp; Human Development</b></p>
<p><b>FTV 150B1 – The Haunted Screen: Understanding the Horror Film</b></p> <p>The horror film is often considered lowbrow and disreputable due to its frequent emphasis on simple shock effects and explicit violence. However, horror films can help us answer many important questions: what has scared us, throughout history? How do our individual backgrounds shape what scares us? What can similarities and differences among horror films from different parts of the world tell us about different cultures? How do filmmakers employ film style and narration to most effectively scare us? And why do we like to be scared in the first place? To help answer these questions, we will study a variety of horror films from different countries and time periods. <i>Approved as: General Education Diversity Emphasis</i></p>	<p><b>Theatre, Film &amp; Television</b></p>
<p><b>GEOG 150B1 – Your Place in the World: Geography and Global Issues</b></p> <p>This course introduces students to fundamental issues and concepts pertinent to the study of individuals and societies. In focusing on models and explanations of how things are interrelated in earth space. Students are given a clearer understanding of the economic, social, and political systems with which individuals live and operate.</p>	<p><b>Geography &amp; Regional Development</b></p>

## **GEOG 150B2 – Crime and the City**

**Geography &  
Regional  
Development**

In this course you will examine crime and the city as mutually constitutive manifestations of identity and power. Throughout the semester we will focus on cultural criminological concepts and the making and marking of contemporary urban space. By looking at the locations and context in which community members and law enforcement interact, you will get a better understanding of the role space + place play in criminality and criminalization. This course will also provide you with a geographical lens through which to study contemporary and contentious social interactions as well as provide you with critical thinking skills, insight, and terminology needed to evaluate complex social phenomena concerning clashes over race, place, class, gender, and ultimately the right to the city.

The texts for this course also provide contemporary and up close ethnographic views of neighborhoods where human agents struggle over identity and community. This course relies on perspectives from the fields of cultural geography and critical criminology in addition to critical studies of race and contemporary US urban society.

Additional course concepts and topics include: cultural criminality, black and white spatial imaginaries, the under-policing/over-policing paradox, cities within the city, Chicano and Latino urbanism, gang injunctions and gentrification, transgression and contestation, community policing, civil gang injunctions, "all city" graffiti, broken windows theory, moral geographies, and the deeply superficial aspects of capital, style, and expression.

You will emerge from this course better able to identify, discuss, and defend your own informed position on the nuances and realities of contemporary crime, criminality, and criminalization. You will also come away with a better understanding of the composition of the city, its historical development and ideological structures, as well as a critical perspective of the formation of transgressive subcultures and processes of community and neighborhood change. You will also develop the language needed to critically read, interpret and understand scholarly texts, as well as become up to date on contemporary debates and thinking about criminality and the policing of urban space. This is a course designed for students of all interests, perspectives, backgrounds, experiences, majors, training, and years of study. The only preparation you need for this class is a willingness to stay engaged.

## **GER 150B1 – Becoming Transcultural: Maximizing Study Abroad**

**German  
Studies**

Through case studies on a wide variety of cross-cultural encounters, the complexities and potency of study abroad are analyzed using theories from applied linguistics, intercultural communication, and sociology. Students will learn how to apply these theories to their own international experiences/goals.

## **GWS 150B1 – Gender and Contemporary Society**

**Gender &  
Women's  
Studies**

This course will encourage students to consider the ways in which gender influences issues of self-identity, social differences, and social status. It will provide students with an understanding of the connections between individuals and institutions such as mass media, the disciplines of science and medicine, and political and economic systems.

## **GWS 150B2 – Sex, Health and AIDS**

**Gender &  
Women's  
Studies**

Recognizing that HIV/AIDS has irretrievably changed the lives of individuals and societies across the globe, this course sets out to explore this social and disease phenomenon from a number of perspectives. Most importantly, the course approaches the topic with the recognition that most areas of concern surrounding HIV and AIDS are controversial and under debate, including the origins of the virus, ways to change behavior and conditions of sexual exchange, the social and economic causes of HIV transmission, funding allocations for research, and foreign policy concerning AIDS testing and funding.

## **GWS 150B3 – WWW.GENDER.COM: Individuals and Information from Manuscript to Modem**

**Gender &  
Women's  
Studies**

This course will encourage students to think about how information technologies shape self-identity, social difference, and social status; to theorize about how information technologies function politically to affect social systems, governments, and economies; and to form substantive opinions about the relationship between information and social identity based on a familiarity with a range of scholarly theories on the history and significance of such technological revolutions.

## **GWS 150B4 – LGBTQ Studies**

**Gender &  
Women's  
Studies**

Introduction to the study of sexual identities, communities and politics as they relate to gender, race and class in different cultural contexts. Special attention is given to social justice perspectives. Course is interdisciplinary in its approach, using literature, history, arts, and social science.

## **GWS 150B5, Sport, Sex, Identity: Cultural and Institutional Issues in Sports**

**Gender &  
Women's  
Studies**

This course is an exploration of the ways in which sports, as a reflection of society, are shaped by differences in social power, especially ideas about gender and race. Topics include access to and conduct of youth and high school sports; access to and outcomes of participation in collegiate and professional sports, institutions and occupations and achievement in sports.

How do sports reflect, reinforce, and challenge conventional ideas about health, bodies, sexuality, inequality, and identity? Explore new ideas about sports and related activities as they intersect with popular culture and science. Core topics include race, gender, sexuality, and national identity projects, and basic landmarks in the history of sport in the US. Secondary topics will vary but may include eating disorders/obesity, college sports finance and participation, injuries and risk, fitness crazes, sports participation and economic inequality, ability/disability, health disparities and physical activity, and related topics. *Approved as: General Education Diversity Emphasis*

**HNRS 150B1 – Place and Context: Social Scientific Perspectives on Community**

Honors

This highly interdisciplinary course explores multiple social-scientific perspectives on a specific geographic location -- for example, Tucson -- while also combining academic analysis with a community perspective. The course is divided into units, each of which takes up a different social-scientific lens through which to explore the topic: archaeology, history, political science, anthropology and geography are among those disciplines likely to be represented. A lecture from a UA professor is typically matched with an exemplary talk from a member of the community in order to provide not just an interdisciplinary view, but also analytical perspectives that are not necessarily purely academic. Students will be assigned reading for each unit, and will engage in active field work as well as critical writing in response to materials presented. Regular discussions with the course coordinators and instructor provide opportunities to make connections among the different learning experiences in the class.

**HNRS 150B2 – Exploring Electronic Presence: From the Telegraph to Twitter**

Honors

This course examines communication technologies and the history of electronic communication, and their relationship to the social sphere. We will examine the social impact of these technologies, especially how they disrupted established social relations, unsettling customary ways of dividing the private person and family from the more public setting of the community. At the same time, we will focus on the persistent cultural beliefs that have been linked with communications technologies. Throughout the semester we will be comparing and contrasting our contemporary experience of ubiquitous communication and computing with how electronic presence has been experienced and imagined in the past.

**HUMS 150B1 – Mind-Altering Substances in the Ancient World**

Humanities

This course will be an introduction to the many uses of psychotropic substances in the ancient world. We will explore the different roles that these mind-altering substances played within various religious and medical traditions and investigate the role of Cannabis, psychedelics and alcohol within the economic, social and political realms of antiquity. In order to do this, we will read portions of primary texts in translation and learn to interpret visual and material culture. The primary focus will be to understand how these psychotropic substances were employed within all aspects of society. By understanding the various uses of psychotropic substances in a comparative context, students may better understand how to think critically about the role of drugs beyond their recreational use, thereby fostering an understanding of different cultures and their uses of psychotropics. *Approved as: General Education Diversity Emphasis*

**ITAL 150B1 – The Holocaust in France and Italy**

French &amp; Italian

The course examines the origins, development, and implementation of discriminatory racial policies in France and Italy as well as their impact on Jewish citizens and refugees during World War II. *Approved as: General Education Diversity Emphasis. Also offered as FREN 150B1.*

**LAR 150B1 – American Design on the Land**

Landscape Architecture

This course is broad exploration of individuals from diverse backgrounds who have helped shape the American landscape. Examination of original writings, and built environments including cities, parks, gardens, vernacular expressions, and preserves of wild, scenic, and cultural landscapes will provide the framework for discussion about landscape design as a comprehensive art form and dialog between man and nature.

**LAS 150B1 – Modern Latin America: Race, Rights and Revolutions**

Latin American Studies

An interdisciplinary introduction to the people, place and cultures of Latin America and to the political, economic and social institutions and conditions of the region. Social Interactions and Relationships - The course examines how and why environmental quality, economic development, living conditions, democracy, migration, trade, religion and US policy vary across different countries and social sectors.

**LAS 150B2 – Understanding Mexico Today**

Latin American Studies

Mexico today is a diverse and dynamic country that is often misrepresented in popular stereotypes as a country full of sleepy, rural villages or dangerous, drug-ridden deserts. What are the major challenges facing Mexico today? Why do so many people migrate away from Mexico-and why do even more Mexicans return home? What historical and contemporary forces have shaped contemporary Mexico? We will learn about major topics including immigration, racial and ethnic diversity, democracy and political change, inequality, environmental change, violence, injustice and impunity, and Mexico in the global context (especially Mexico-United States relations). In the process, you will gain a far better understanding than most North Americans have of the peoples, environments, cultures and regions of Mexico, and of the complex political, economic and social structures that influence the region and its international relations, especially with the United States. This course focuses on current challenges of development, environment, and politics in Mexico. It will examine how Mexico has dealt with such issues as economic development and human rights. We will also explore environmental and indigenous politics, resource struggles, urban challenges, and the impact of the war on drugs. The last part of the class examines Mexican migration experiences, U.S. immigration policy, and the social and environmental context of the U.S.-Mexico border.

Students are encouraged to follow the news about Mexico to keep up with rapidly-changing events and ideas. Some of the topics we cover are controversial (e.g., revolutions, immigration, drugs and U.S. intervention) and you may not always agree with the opinions expressed by the readings, professors, teaching assistants, or your fellow students. We encourage you to express your ideas and to question the ideas presented to you, in a constructive manner that shows respect for the views of others.

**MAS 150B1 – Sex and AIDS in the 21st Century**

Mexican American Studies

As we enter the third decade of the HIV/AIDS epidemic there is still no cure. This course examines the history of HIV/AIDS in the United States, its origins, and risk factors for transmission and acquisition. The course will also explore sexuality and drug use and its association with HIV disease. Health promotion programs targeted to various at-risk groups will also be discussed.

### **MAS 150B2 – Social Justice**

Course focuses on issues of social difference, self-identity, and social status as these are reflected in scholarship about social justice, and applied to social justice issues in the local, national, and international stages. The course has two distinct foci: understanding different leadership styles and preparing to conduct original research to address social and economic inequalities.

**Mexican  
American  
Studies**

The focus on leadership will be based on understanding different and contrasting styles of leadership. Students will examine different theories including concepts linked to authoritarian, totalitarian, democratic and social justice styles of leadership. Students will critically analyze examples of leaders with varying styles within the local community, across the nation, and around the world. Social justice leadership will be introduced to determine the degree to which contemporary leaders respond to the needs and interests of the community, whether that community exists at the local, national, and global level. The theoretical framework for social justice leadership derives from Antonio Gramsci's concept of "organic intellectualism," (See The Prison Notebook) which argues that ANY and ALL individuals (regardless of social and economic status) can develop their intellectual/critical capacities to produce change within their own communities. The literature on organic intellectualism will be reviewed and incorporated into students' analysis.

Students will develop a plan for undertaking original research that addresses social or economic inequalities in either the local, national, or global context. In doing so, students will develop informed opinions about social and economic inequalities that exist locally and across the world. Students will learn different and competing theoretical and ideological interpretations of inequality as they are depicted in scholarship, popular discourse, and in the media. Social justice research will be introduced as intellectual and analytical means to improve the quality of life of those who are less fortunate. The methodological approach to social justice research is "participatory action research," (See Borda and Rahman's Action and Knowledge: breaking the monopoly with participatory action research) in which individuals work collectively to study and address social and economic problems within their communities. Students will complete proposals for participatory action research projects and present them at a community forum. Although the research proposal will be local, students will learn how these skills and practices can be applied to social justice issues around the world.

### **MIS 150B1 – Interpersonal Relationships in a Changing World**

Develop an understanding of how we relate to and communicate with others, verbally and non-verbally, individually and in groups, and how communication affects how we develop our own concept of who we are. Examination of the communication process, general concepts of stigma and prejudice and relate them to topics of racial bias, gender differences, sexual orientation, different abilities, and cultural differences. *Approved as: General Education Diversity Emphasis*

**Management  
Information  
Systems**

### **PA 150B1 – Business in Modern Society**

This course examines the place of business in the larger context of a society's multiple endeavors with an emphasis on three major roles: the creation of society's wealth, the creation of goods and services society needs to support an acceptable standard of living, and the creation of jobs that permit the society's members to claim a share of its wealth in order to partake of that standard of living. We will evaluate the extent to which business has achieved each of these goals throughout history, with special emphasis on present day America.

**Public  
Administration  
& Policy**

### **PHIL 150B1 – Personal Morality**

Students will explore the nature of morality in general and examine opposing sides of particular moral debates. Topics may include: abortion, animal rights, the ethics of immigration, genetic enhancement, and euthanasia. This course aims to help students become more reflective and open-minded about morality, while also providing them with the skills to successfully defend their own moral beliefs.

**Philosophy**

### **POL 150B1 – Black and White: The Causes and Consequences**

Race remains, as Thomas Jefferson feared and Alexis de Tocqueville predicted, the most incendiary and intractable issue in American politics. It was a divisive issue when the Constitution was drafted in 1787; it was the central issue in a series of compromises that ultimately failed to hold the nation together in 1860; it was the most visible issue in both the Civil War and the worst riots in the nation's history that followed in the present century. In his Second Inaugural speech on January 20, 1997, President Bill Clinton correctly described racism as America's "constant curse." The purpose of this course is to identify and explain why this is so.

**Political  
Science**

### **RCSC 150B1 – Consumers, Environment and Sustainable Consumption**

This course is dedicated to the exploration of consumer attitudes and behavior related to the sustainable consumption of goods, services and natural resources, as well as the role of retailers, manufacturers, and regulators in promoting environmental sustainability. Students are expected to participate verbally in class discussions about assigned readings, videos, and online activities exploring how consumerism impacts individuals within societies around the world, as well as global climate change. Students will write reflective essays and take individual assessments about their own consumption practices, and have the opportunity to discuss their thoughts and questions on sustainable consumption with retail

**Retailing &  
Consumer  
Science**

executives and other class presenters. Additionally, students will complete a service learning team project with a UA/Tucson community organization.

### **RCSC 150B2 – Money, Consumers and the Family**

This course describes the prominent characteristics of consumption behavior, societal change that has influenced consumer-driven societies and pressures for change in the future. The course will examine the important economic variables that, on the one hand, have led to a rapidly growing worldwide consumer demand for goods and services and, on the other hand, have resulted in increased debt, overspending and an inability to achieve long term personal financial goals. An objective analysis of both personal and global consumption habits will provide the transition into sustainable strategies to increase personal financial solvency. The course will not provide you with the answers to achieving your personal financial goals, but rather will examine our consumer society and expose you to the major reasons why people spend and save. The aim of the course is to provide you with sufficient information to make judgments for yourself about your consumption patterns and long-term financial health.

**Retailing &  
Consumer  
Science**

### **RELI 150B1 – Religion and Popular Culture**

This course provides an introduction to the study of Religion and Popular Culture in modern societies. We will study what constitutes "religion" and how definitions of religion change over time. We will examine the ways popular culture becomes "religious" and how religious institutions reflect popular taste and opinion.

**Religious  
Studies**

### **RSSS 150B1 – Eastern European Cinema in Social Context**

Introduction to cinema for Eastern Europe and Russia from the end of the 19th century to the present with a focus on how film presents social problems and historical events.

**Russian &  
Slavic Studies**

### **RSSS 150B2 – Multicultural Russia**

This course explores the diverse ethnic, linguistic, religious, and cultural identities of Russia's population, including the history of how such identities evolved. We will discuss encounters between mainstream and minority cultures, as well as the ways such encounters are viewed on the global stage and within Russia. By analyzing works of literature, films, historical documents, works of art, musical recordings, and scholarship from the humanities and social sciences, students will become familiar with the most pressing debates on diversity and plurality in contemporary Russia. *Approved as: General Education Diversity Emphasis*

**Russian &  
Slavic Studies**

### **SOC 150B1 – Social Issues in America**

The primary objective of the course is to provide students with an opportunity to become conversant with and think critically about various contemporary social problems that bear directly on aspects of their lives and futures and that are relevant to their communities and the nation more broadly.

**Sociology**

### **SOC 150B2 – Sex and Gender**

This course provides a general overview to the sociology of gender. The course examines the impact of social structures, conditions, and ideologies on our attitudes and beliefs about gender. The course also analyzes how competing theories account for gender inequality and their application to specific substantive issues in the sociology of gender.

**Sociology**

### **SPAN 150B1 – Latina/o Stories**

This course introduces students to the nationally, linguistically, geographically, culturally, and ethnically diverse Latina/o experience in the United States through exploring Latina/o stories. Students will analyze a wide variety of cultural texts including short stories, poems, novels, films, and television in order to examine the transnational heritages embedded within the broad category encompassed by the term "Latina/o" and discuss how this heritage impacts Latina/o culture specifically and the United States in general today. These texts explore a wide-range of themes, from race relations to migrant identities to gender norms, in a variety of contexts including family, education, politics, and popular culture. *Approved as: General Education Diversity Emphasis*

**Spanish &  
Portuguese**

### **SPAN 150B2 – The Politics of Language: U.S. Latinos, Language, and Society**

This course provides an interdisciplinary overview of key issues within the U.S. Latino language experience. The course introduces concepts such as language ideologies, language attitudes, language shift, language maintenance, the politics of language, and language contact in the context of Spanish and English use among Latinos in the United States. *Approved as: General Education Diversity Emphasis*

**Spanish &  
Portuguese**

### **TLS 150B1 – Sport, Leisure and Consumer Culture**

Explores the economic, technological, political and socio-cultural forces that shape sport and leisure consumption, and how such consumption shapes individual and collective identities and differences.

**Teaching,  
Learning &  
Sociocultural  
Studies**

## **XXX 150C -- Societal and Institutional Systems (3 units)**

Check the [Schedule of Classes](#) for current offerings.

### **Course Numbers & Titles:**

**Offering  
Department:**

### **AED 150C1 – Food, Fiber & Natural Resources**

Students will explore American agriculture, specifically the food, fiber, and natural resources industries. Students will be able to identify and describe essential aspects of each industry and apply learned knowledge to present day agriculture in order to make informed decisions as consumers of agriculture. The course is designed for students with limited agricultural knowledge who wish to expand their knowledge base in this field of study.

**Agricultural  
Education**

### **ANTH 150C1 – Humanity: A How to Guide**

**Anthropology**

The ways we investigate the human experience are as diverse as those experiences themselves. This course examines human origins, diversity, and culture through foundational readings and case studies that emphasize current global approaches to studying humanity with the goal of better understanding our place in the world.

### **AREC 150C1 – The Role of Markets and Incentives**

This course focuses on a few first principles of economics with the aim of understanding 1) how markets work, 2) the normative significance of markets as a non-coercive and cooperative form of social interaction, 3) circumstances under which the normative significance and efficacy of market outcomes might be questioned (so-called "market failure"), and 4) problems associated with government intervention to remedy "market failure" and other perceived ills (so-called "government failure"). Math proficiency at the basic university level is assumed.

**Agricultural & Resources Economics**

### **AREC 150C2 – World Food Issues**

This course will describe the prominent characteristics of the world food system in terms of the utilization of land, water and energy resources, the role of different technologies in world agricultural production, and the nutritional requirements of consumers. The primary focus of the course is on developing countries, however, important interactions between wealthy and poor countries will be emphasized. The course will include foundational knowledge about individuals and societies.

**Agricultural & Resources Economics**

### **AREC 150C3 – Sustaining Life: The Global Economy of Food**

This course describes the operational fundamentals of the global food system ranging from smaller-scale subsistence or organic production to the larger-scale commercial food trade. Consumer food behavior, both local and international, represents a core analytical issue in this class. A consistent thread throughout the course is the evaluation of the role of markets to efficiently and effectively allocate food resources for individuals and societies.

**Agricultural & Resources Economics**

### **CLAS 150C1 – Pyramids and Mummies: The Pharaoh and Ancient Egyptian Society**

Pyramids and Mummies focuses on the person and role of the king in ancient Egypt, exploring questions about individuals and their role(s) within and shaping their society. In ancient Egypt, the pharaoh was simultaneously a religious, political, economic, and legal institution. This course illuminates and critically examines the duties of the pharaoh and the lives of the individual men and women who occupied this exclusive class, which was perhaps the most powerful monarchy in human history. Frequently seen in the popular imagination as the superlative example of the "Oriental despot" stereotype (and often inviting comparisons with modern political figures), the Egyptian kingship was rather laden with responsibility. As a divine son (or, occasionally, daughter), a king was, hypothetically, priest of all the gods. Most important of these royal duties was the perpetuation of order on social and cosmic levels. The wealth of the country flowed both to and from the pharaoh, who was also, in the ideal, responsible for the importation of foreign goods as either tribute or booty. How kings achieved all of this "and what exactly was expected of him or her"; varied through three thousand years of pharaonic history. Within Egypt, society changed. Beyond Egypt, the political and economic fortunes of its neighbors changed. The course will cover kingship in Egypt from its ill-understood beginnings among prehistoric tribal chiefdoms, through the surprisingly early climax of royal power manifested by the construction of the Great Pyramid at Giza, to the development of mummification as a form to preserve the king's body for eternity, into its travails and final usurpation by Greek rulers.

*Approved as: General Education Diversity Emphasis*

**Classics**

### **ECON 150C1 – An Economic Perspective**

The study of the interactions of individuals and societies from the viewpoint of economics. The Course examines a series of important social problems that lie on the intersections of economics and disciplines such as law, history, anthropology, political science, psychology, and so forth.

**Economics**

### **FIN 150C1 – Finance and Society: The Good, the Bad, and the Ugly**

The course objective is to understand the role of finance in society-the good, the bad, and the ugly. The course will focus on four broad topics: Understanding finance's role in economic development and opportunity, how speculative bubbles arise and affect society, the "sleazy side" (Shiller's words) of finance (including scams and potential exploitation of the poor), and topics related to Environmental, Social, and Governance (ESG) investing (including theoretical arguments, impact investing, divestment, microfinance, and corporate activism). (Note - the course will have very little focus on mathematical concepts beyond understand understanding the basics of risk, expected return, and realized return).

**Finance**

### **FREN 150C1 – Mediterranean Cities: French and Italian Perspectives**

This course considers the ways in which Mediterranean cities in France, Italy and North Africa have been viewed, experienced and conceptualized from ancient times to the present day. After studying classical and scholarly approaches to studying the idea of the Mediterranean, interactive and ecologizing, in the *longue durée* and microhistories, we shall explore the culture and history of Mediterranean cities and their societies. Our exploration traces ethnic and religious diversity, cultural, economic, political exchange and the history and representation of built environments. We consider the ways in which the city has been imagined in French, Italian and English literature. As the course unfolds, students engage with cultural ideas that have long captured the imagination of writers worldwide. We study the city as a dreamscape "cité pleine de rêves," and move on to trace literary conceptions of travel, the Grand Tour and the seduction of the Mediterranean city and the northern tourist. Following our close study of Venice mentalities, our course traces the history of networks and connectivity within medieval and early modern Mediterranean milieus. Aside from the familiar city-states and ports of call, we study in depth the free port city of Livorno and Jewish Sephardi diaspora. Units follow on colonialism and post-colonialism in the North African Mediterranean city intertwined with cinematic narratives of the region. Final units of the course trace the aesthetic, architectural, photographic representations of Mediterranean urban modernism from Mussolini's imprimatur on the landscape of Rome to the extraordinary developments of twentieth

**French & Italian**

century art, architecture and urban design in Marseilles. To engage with contemporary issues, in the final unit we study representations of the cultural impact of migration on the region reading from Algerian born Italian author Amara Lakhous. It is hoped that by the end of the course, students will have developed a foundational grasp of the Mediterranean city from the French and Italian perspectives and learned to distinguish among intertwining ideas of regional and national politics, economies, colonial and post-colonial imaginaries and myths and popular culture. *Approved as: General Education Diversity Emphasis. Also offered as ITAL 150C1.*

### **GEOG 150C1 – Environment and Society**

This course introduces students to the study of relationships between people and the environment from a social science perspective, and provides a context for thinking about the social causes and consequences of environmental changes in different parts of the world. It focuses on how and why the human use of the environment has varied over time and space; analyzes different approaches to decision-making about environment issues and examines the relative roles of population growth, energy consumption, technology, culture and institutions in causing and resolving contemporary environmental problems around the world.

**Geography & Regional Development**

### **HIST 150C1 – Europe in the Modern World**

Europe in the Modern World 1600-1989 presents student with the opportunity to inquire into the origins and development of the modern Western world. The goal is to instill a sense of the past as a viable part of any student's heritage, with all its diverse problems and rewards, and allow them to enrich their understanding of European culture through critical interaction with history.

**History**

### **HIST 150C2 – Modern Latin America**

An interdisciplinary introduction to Latin American societies from the 1820s to the present that gives special emphasis to diversity within Latin America and to dynamic and, hence, historical processes of social, political, cultural, and economic change over time.

**History**

### **HIST 150C3 – U.S. Society and Institutions Since 1877**

This course examines and analyzes the social, political, and economic transformations of American Society since Reconstruction. It focuses on multiple levels of society as well as the groups and individuals who comprised it.

**History**

### **HIST 150C4 – World History, 1600-2000**

Survey of world history, 1600-2000, emphasizing cross-societal encounters.

**History**

### **HIST 150C5 – Comparative History of North America**

Survey of North America that employs methodology of comparative history to interpret the historical experiences of the United States, Mexico, and Canada within a framework sensitive to continental similarities and differences.

**History**

### **HIST 150C6 – Introduction to Political History**

This class will focus on persuasion and propaganda, and their role in political history. The course will show students how to recognize political propaganda, and how to distinguish propaganda from reasoned, logical political arguments. The course will have four components: First, it will examine the role of propaganda in totalitarian regimes, such as Soviet Russia and Nazi Germany. Second, we will examine more "modern" forms of propaganda, as it appears in political advertising, speeches, and newspapers in the United States and other western democracies. Third, we will study the use of logical political arguments, and how these differ from propagandistic arguments. Fourth, this course aims to improve basic skills, especially the incorporation of logical thought and analysis into the writing of student papers.

**History**

### **HNRS 150C1 – Knowledge, Power and Nature**

This interdisciplinary course introduces students to a critical examination of how nature as a human construct has been defined and understood by scholars in the social, physical, and biological sciences. We explore how different stakeholders have used the concept of nature in debates ranging from climate change and genetically-modified foods to the importance of race in athletic performance. Moreover, students will engage in hands-on and out-of-the-classroom activities introducing them to methods of data-gathering and analysis used in cultural anthropology and the earth sciences.

**Honors**

### **HPS 150C1 – Developments in Disease and Public Health**

Health is a necessary condition for living, working and participating in a society. In this course, we will examine how infectious diseases like plague, smallpox, tuberculosis, influenza and AIDS have influenced health care. We will examine how disease has shaped geography, politics, religion and culture and how advances in science and medicine have influenced responses to disease. We will also trace the development of the field of public health, with a focus on the U.S. public health system, as a means of controlling disease and promoting population health.

**Health Promotion Sciences**

### **ITAL 150C1 – Mediterranean Cities: French and Italian Perspectives**

This course considers the ways in which Mediterranean cities in France, Italy and North Africa have been viewed, experienced and conceptualized from ancient times to the present day. After studying classical and scholarly approaches to studying the idea of the Mediterranean, interactive and ecologizing, in the *longue durée* and microhistories, we shall explore the culture and history of Mediterranean cities and their societies. Our exploration traces ethnic and religious diversity, cultural, economic, political exchange and the history and representation of built environments. We consider the ways in which the city has been imagined in French, Italian and English literature. As the course unfolds, students engage with cultural ideas that have long captured the imagination of writers worldwide. We study the city as a dreamscape "cité pleine de rêves," and move on to trace literary conceptions of travel, the Grand Tour and the seduction of the Mediterranean city and the northern tourist. Following our close study of Venice mentalities, our course traces the history of networks and connectivity within medieval and early modern Mediterranean milieus. Aside from the familiar city-states and ports of call, we study in depth the free port city of Livorno and Jewish Sephardi diaspora. Units follow on

**French & Italian**

colonialism and post-colonialism in the North African Mediterranean city intertwined with cinematic narratives of the region. Final units of the course trace the aesthetic, architectural, photographic representations of Mediterranean urban modernism from Mussolini's imprimatur on the landscape of Rome to the extraordinary developments of twentieth century art, architecture and urban design in Marseilles. To engage with contemporary issues, in the final unit we study representations of the cultural impact of migration on the region reading from Algerian born Italian author Amara Lakhous. It is hoped that by the end of the course, students will have developed a foundational grasp of the Mediterranean city from the French and Italian perspectives and learned to distinguish among intertwining ideas of regional and national politics, economies, colonial and post-colonial imaginaries and myths and popular culture. *Approved as: General Education Diversity Emphasis. Also offered as FREN 150C1.*

**JOUR 150C1 – News in Society: The Printing Press to Fake News**

**Journalism**

From accusations of fake news, to sensationalism, to biased reporting, trust in media has never been lower. This course will explore how the news media as an influential institution shapes political, social and cultural conversations in society and acts as a check on government power. The course will give you a behind-the-scenes look at how journalists do their job, the sometimes deadly clash between individual expression and government control, your rights under the First Amendment, and why campus preachers can say hateful things but you can't shout fire in a crowded theater. We'll also look at copyright, libel, the current economic crisis related to advertising. Students who complete the course will understand the role media plays in a society and be able to navigate the complex world of fake news, filter bubbles and talking heads, creating engaged and educated consumers of information.

**LING 150C1 – Linguistics in the Digital Age**

**Linguistics**

Language is increasingly being produced and interpreted by machines, as the digital world expands into virtually every corner of our daily lives. This course asks students to explore the applications of linguistic analysis to the problems posed and opportunities created by the creation and dissemination of language in digital world. Students will learn about corpus-based and machine-learning approaches to the production, translation and understanding of language, and the ways these may interact to magnify or diminish some problematic properties of public speech, and reveal or conceal its authorship, especially in the digital world. In collaboration with the WikiEducation initiative, students will actively engage in the critical review of Wikipedia resources to assist in the identification and remediation of problematic language.

**MAS 150C1 – Popular Culture, Media, & Latina/o Identities**

**Mexican American Studies**

This course provides a broad-based introduction to the growing interdisciplinary field of popular culture and media studies with an emphasis on the Latina/o experience. Students will explore current theoretical ideas and debates about popular culture and chart its growing importance in all aspects of life. It is a central course for students interested in the social sciences, as well as for students interested in cultural and media studies.

**MENA 150C1 – Islamic Civilization: Traditional & Modern Middle East**

**Middle East and North Africa Studies**

This course will introduce students to the basic principles of the religion of Islam and its historical development from the seventh century to the present day. We will focus on Islam as a culture by asking how it spread and changed, how it produced traditions and institutions, and how it has both shaped and adapted to the realities of the modern world. The course will ask students to consider the religion and civilizations of the Islamic world as dynamic processes by looking for patterns of structure formation, institutionalization, change and decline in the political, economic, military and cultural realms. While the main focus will be on the Middle East heartland of classical Islam, the spread of Islam to Africa, South and Southeast Asia and the west will also be examined. Students will be expected to illustrate mastery of basic geographical, historical and doctrinal information, as well as to show increasing ability to critically evaluate certain central questions with regard to a variety of historical and geographical contexts and to mobilize evidence in defense of their views.

**NSC 150C1 – Sustainable Nutrition and Food Systems**

**Nutritional Sciences**

This course provides an introduction to the US food system and examines the relationships between food systems and nutritional science, public health, the environment, and society. Topics include food system outcomes on nutritional and ecological health, drivers of the food systems including food policy and economics, and food in communities and on tables including dietary patterns and creating healthy food environments.

**PHIL 150C1 – Why Are We Here? Fundamental Questions About The Ethical Organization Of Society.**

**Philosophy**

This course examines fundamental questions about the ethical organization of society and social life. These questions include: What is the basis of the state? What is the nature of social justice? What are our obligations to others around the world? We will aim to develop clear thinking about issues that are of great importance to the contemporary world and that each of us will face as a citizen of a modern democratic state.

**PLP 150C1 – Mushrooms, Molds, & Man**

**Plant Pathology**

An overview of how organisms in the Kingdom Fungi (mushrooms, molds, yeasts, rusts, mildews) impact individuals and society. Content will include contemporary and historical contributions of fungi or fungal products as they relate to food, medicine, religion, famine, industry, and basic science, and how these contributions have changed the way we live, the quality of our lives, and cultural development.

**POL 150C1 – Globalization and Global Governance**

**Political Science**

Globalization refers to rapidly increasing levels of political, economic and cultural interconnectedness among the world's separately constituted states, societies and economies. This course examines the causes and consequences of globalization and the transnational institutions established to cope with this process.

**POL 150C2 – What is Politics?**

**Political Science**

Issues in contemporary political analysis, human values and political goals, how governments differ and why they change, how nations differ from one another.

### **POL 150C3 – The Politics of Happiness**

This course provides a cross-national, comparative analysis of political systems, institutional arrangements, elite-mass relations, and public policies as they pertain to the consolidation and promotion of societal and individual happiness, welfare, and well-being. A representative array of developing and developed countries is surveyed.

### **RNR 150C1 – Sustainable Earth: Natural Resources and the Environment**

Life support systems on Earth are challenged by a growing global population. We will explore through lectures and discussion, the strategies humans might develop to become effective stewards of our natural resources and achieve a sustainable Earth.

**Renewable  
Natural  
Resources**

### **SOC 150C1 – Private, Public, or Profit? The Organization of Social Life**

Why is it illegal to sell your vote but legal to sell your ideas? Should we reform Social Security, privatize retirement savings, or count on families and charities to take care of the elderly? All these questions point to the diverse ways in which modern societies are organized.

**Sociology**

### **SOC 150C2 – The Good Society**

What institutions are conducive to prosperity, freedom, capabilities, democracy, security, peace, justice, community, health, and happiness? To what extent do societies face trade-offs among these desired features? This course examines the history and performance of key social, economic and political institutions in the United States and other nations.

**Sociology**

### **TLS 150C1 – Schooling & Diversity: Race, class, language(s), LGBT and immigration**

This course will provide students a broad exposure to systemic (K-12) schooling inequities experienced by diverse groups of non-mainstream students. Students will read/view, critically analyze and apply a variety of multimodal sources (e.g., films, documentaries, video clips, scholarly work, magazine articles, charts, and reputable institutional websites). The course will foreground issues of power and privilege and the ways in which socially constructed factors, such as race, ethnicity, class (socio-economic status), sexual identities, and other socially constructed factors, interact with educational (mis)opportunities and (under)achievement. The course also provides opportunities for students to analyze, their own educational experiences- from a critical perspective. Course goals include: 1) to develop students' critical and quantitative literacy skills (through the integration of quantitative charts that relate to the course topics), and 2) to make connections between various historical events and present-day educational issues and concerns. *Approved as: General Education*

*Diversity Emphasis*

**Teaching,  
Learning &  
Sociocultural  
Studies**

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## **Traditions & Cultures**

### **XXX 160A -- Non-Western Cultures and Civilizations (3 units)**

Check the [Schedule of Classes](#) for current offerings.

**Course Numbers & Titles:**

**Offering  
Department:**

#### **AFAS 160A1 – The Africana Experience**

This course will introduce students to fundamental issues and concepts in the Africana experience in the United States, Africa, and the Caribbean, from an interdisciplinary perspective. Principle topics of discussion will be drawn from areas of history, philosophy, political-economy, literature and the arts, religion-culture and society. *Approved as: General*

*Education Diversity Emphasis*

**African  
American  
Studies**

#### **AFAS 160A2 – African Diaspora: Religion and Culture**

This course surveys continental African religions and their manifestations in the African Diaspora. Brazil, Jamaica, Trinidad, Cuba, Haiti and the U.S.A. are highlighted. The epistemologies and practices of the Fon, Yoruba, and Bantu peoples are analyzed to understand their continued impact on the contemporary world. *Approved as: General Education Diversity*

*Emphasis*

**African  
American  
Studies**

#### **AIS 160A1 – Many Nations of Native America**

An interdisciplinary survey of native peoples in North and Central America, from their origins to present. This course is structured around the themes of sovereignty, cultural diversity, native epistemologies, the Columbian exchange, and cultural transformation and survival. These themes integrate our examination of seven native Nations, ranging from the Aztec of Central Mexico to the Inuit of the Canadian Arctic. The course focuses on homelands and origins, intercultural exchange, demography, ecological transformation, the impacts of introduced epidemic diseases, processes of colonialism, social organization and culture, education, and contemporary issues. *Approved as: General Education Diversity Emphasis*

**American  
Indian Studies**

#### **ANTH 160A1 – World Archaeology**

This course takes an explicitly global perspective to exploring some important events in the history of humankind. World Archaeology examines: archaeological methods, becoming human, the search for food, migration and exploration, food production, the rise of the state, food and culture, origins of religion, and the modern world. *Approved as: General*

*Education Diversity Emphasis*

**Anthropology**

#### **ANTH 160A2 – Ancient Egyptian Civilization**

Ancient Egyptian Civilization explores the ascendance, apex and decline of one of the world's most famous but perpetually misunderstood civilizations. Discussion of ancient Egypt, from its Mesolithic foundations in the savannahs of North Africa ca. 12,000 BCE through its Pharaonic Period and conquest by Alexander the Great in 332 BCE, is arranged in chronological

**Anthropology**

and thematic units, each being placed in context of social, political, religious, and natural environments. For example, the course examines ancient creation myths, the diversity and origins of the gods, concept of the afterlife, religious symbolism of the built environment (temples, pyramids, tombs, etc.), and interconnections between other African, Mediterranean and Near Eastern cultures. During the semester students will learn about core concepts that have long impacted Western cultures and will explore a world vastly different from their own. *Approved as: General Education Diversity Emphasis*

### **ART 160A1 – Introduction to South Asian Visual Art and Culture**

Art

This course uses visual markers to provide an introduction to some social systems and key ideas that drive the geographical region known as South Asia. Texts read include film, poetry, graphic and fine art. Critical reading, discussion and analysis enable class participants to gain an understanding of the contemporary cultures and aesthetics of South Asia.

*Approved as: General Education Diversity Emphasis*

### **EAS 160A1 – The Worlds of Buddhism**

East Asian Studies

An introduction to Buddhism as both a religion and an array of cultural traditions, with emphasis on its various contributions to the formation of the South, Central, Southeast, and East Asian civilizations. *Approved as: General*

*Education Diversity Emphasis*

### **EAS 160A2 – Writing Systems of the World**

East Asian Studies

Explores the nature of writing and the origin of the oldest known systems. Surveys the history and modern decipherment of ancient writing systems, and examines the variety of systems in use in the modern world. *Approved as: General*

*Education Diversity Emphasis*

### **EAS 160A3 – Chinese Civilization**

East Asian Studies

Introduces you to traditional Chinese civilization for the purposes of this course defined as: "the totality of a culture's perception of itself and the world it occupies and the ways in which that self-perception is expressed in society, politics, religion, philosophy, and the arts." The content of the course is arranged in thematic units, each unit being placed in the context of a specific historical period. We will examine the religious symbolism of ancient Chinese bronze vessels, Chinese theories of nature based on concepts like Yin and Yang, the great medieval religions of Taoism and Buddhism, and other topics. Over the semester you will learn to think more like the Chinese of centuries past to exercise your imagination, and to explore a world that is different from your own. *Approved as: General Education Diversity Emphasis*

### **EAS 160A4 – Confucian Asia**

East Asian Studies

Although the countries of East Asia and many of those in Southeast Asia have very distinct cultures, languages, and national identities today, they share one important thing: all have been heavily influenced throughout their history by the world view known as Confucianism. This course is designed to examine Confucianism in Asia through education, and the importance of ritual and propriety. Beginning at the beginning, with the life of Confucius in the 6th century BCE and the principle text that bears his name, the Analects, we will explore the central ideas of Confucianism and their adoption and adaptation by different Asian societies at different times. We will end with a consideration of issues in contemporary Asia and among the Asian-American population in the U.S. that demonstrate the continued importance of this way of thought.

*Approved as: General Education Diversity Emphasis*

### **EAS 160A5 – Languages and Cultures of East Asia**

East Asian Studies

This course will explore the social, historical, and linguistic aspects of the languages and cultures of East Asia and how they have changed over time, drawing from anthropology, linguistics, sociology, and history. *Approved as: General Education*

*Diversity Emphasis*

### **ENGL 160A1 – Colonial and Post-Colonial Literatures**

English

A study of non-western texts (from Africa, India, or the Caribbean) that use English as a literary language while incorporating indigenous materials. *Approved as: General Education Diversity Emphasis*

### **ENGL 160A2 – Food Writing: Exploring Food Cultures through Literature**

English

This course explores the literature of food and food issues and their relationship to cultural values. Students will analyze food as personal and cultural symbol and investigate food writing to explore connections between food traditions and social justice, culture creation, and worldview. The course will consider all types of food writing and in honor of Tucson's recent designation as a City of Gastronomy there will be an emphasis on local community foods, food writing, and food culture. Through research and through personal memories, narratives, and field study, students will compose essays formulating their own arguments about culture using various rhetorical strategies common in food writing. Workshop and revision of essays will also be an important aspect of the course. *Approved as: General Education Diversity Emphasis*

### **FREN 160A1 – The French-Speaking World**

French

This course will consider the development of the French-speaking world from the Renaissance to the twentieth century. The first half of the course will present a historical perspective on the evolution and exportation of French language and culture from 1500 to 1900, while the second half will emphasize the cultural and artistic expressions of modern French-speaking countries other than France. *Approved as: General Education Diversity Emphasis*

### **GER 160A1 – From Animation to Zombies: The Ethics, (Bio)Politics and Aesthetics of Defining Life**

German Studies

This course invites you to probe the diverse definitions of one of the most central terms of human existence: "life." In order to understand and critically examine what constituted life in diverse contexts and times, and how these definitions have been shaping the way life is treated, we will engage with different schools of thought and a variety of materials and media that help us determine the ethical, (bio)political, and aesthetic consequences of defining life and its limits.

The course is divided into three overarching topics: I) Life and Art: Problems of Representation and Animation; II) Life and the Politicized Body: Biopolitical Considerations; and III) Life and Ethics: The Value of Life and Its Future. Each of the topics

consists of several two-week modules that are guided by central questions, such as Does life imitate art? or How do we regulate human life? *Approved as: General Education Diversity Emphasis*

### **HIST 160A1 – Colonial Latin America**

History

This course examines 1) the history of Spanish and Portuguese exploration, conquest, settlement, and state-building in the Americas; 2) the impact of European colonization on indigenous American cultures and civilizations, especially the acts of native resistance, accommodation and adaptation that shaped the consequences of this cultural encounter; 3) the forced migration of African peoples to the Americas, including the development of slave societies, and the emergence of regional African-Latin American cultural traditions; and 4) the growth of multiracial social groups who developed new and distinctive cultural forms of their own and eventually came to challenge the cultural and political hegemony of Spain and Portugal. *Approved as: General Education Diversity Emphasis*

### **HIST 160A2 – Asia and the World**

History

This course explores social, cultural, and political currents in Asia from the fifteenth century to the present. Asia is far too large and diverse to be studied thoroughly in one single semester, and thus this course will serve as an introduction to a number of important themes and topics in the study of East, South, and Southeast Asia. In particular, we will focus on the dynamic movement of people and ideas to investigate multiple sites of interaction within Asia and between Asia and other parts of the world. We will begin with an exploration of the Mughal and Manchu empires in the fifteenth and sixteenth centuries and conclude with the popularity of Indian Bollywood and Japanese Anime in the twenty-first-century United States.

Because this is a course that traces both the outlines of Asian history but also, and perhaps more importantly, the interaction of Asian cultures with global trends and patterns as well as the construction of 'Asia' in the rest of the world, the texts we will read are not restricted to archival sources from Asia. You will use first-hand accounts, film, literature, and material artifacts to trace the development and significance of various trans-cultural connections that have shaped histories and identities within Asia and around the world. *Approved as: General Education Diversity Emphasis*

### **MAS 160A1 – American Indian Medicine and Wellness**

Mexican  
American  
Studies

This course is an overview of historic and contemporary ways that American Indians approach healing, illness and wellbeing. In traditional Native American healing, wellness and illness and result from conditions created by equilibrium/imbalance among individuals, kin, social order and the natural world. We will examine some shared values regarding health and illness (such as illness expressing an imbalance) as well as tribal specific methods of healing and American Indian traditional medicine. American Indian medicine will also be contextualized by social and historical processes that have impacted American Indian wellbeing. *Approved as: General Education Diversity Emphasis*

### **MENA 160A1 – The Religion of Islam**

Middle East  
and North  
Africa Studies

This course provides an overview of the Qur'an, life and teachings of Muhammad, and the differences between Sunni and Shi'i Islam. Students also receive an introduction to Islamic intellectual traditions and cultures. *Approved as: General Education Diversity Emphasis*

### **MENA 160A2 – Middle Eastern Humanities**

Middle East  
and North  
Africa Studies

Introduces students to the values, traditions, and development of Middle Eastern (Islamic) culture and civilization. This course is designed to familiarize students with the principal achievements in art, architecture and literature of Islamic civilization, to help students understand these achievements in their social and cultural contexts, and to consider the historical evolution of our knowledge and understanding of these achievements. *Approved as: General Education Diversity Emphasis*

### **MENA 160A3 – Ancient Civilizations of the Near East**

Middle East  
and North  
Africa Studies

The purpose of this course is to examine the rich and fascinating history of the Ancient Near East. It will familiarize students with the principal social, cultural, religious, and material achievements of the major political entities of the region. Our survey begins with the rise of the first civilization in Mesopotamia and ends with the rise of Islam. The assumptions underlying archaeological reconstruction and textual interpretation will be examined and critiqued. Contacts between traditions, mutual accommodations, and reciprocal influences will be discussed. The different experiences of men and women, rulers and ruled, urban dwellers, and rural and pastoral populations will also be considered. *Approved as: General Education Diversity Emphasis*

### **POL 160A1 – Colonialism and Native Peoples**

Political  
Science

Cultural studies of indigenous groups in the Americas, Eurasia, Africa and the Pacific Rim and how these have been shaped by the colonial process. *Approved as: General Education Diversity Emphasis*

### **RELI 160A1 – Gods, Goddesses, and Demons: Divinity in South Asia**

Religious  
Studies

This course is an introduction to multiple concepts of the divine in South Asia. We will explore the different ways that the religious traditions of South Asia understand supernatural beings and forces. In order to do this we will read portions of primary texts in translation, examine iconography, and watch rituals as they unfold. In addition to learning about the South Asia traditions, we will put those conceptions of the divine in conversation with those rooted in a European context, forcing you to learn to think critically about the ways people from different cultures view the world around them.

*Approved as: General Education Diversity Emphasis*

**XXX 160B -- Western Cultures and Civilizations: Classical to Renaissance (3 units)**

Check the [Schedule of Classes](#) for current offerings.

Course Numbers & Titles:	Offering Department:
<b>CLAS 160B1 – Meet the Ancients: Gateway to Greece and Rome</b> Journey into the past to discover the worlds of the ancient Greeks and Romans. From democracy and republicanism to literature, philosophy and art, the contributions of these two cultures serve as the foundation for much of what has been described as "western" culture. This course explores who these peoples were, how these civilizations developed, what ideas and institutions they created, and why the Greeks and Romans matter today.	Classics
<b>DNC 160B1 – Drama and Dance in Western Cultures: Origins to 1603</b> Drama and dance are modes of creative expression used to communicate ideas, values, stories and myths which help define a community or culture. Both art forms employ the human body as the medium through which an audience may be engaged. Through ever-changing conventions, drama and dance reshape human experience into patterns which help us order our perceptions about the world in which we live. This course will focus primarily on principal themes in western culture as expressed in drama and dance.	Dance
<b>ENGL 160B1 – Books in Dialogue: Classical to Medieval</b> This course aims to provide solid grounding in the Western intellectual and cultural tradition through pairing of central literary, philosophical, and theological works. The second work in each pair will be studied as a response to the first: e.g., The Aeneid to The Odyssey and Aristotle's Ethics to Plato's. Students will be encouraged to deal with each of the paired texts individually and comparatively and to compare members of different pairs, e.g., Augustine with Plato, and non-scriptural works of the Christian era with the selections from the Bible.	English
<b>HIST 160B1 – History of Western Civilization: From the Rise of Cities to the Counter Reformation</b> This course explores the civilizations of the West by considering the development of the ideas and ideologies that shaped the institutions of the West, development directed by Human interaction and conflict on a social, political, religious, and cultural level, in addition to the intellectual. Themes of particular interest include the structure and dynamics of power, competing configurations of deity and ritual, image and architecture as tools in the acquisition of authority, and the construction of a social normative on the grounds of class, culture and gender.	History
<b>HIST 160B2 – World History to 1600</b> Survey of topics in world history to 1600.	History
<b>ITAL 160B1 – Italian Perspective: Antiquity through Middle Ages</b> From Antiquity through the Middle Ages. Taught in English.	Italian
<b>POL 160B1 – Democracy in Theory and Practice: The Greek Experience</b> Investigation of the history and growth of democratic institutions, values and ideas in ancient Greece, with some reference to contemporary relevance.	Political Science

**XXX 160C -- Western Cultures and Civilizations: Renaissance to Present (3 units)**  
Check the [Schedule of Classes](#) for current offerings.

Course Numbers & Titles:	Offering Department:
<b>ARC 160C1 – Architecture and Society</b> The built environment has, 'a permanent and profound impact on (our) personal health, productivity and happiness, and on community life.' The purpose of this course lay the foundation of architectural literacy. The basis of this knowledge is found in understanding the relationship between a society and the forms it creates. This is accomplished through studying the major components that effect architecture: region, culture, and technology. the course follows these factors through the history of western civilization, from ancient Greece to contemporary Europe and America. Greater emphasis is given to the contemporary period because radical changes in technology and resources make this information more pertinent to the present.	Architecture
<b>DNC 160C1 – Drama and Dance in Western Cultures: 1603 to Present</b> Drama and dance are modes of creative expression used to communicate ideas, values, stories and myths which help define a community or culture. Both art forms employ the human body as the medium through which an audience may be engaged. Through ever-changing conventions, drama and dance reshape human experience into patterns which help us order our perceptions about the world in which we live. This course will focus primarily on principal themes in western culture as expressed in drama and dance.	Dance
<b>ENGL 160C1 – Books in Dialogue: Early Modern and American</b> This course will study four pairs of works: Thomas More's Utopia and Machiavelli's The Prince; Shakespeare's Tempest and Swift's Gulliver's Travels; Benjamin Franklin's Autobiography and Thoreau's Walden; and Twain's Huckleberry Finn and Ralph Ellison's The Invisible Man. The aim will be to explore the ways in which the works respond to one another. Such exploration will entail the study of the satire, autobiography, and novel--and how the author develops his thematic interests through the manipulation of the literary forms.	English
<b>GER 160C1 – German Speaking World</b> This course will introduce the history and culture of the German-speaking world from the Middle Ages to the present. There will be reading about the historical events and developments that have shaped this part of Europe, and some literary and other cultural texts that reflect those developments. No knowledge of German is required, and all readings, lectures, and discussions will be in English.	German Studies

<p><b>GWS 160C1 – Technology and Society: Introduction to Science, Technology and Society</b></p> <p>This course is an introduction to the social, historical, and ethical contexts of knowledge, science and technology. Although science and technology are perhaps the defining features of contemporary Western society, all cultures have distinct forms of knowledge and technical practices. These reflect their relationships to the questions relevant to scientists, engineers, and the general public, about the causes and contents of scientific and technical information. Course materials provide broad historical understanding of science and technology in Western culture.</p>	<p><b>Gender &amp; Women's Studies</b></p>
<p><b>HIST 160C1 – The Making of American Cultures, 1600-1877</b></p> <p>This course introduces students to the history of the United States before 1877. It focuses on the creation of a distinctive set of American cultures. Central themes include the colonial meeting of Spanish, French, English, native American, and African American cultures; the development of distinctly American Creole cultures in the eighteenth century; race and conquest; the American Revolution and the creation of a republican political culture; the transformation of that political culture through struggles over industrialization and wage labor, slavery, and women's rights; and the revolution in American political culture and social relations during the Civil War and Reconstruction.</p>	<p><b>History</b></p>
<p><b>POL 160C1 – Democracy and Its Limits: The Modern Experience</b></p> <p>This course examines some difficulties stemming from the theory and practice of modern democratic life, especially in the context of American democracy. The course examines such issues by a careful and intensive reading of some classic writings on democracy. In addition, attention will be paid to the historical circumstances and contemporary conditions of democracy in the United States. The aim is for the student to acquire a more well-rounded and critical perspective on the situation of democracy in modern life.</p>	<p><b>Political Science</b></p>
<p><b>RSSS 160C1 – Russia: From Empire to Federation</b></p> <p>This course is designed to familiarize students with Russia--its culture, history, politics, economy, peoples, languages, traditions, and role in the world today. Upon completion of the course students will be able to understand and discuss intelligently past and current events relating to Russia. They also will have gained a familiarity with the many perspectives available for studying a country that continues to play a significant role in world events. And beyond all this, they should have a good background for discussion of major events relating to Russia and problems in the twentieth-century world.</p>	<p><b>Russian &amp; Slavic Studies</b></p>
<p><b>RSSS 160C2 – Contemporary Russia in a Historical and Global Context</b></p> <p>This course examines contemporary Russian culture and politics in a historical context, determining how the country's past influences present day culture and politics. We will learn of Russia's recent cultural and artistic triumphs within the context of Russia's rich history. In discussing Russian literary and cinematic works of the early 21st century, we will assess the impact of history on Russian consciousness and identity, noting how Russia presents itself around the world, and how it is perceived by other nations.</p>	<p><b>Russian &amp; Slavic Studies</b></p>
<p><b>SPAN 160C1 – The Arts and Politics in Latin America</b></p> <p>A study of the interrelationships between cultural forms and their socio-historical contexts in the development of Latin America from pre-colonial times to the present.</p>	<p><b>Spanish</b></p>

**XXX 160D -- Topics in Culture and Civilization (3 units)**

Check the [Schedule of Classes](#) for current offerings.

<p><b>Course Numbers &amp; Titles:</b></p>	<p><b>Offering Department:</b></p>
<p><b>ACBS 160D1 – Human and Animal Interrelationships from Domestication to the Present</b></p> <p>This course will examine the relationships of humans with animals throughout the ages. From evolution through domestication, the relationships of animals with humans throughout Europe and the New World will be studied. The modern relationships will also be examined and analyzed and compared to those of ancient and historical times.</p>	<p><b>School of Animal and Comparative Biomedical Sciences</b></p>
<p><b>AFAS 160D1 – Introduction to African American Literature</b></p> <p>Introduction to African American literature will explore the linguistic and cultural roots and traditions of literary writing by African Americans in three centuries of American history focusing on select readings in poetry, drama, and fictional prose. The overall goal of the course is to introduce students to the history of the different genres, contexts, and content of literary production by African American writers from the 1700s to the late 20th century.</p>	<p><b>African American Studies</b></p>
<p><b>ANTH 160D2 – Origins of Human Diversity</b></p> <p>This course explores the biological and cultural evolution of the human species over the last several million years and examines human similarities and diversity globally. Approaches utilized include archaeology, biological anthropology, ecology, genetics, and geology.</p>	<p><b>Anthropology</b></p>
<p><b>ANTH 160D3 – Schooling and Culture, and Cultures of Schooling</b></p> <p>This course examines Western and non-Western societies' beliefs about children, learning, and schools, from a historical and anthropological perspective.</p>	<p><b>Anthropology</b></p>
<p><b>ARC 160D1 – Sonora</b></p> <p>Multi-disciplinary intro to the Sonoran Region of Southern Arizona and Northwest Mexico. Through a series of presentations by scientists, poets, historians, folklorists, architects and other passionate observers, the course engages students with meaningful dialogue concerning one's position and obligation to a specific place.</p>	<p><b>Architecture</b></p>
<p><b>ART 160D1 – Art and Society in the Western Tradition</b></p>	<p><b>Art</b></p>

<p>Course provides an overview of the relationship between art and western society from the ancient Greek world up to the present, and will address how works of art can also be read as indicators of the shared beliefs and aspirations of the groups which fashioned them.</p>	
<p><b>ART 160D2 – Design: Culture and Language</b></p> <p>This course examines design and surrounding issues, methodologies, theories of visual language and communications. It focuses on the role designers have in shaping culture, the implications of design and the interconnected relationship to disciplines across the humanities.</p>	<p><b>Art</b></p>
<p><b>ART 160D3 – Museums as Cultural and Community Institutions</b></p> <p>Museums as Cultural and Community Institutions introduces students to the roles and cultural functions of museums within the United States and beyond, including Europe, Latin America, and Australasia. The course will also examine the influence of museums within local community and environmental settings.</p>	<p><b>Art</b></p>
<p><b>CLAS 160D1 – America and Antiquity</b></p> <p>Students will examine the history and myths, institutions, literary works, and arts of ancient Greece and Rome that influenced colonial through postrevolutionary America.</p>	<p><b>Classics</b></p>
<p><b>CLAS 160D2 – Classical Mythology</b></p> <p>The myths, legends, and folktales of the Greeks and their origins. All readings in English.</p>	<p><b>Classics</b></p>
<p><b>CLAS 160D3 – Critical Concepts in Culture</b></p> <p>This course examines different concepts critical to the shaping of primarily "Western" culture(s), with a glance at similar concepts in "non-Western" cultures. The course addresses the complex relationships between material, literary, and cultural remains. Topics may include crime and punishment in the ancient world; healers and holy men in antiquity; city and country life; the place of religion in ancient societies; the ancient city; food and feasts in antiquity; warfare and migrations; Greeks, Romans, and barbarians.</p>	<p><b>Classics</b></p>
<p><b>ENGL 160D1 – Critical Cultural Concepts</b></p> <p>This course examines--through literature, film, art, and philosophy--different concepts critical to the shaping of primarily "Western" culture(s), with a glance at similar concepts in "non-Western" cultures. The course is also "critical" in the sense that it asks students, through virtually weekly take-home quizzes, to critique these concepts, taking the wheat and letting the chaff be still. Topics may include the ideology of war or human rights; the problem of evil; the figure of the Trickster; and others.</p>	<p><b>English</b></p>
<p><b>ENGL 160D2 – Subjects: Monsters, Aliens, Ghosts, and Others</b></p> <p>This course will explore the widely different cultural meanings and symbolic functions attached since ancient times to questions of human identity, values, and boundaries that various representations of the 'Nonhuman' bring to bear on culture and civilization, and on the very definition of what it means to be human. Boundary-challenging (or boundary-confirming) imaginary entities like the monster, the alien, ghosts, and other imaginary (or are they?) beings appear often in our ongoing investigation into who and what we are and what meaning life holds for us (and vice versa). For example, "Monsters": seemingly non-human (though often partly human) prodigies that mix supposedly different levels of being in one grotesque figure that therefore seems "abnormal" -- but also strangely familiar (or, as Sigmund Freud would say, "uncanny"). The emphasis, though, will not be simply on the kinds of monsters that appear in the influential forms of expression we study. Instead, we will analyze monsters as indicators of cultural history. Specifically, we will probe how selected Western and non-Anglo uses of monsters make such figures symbolic carriers of "cultural values" (often called ideologies) at different times and places. These "values" include systems of religious belief, assumptions about the universe and the nature of human being, the differing views of competing cultural groups, distinctions of gender or race or class, notions of social order and disorder (including the locations of power), and ways in which cultural groups establish "others" or "the other" in order to seem clearly "themselves." Monsters, we will see, often become symbols in which cultural conflicts are played out at different points in history, conflicts that emerge from fundamental tensions in Western societies or between Anglo-European and other cultural groups in the Western world. This class assumes that it is vitally important for students today to understand the history of these conflicts and tensions so that we all know more about our cultural roots. It also assumes that it is vital for students to grasp how symbolic figures and works reflect historical and ideological change and to be able to articulate such relationships with strong textual evidence in well-organized analyses and arguments, orally and on paper.</p>	<p><b>English</b></p>
<p><b>ENTO 160D1 – Busy Bees and Fancy Fleas: How Insects Shaped Human History</b></p> <p>For as long as humans have been on earth, we have coexisted with insects on their planet. There are 1.4 billion insects for every human - bugs have built and destroyed human empires, aided our advances, and propelled our catastrophes. Here we learn how insects have shaped our history and improved our health and wealth around the globe. Come meet your tiny neighbors!</p>	<p><b>Entomology</b></p>
<p><b>GER 160D1 – Eroticism and Love in the Middle Ages</b></p> <p>Courtly love was a discovery of the High Middle Ages and became the dominant theme in literature, the arts, philosophy, and even in religion. This course will examine the concept of love as discussed by medieval poets from the 11th through the 15th centuries and cover the wide spectrum of European history culture seen through the lenses of the theme of "love."</p>	<p><b>German Studies</b></p>
<p><b>GER 160D2 – Gesundheit!: Health and Well-Being in German-Speaking Cultures</b></p> <p>In this course, students critically examine representations of health and well-being (e.g., bodies, (dis-)ability and care) in literature, film, drawings, photography, and other popular media with a particular focus on German language choices, history, and culture. Whether drawing on examples of bodies as sites of pain in the Middle Ages or the logic of</p>	<p><b>German Studies</b></p>

homeopathy as "like can cure like", students will analyze performances of "healthy" bodies in the German-speaking world and interrogate language is used in these contexts from the past to the present. Taught in English.

### **HIST 160D1 – Food & Power in Global History**

History

Are we really what we eat? Why do certain foods appeal and other repel? How do foods move from their original homes into our own? How has our cuisine evolved? And how do food and consumption reflect status and power? This course investigates these and other questions by considering the discovery, evolution, and migration of food and drink in world history in cultural context from pre-modern times to the present. We explore the discovery, invention, and adaptation of new foods from early human history to our own post-Columbian era, when local foods have become truly global. Food and drink have transformed continents and trading networks, and made and broken empires. Food is a site of cultural exchange and interaction, and it is also an expression and marker of identities. Wars have been fought to control food access. Dining, retail, and industrialization have reshaped the way we look at food. We will trace the origins, migration, and reinvention of global foods to understand how it is that food choice, food waste, and famine are more abundant today than at any point in human history.

### **HNRS 160D1 – Honors Quest**

Honors

Offered only to incoming freshmen enrolled in The Honors College, in connection with the Common Reading and First-Year Programs for Honors students. The learning outcomes for the course would be constant, but the specific content and instructor will change each year, as the choice of common reading book changes. Whatever the theme, the course will be structured on the "alternative reality game" model, integrating traditional classroom lecture with out-of-class, and online components.

### **HNRS 160D2 – Contemporary Experiences in the Humanities**

Honors

This interdisciplinary honors course introduces students to the humanities in a contemporary context and explores the relationship of current 'public' works to those of the past. Students will examine and explore works produced throughout the history of Western culture, primarily literary works, with an emphasis on the active role humanistic endeavors play in contemporary culture. Students will read texts in a range of genres, but the key component of the course will be a significant encounter with current and public literature and the arts outside the classroom. To this end, each time the course is offered, the course materials will be linked to a particular significant public cultural experience; this might be a local theater production, a set of public readings, film(s), or even visual arts or architecture. The methodology for analyzing these works, however, will be humanistic; this is not a course in the practice of fine arts, but rather a humanistic reading of academic and public culture.

### **HNRS 160D3 – The Meaning of Place**

Honors

Whether you are in Tucson, your home town, or some other faraway location, your ideas about the place where you live - and about yourself in connection to that place - are represented all around you. Students in this online course, logging in from across the country and even internationally, will experience representations of culture in the community around them, and then create interpretive responses to those experiences. Through this course, you will explore cultural pathways in your community, which could include architecture, theatre and dance, food, music, cultural festivals, film, literature, and visual art. You will create your own itinerary of experiences based on what is happening in your community, and will present interpretive arguments about those experiences to the class through online video submissions. The course will culminate in a final paper in which you will present an overarching interpretive idea about the community you have explored.

### **HNRS 160D4 – Culture, Place, Identity: Musical Heritage in North America**

Honors

This course takes a regional approach to sonic heritage by exploring the intersections of ethnicity and place in North American musical cultures. Focusing on Canada, the United States, and the U.S.-Mexico border region, students will examine the historical and contemporary lived experiences of ethnic communities within North America through analysis of their sounding cultures. Musical case studies provide the pathway to understand culture, develop skill in the critical analysis of musical sound and performance, and identify the interconnections of music with the lives, histories, politics, and beliefs of the people and societies which make and consume it. This will be accomplished through reading, listening, and writing assignments, as well as musical performance workshops, media, and direct engagement with cultural practitioners and scholars. *Approved as: General Education Diversity Emphasis*

### **JUS 160D1 – Jewish Thought and Culture**

Judaic Studies

We will explore the historical construction of Jewish culture as an organically developing constellation of multiple and often conflicting communities throughout history with varying religious ideas and practices.

### **MUS 160D1 – Human Achievement and Innovation in the Arts**

Music

This new pan-arts course will include an integrated look at music, art, and dance. This course will provide both fine arts students and the general student with a comprehensive view of the arts- insights into their meaning, their inter-related qualities, both historically and aesthetically, and the terminological, philosophical, and theoretical framework to speak cogently about them. This course will provide historical and aesthetic information, bridging these two realms. Attendance at important concerts, exhibitions, and presentations, will also be a major part of the course. The course will be limited to 250 students.

### **PAH 160D1 – Play: An Interactive Introduction**

Public & Applied Humanities

This course introduces students to the study of play, from ancient games of chance to cutting edge playgrounds like amusement parks, escape rooms, and even workplaces. Students will learn and practice a set of critical and practical skills designed to help them both understand how play regularly changes the world around them, and how to use play as a tool

for personal, professional, and political transformation. Over the course of the semester, we will: 1) survey the origins of play, paying particular attention to how the act of play is used to change or solidify the status quo; 2) examine research-informed case studies to learn and practice techniques for theorizing about how and why play does real work in the world; and 3) experiment with a variety of tools and techniques for using play to alter how individuals, communities, and organizations interact. *Approved as: General Education Diversity Emphasis*

### **PAH 160D2 – Living the Good Life: Humanities Perspectives on Culture and Community**

**Public & Applied Humanities**

This interdisciplinary course analyzes myths and cosmologies that reflect various societal approaches to the grand mysteries of life as represented in language, culture, and narratives. Beginning with an overview of myth as a moving force in life, students generate a list of grand mysteries to pursue answers that explore the past, present, and future. Select texts analyzing myth as well as works of fiction and contemporary film and television will round out the course as students work toward analyzing their own cosmology, a chosen mythology, or develop their own unique mythology for the digital age. Particular emphasis will be paid to myths and cosmologies of groups in conflict and an analysis of the clash resulting from competing perspectives. *Approved as: General Education Diversity Emphasis*

### **PAH 160D3 – Memes: The Art and Craft of Microstorytelling**

**Public & Applied Humanities**

Most everyone is familiar with memes: Gangnam Style music videos, the Success Baby, Rickrolling, Pepe the Frog, and other images, text, and sounds that serve as storytelling shorthand in today's digital world. Memes are not an entirely digital phenomenon, however. On the contrary, they have a deep history within the context of human ideas and expression. In this course, we will explore the concept of the meme and the practice of meming, beginning with pre-digital examples and extending up through the most current instances. We will consider a variety of theories behind this kind of microstorytelling, as well as its craft, leading to the creation of meme portfolios and predictions about future forms of human expression.

### **PHIL 160D1 – Justice and Virtue**

**Philosophy**

This course introduces students to central questions of moral philosophy through the works of Plato, Hobbes, Kant, and some of the other most important thinkers in the Western tradition. These questions include: What is the basis of our moral judgments and attitudes? What makes right actions right and wrong actions wrong? What sort of person is it best to be? What is valuable in life? What reason, if any, do we have to do the right thing? Attention will be given to clarification of conceptions, rigorous argument, and the evaluation of reasons - all with the aim of helping student think philosophically about difficult moral questions.

### **PHIL 160D2 – Mind, Matter and God**

**Philosophy**

This course introduces students to the philosophical conceptions of mind, matter, and God that have shaped the Western intellectual tradition. Starting with the ancient Greek philosophers and concluding with philosophers from the 17th century, students will explore perennial issues such as: the existence of God, the nature of reality, the problem of evil, and the basis of knowledge. Readings are culled from the history of philosophy, but lectures and discussions will be informed by contemporary considerations.

### **PHIL 160D3 – Science and Inquiry**

**Philosophy**

The development of modern scientific methods has had a profound effect on Western civilization. Someone with twenty-first century knowledge has a vastly different view of the world, and of science's ability to reveal that world, than Aristotle, Dante, or even Newton. In this course we will examine the features of modern science that have led to this transformation, with the aim of understanding both the power and the limits of scientific inquiry.

### **POL 160D1 – Intellectual Foundations of International Relations: Classical Theories & Modern**

**Political Science**

Addresses the origins and context of international relations theory in an historical context as well as referring to recent disputes.

### **RELI 160D1 – Christianity and Art**

**Religious Studies**

The architecture, manuscript illumination, painting and other visual arts of Christianity explored within the contexts of contemporary history.

### **RELI 160D2 – Judaism, Christianity, Islam: Abrahamic Religions**

**Religious Studies**

A study of Judaism, Christianity and Islam, including both ancient and modern developments in their cultural contexts.

**NOTE: Due to duplicative content, credit may be earned for RELI 160D2 or RELI 160D4, but not for both.**

### **RELI 160D3 – Love in World Religions**

**Religious Studies**

This course investigates the various conceptions of love in world religions. We will explore the conceptions of love in Western traditions including Greek, Jewish and Christian traditions as well as conceptions of love in Islam and Buddhism.

### **RELI 160D4 – Introduction to World Religions**

**Religious Studies**

This course explores the diversity of religions and religious experiences across the globe. Religions to be examined include, but are not limited to, Hinduism, Buddhism, Judaism, Christianity, Islam, as well as indigenous traditions. *Approved as: General Education Diversity Emphasis* **NOTE: Due to duplicative content, credit may be earned for RELI 160D2 or RELI 160D4, but not for both.**

### **RELI 160D5 – Spirituality, Ceremony, and Saints of the Southwest**

**Religious Studies**

An introduction to the religious history and contemporary religious diversity of the region currently known as the American Southwest, focusing on a variety of topics such as land based spirituality, shrines, pilgrimage, folk saints, religious syncretism, and New Age movements. The religious landscape of this area includes the traditions of indigenous communities, Spanish colonial descendants, Mexican Americans, Anglos, and immigrants from around the globe.

*Approved as: General Education Diversity Emphasis*

<b>RNR 160D1 – Wildlife, Conservation, and American Culture</b> Wildlife, Conservation, and American Culture explores the significance of wild animals in society as reflected in governmental agencies and laws, how people spend their time and money, and in the social controversies that stem from efforts to conserve animal populations in the face of human development.	<b>Renewable Natural Resources</b>
<b>RSSS 160D1 – Introduction to Russia Through Music</b> This course will introduce students to more than 1,000 years of Russian history and culture as reflected in its music. Russian folklore, religion, history/politics, literature, opera, ballet, film, pop, rock, and rap will be examined using music as the overarching theme.	<b>Russian &amp; Slavic Studies</b>
<b>SPAN 160D1 – Issues in Latin American Society and Popular Cultures</b> This interdisciplinary course will examine popular culture as an approach to understanding 19th and 20th century Latin America.	<b>Spanish</b>
<b>TAR 160D1 – Popular Entertainment</b> Survey of historical and contemporary global popular entertainment as cultural events: vaudeville, theatrical spectacle, film and television, heritage festivals, living history, live and televised sports, and cultural festivals.	<b>Theatre Arts</b>

## Natural Sciences

### XXX 170A -- The Earth and Its Environments (3 units)

Check the [Schedule of Classes](#) for current offerings.

<b>Course Numbers &amp; Titles:</b>	<b>Offering Department:</b>
<b>AGTM 170A1 – Energy Sources of Arizona and the U.S.</b> We use energy every day. We rely on multiple energy sources to supply our increasing appetite to power our technology, to give us light, and to regulate temperature and light. Energy is used in transportation, in our homes and businesses, and in our manufacturing and in the field of agriculture in the production of our food and fiber. What is our energy-consuming-impact on our environment? There are alternative energy sources. What are they? How are they used? What are their limitations? This course will explore both renewable and nonrenewable energy sources used in Arizona and the United States. What are the historical and economic impacts?	<b>Agricultural Technology Management</b>
<b>ASTR 170A1 – Planet Earth: Evolution of the Habitable World</b> This course develops a planetary perspective on the evolutionary processes that shaped Earth throughout history. We will examine why Earth is habitable, that is, why any kind of life can live on it, we will discuss the unique influences that biological processes and atmosphere/ocean systems have on each other, and we will review current notions of climate change, including evidence for the influence of human activities on it. This interdisciplinary treatment of Earth and its sister planets will encourage students to think about how science and engineering must be applied to today's challenges if humankind is to have a promising future on (and off) this planet. <i>Also offered as PTYS 170A1.</i>	<b>Planetary Sciences</b>
<b>ATMO 170A1 – Introduction to Weather and Climate</b> An introduction to the science of weather processes and climate, including the genesis of fronts and cyclones, precipitation processes, the wind systems of the world, severe storms, and weather forecasting. Special emphasis will be given to natural phenomena which have strong impacts on human activities including tornadoes, hurricanes, El Nino, global warming, ozone depletion, and air pollution. The fundamental importance of physics, chemistry, and mathematics to atmospheric science will be stressed.	<b>Atmospheric Sciences</b>
<b>BE 170A1 – Basic Concepts in Water-Related Applications</b> This course develops an understanding of natural science concepts and ideas and how they can be used to understand and analyze processes and objects in the every day world. Water is a central theme. Students examine how it is obtained, stored, distributed, used, polluted, and cleaned. They learn to estimate its quality, quantity, energy, and movement. It is a broad introductory course.	<b>Biosystems Engineering</b>
<b>BE 170A2 – Science, Technology and Environment</b> The environment, scientific method, technology, motion, energy, gases, heat, chemistry, and electricity and magnetism are covered within the context of natural history and technology development. Laboratories and field trips in the in-person sections include aquaponics, biofuels, solar pumping, and drip irrigation.	<b>Biosystems Engineering</b>
<b>CHEE 170A1 – Sustainable Society</b> This course is designed to be an overview of the key concepts in physical and chemical processes, including Newton's laws governing force and motion, the laws of thermodynamics governing energy and entropy, the role of electromagnetism in nature, and the atomic structure of matter. The course will explore these concepts in an inter-disciplinary context, drawing from areas such as environmental sciences, atmospheric sciences, engineering/technological sciences, and others.	<b>Chemical Engineering</b>
<b>CHEM 170A1 – The World We Create</b> Students will explore central ideas in the physical sciences that can be used to explain and predict the properties and structure of matter as well as the interactions and processes that lead to matter transformations. They will critically reflect on the costs and benefits of the products of science and technology.	<b>Chemistry</b>
<b>ENVS 170A1 – Introduction to Environmental Science</b> This course will not be confined to one discipline but rather will include information from physics, chemistry, biology and the social sciences such as economics and anthropology. The central theme of the course will be that of change as a	<b>Environmental Science</b>

normal and natural process. It will consist of four major focus areas: Biodiversity, Pollution, Population, and Resources. Within each major focus area we shall explore how change has and is occurring at the local, regional and global scales. To facilitate the learning process we shall analyze local, national and international case histories. The case histories would include air pollution at the Grand Canyon, TCE groundwater contamination in Tucson, landfill and leaking underground storage tanks in Tucson, Chernobyl, and the Mt. Graham controversy.

**GC 170A1 – Introduction to Global Change** Global Change  
The basics of physical science are presented within the context of global environmental change processes (climatic change, global warming, deforestation, etc.) that impact Earth and its inhabitants. Includes hands-on activities, discussions, computer exercises, and a personal interest project.

**GEN 170A1 – Earth Resources and the Environment** Geological Engineering  
This is a course about the mineral resources of the Earth, our demand and use of these resources for material goods and energy, and the environmental consequences of our use of these resources.

**GEOG 170A1 – Earth's Environment: Introduction to Physical Geography** Geography & Regional Development  
Introduction to fundamental laws of nature as expressed physical processes that govern the spatial distribution of Earth's land, sea, air, and biological environments. Focus on fluxes and feedbacks among these systems, and interactions with humans.

**GEOS 170A1 – Earth: From Birth to Death** Geosciences  
Students will learn that a few universal laws describe the behavior of our physical surroundings, from the universe to every action in our daily lives. This interdisciplinary course will cover aspects of the scientific process, astronomy, physics, chemistry, and Earth sciences, with an emphasis on geosciences and society, including earthquakes, mass extinctions in geologic history, and global warming. It will give students the ability to read and appreciate popular accounts of major discoveries and important public issues in the physical sciences.

**HNRS 170A1 – Human Reproduction and the Environment** Honors  
This class investigates the relationship between human fertility, population growth, and the environment, with an emphasis on the science behind resource demands and supply. It investigates the effects of increasing human population on ecosystems and environmental conditions at local, regional, and global scales. The course will introduce students to the scientific method, and how science can be used as a tool to objectively identify challenges and solutions to achieve a sustainable balance between humans and the environment.

**HWRS 170A1 – Earth: Our Watery Home** Hydrology & Water Resources  
An introduction to the science of water and its movement in and through the earth system and interactions with people and ecosystems. Special emphasis will be given to how the physical properties of water and the complexity of the earth system interact with human societies and ecosystems to create the challenges and opportunities of water resources. The fundamental importance of physics, chemistry, and mathematics to water science will be stressed.

**MSE 170A1 – Connections: A Study of Science, Technology and Innovation** Materials Science & Engineering  
Basic aspects of physics, chemistry, and astronomy are integrated to show how technology evolves from science, interconnecting events, and accidents of time. Who would have imagined that modern communications, movies, printing presses, and computers have their roots in the stirrup, cannon, 12th century underwear, and the water wheel. We explore the science and technology that has given us today's society and examine opportunities for today and the future.

**MSE 170A2 – Energy Systems and Sustainability** Materials Science & Engineering  
If historical trends continue, by the end of this century the world's population will have nearly doubled, and demand for energy will have quadrupled. How are we going to maintain that growth? Are we going to do it safely, cleanly, and sustainably? These issues, explored in this class, are a window on our future, our lifestyle, employment opportunities, and our national security.

**PHYS 170A1 – The World Around Us** Physics  
This is a course inquiring into basic concepts used by every physical science in its exploration of the world. The concepts originate in physics, which offers the framework on which other disciplines are built. Applications of the concepts are made in the course, not just to traditional physics problems, but to problems in many other scientific disciplines. In the course we will explore the development of the concepts from their intuitive beginnings to their present forms. In the process, we will see how science searches for a logically consistent explanation of the world, and how the creation of these concepts has influenced our perception of that world.

**PTYS 170A1 – Planet Earth: Evolution of the Habitable World** Planetary Sciences  
This course develops a planetary perspective on the evolutionary processes that shaped Earth throughout history. We will examine why Earth is habitable, that is, why any kind of life can live on it, we will discuss the unique influences that biological processes and atmosphere/ocean systems have on each other, and we will review current notions of climate change, including evidence for the influence of human activities on it. This interdisciplinary treatment of Earth and its sister planets will encourage students to think about how science and engineering must be applied to today's challenges if humankind is to have a promising future on (and off) this planet. *Also offered as ASTR 170A1.*

**XXX 170B -- Beyond the Earth in Space and Time (3 units)**  
Check the [Schedule of Classes](#) for current offerings.

Course Numbers & Titles:

Offering  
Department:

<b>AME 170B1 – Aeronautics: Science and People</b>	<b>Aerospace &amp; Mechanical Engineering</b>
Examination of the evolution of flight from birds to space shuttles. The examination of flight will focus on the observations of experimental facts and discussions of physical principles. It will also address historical events and stories of pilots, astronauts, engineers, and scientists. The role of individuals in the development of aeronautics will be emphasized.	
<b>ASTR 170B1 – The Physical Universe</b>	<b>Astronomy</b>
This course presents an introduction to the science of Astronomy placed in the broader context of the physical sciences. Our survey of the Universe will include our current understanding of our Solar System, stars, the Milky Way Galaxy, other galaxies, and the large-scale structure and evolution of the Universe. We will also cover the basic principles of physics, chemistry, and geology needed to interpret astronomical observations. The application of the scientific method will be emphasized throughout the course.	
<b>ASTR 170B2 – The Universe and Humanity: Origin &amp; Destiny</b>	<b>Planetary Sciences</b>
This course explores the deep relationships that connect the largest structures in the universe to the world of atoms and subatomic particles. Topics covered begin with the scientific method and tools of science, proceed to fundamental physical concepts and processes that govern the natural world, and move on to a study of features of the natural world based upon fundamental laws of nature. This knowledge is used to create a broad perspective for understanding the origin and evolution of our Milky Way Galaxy, our Solar System, and their common cosmic heritage. <i>Also offered as PTYS 170B2.</i>	
<b>OPTI 170B1 – Optics and the Fourth Industrial Revolution</b>	<b>Optical Sciences</b>
Optics is leading a revolution coming from the fields of science and engineering, it is increasingly embedded in the modern world through devices and technologies on which we depend. From the Internet, cell phones, visual displays, environmental sensors, illumination, medical imaging, and nanotechnology to quantum computing, invisibility, and teleportation, optics is an integral part of modern life, and determines what will be possible tomorrow. This course describes the role optics throughout history, culminating in its role in the collection of interrelated and rapidly-developing technologies that have had an exponential impact on society and have led to what is called the fourth industrial revolution.	
<b>PTYS 170B2 – The Universe and Humanity: Origin &amp; Destiny</b>	<b>Planetary Sciences</b>
This course explores the deep relationships that connect the largest structures in the universe to the world of atoms and subatomic particles. Topics covered begin with the scientific method and tools of science, proceed to fundamental physical concepts and processes that govern the natural world, and move on to a study of features of the natural world based upon fundamental laws of nature. This knowledge is used to create a broad perspective for understanding the origin and evolution of our Milky Way Galaxy, our Solar System, and their common cosmic heritage. <i>Also offered as ASTR 170B2.</i>	
<b>XXX 170C -- Biological Sciences (3 units)</b> Check the <a href="#">Schedule of Classes</a> for current offerings.	
<b>Course Numbers &amp; Titles:</b>	<b>Offering Department:</b>
<b>ANTH 170C1 – Human Variation in the Modern World</b>	<b>Anthropology</b>
Fundamental concepts and principles of human biology emphasizing the evolutionary processes that create organic diversity. An in-depth study of biological differences existing within and between populations of our species focusing on genetic mechanisms and adaptive strategies.	
<b>ANTH 170C2 – Animal Minds</b>	<b>Anthropology</b>
With intricate cultures, language, impressive technology, and complex social lives, humans seem very different from other animals. Do other animals experience and think about the world similarly to humans? And what does it mean if they do? This course explores the nature of animal minds, similarities and differences with human cognition, and how and why cognition evolves. We will explore what animals understand about their physical and social worlds, whether animals have emotions, concepts, foresight and memory, or a sense of fairness. The course will cover historical perspectives on animal minds, as well as the latest research on these exciting topics. Through comparing and contrasting human and non-human cognition, we can learn about human psychological uniqueness, its evolutionary origins, and fundamental properties of cognitive processes in general.	
<b>ECOL 170C1 – Animal Sexual Behavior</b>	<b>Ecology &amp; Evolutionary Biology</b>
This course will examine ideas of how sexual reproduction came about and the consequences the origin of sex has had on biological diversity. We will explore the diversity of animal courtship and mating behaviors using readings, group discussions, library research, writing, and class presentations, and we will conduct behavioral investigations in the lab.	
<b>ECOL 170C2 – The Diversity of Life</b>	<b>Ecology &amp; Evolutionary Biology</b>
Students will learn the major groups of living organisms (including bacteria, archaeans, protists, fungi, plants, and animals); their basic morphology, ecology, and diversity; and the evolutionary relationships among these groups (the Tree of Life). Students will also learn about the evolutionary and ecological processes that have generated this diversity, and how human activities are threatening this diversity (and what we can do about it).	
<b>ECOL 170C3 – Marine Biology</b>	<b>Ecology &amp; Evolutionary Biology</b>

In this course students will discover the beauty and wonder of marine life, explore the evolution and diversity of marine organisms and habitats, and consider threats presented to the marine habitat by human impacts such as over-fishing and climate change.

### **ENTO 170C1 – Views of Life**

Entomology

There is grandeur in this view of life and that, from so simple a beginning endless forms most beautiful and most wonderful have been, and are being, evolved. C. Darwin, 1859.

### **ENTO 170C2 – Secrets of Success: How Insects Conquered Earth!**

Entomology

Terrestrial arthropods (insects and their relatives, such as spiders, scorpions, and mites) are the most successful and diverse form of life on Earth. In this course we cover the principles of basic their biology, including their structure and function, development, ecology, behavior and reproduction. We also emphasize their diverse array of unique roles in nature, many of which are exceedingly important to the maintenance and functioning of healthy and productive ecosystems. This course will serve as a primer to the basic concepts of biological science directed by our exploration of diversity and adaptations among terrestrial arthropods.

### **GEOS 170C1 – Life on Earth**

Geosciences

Course examines the evolution of life, how ecosystems work, and aspects of the ecological role of humans in the global ecosystem. Emphasis on modern biological processes as well as the geologic history of those processes.

### **HNRS 170C1 – The Desert Sea: Marine Science in a Dynamic World**

Honors

This course investigates desert/sea ecosystems, with a particular focus on the Gulf of California as a case study. We will explore the ways in which the scientific method can be used to study the borders between natural systems. Students will visit the University of Arizona's Biosphere 2, where a new project is emerging to study the Gulf of California, and will use the facility as a field laboratory to further explore the course concepts.

### **MCB 170C1 – Evolution of Modern Biology**

Molecular & Cellular Biology

This course is designed to introduce students to concepts in modern biology, with an emphasis on the processes that created the current status of life on earth. Students should leave the course with the understanding of the relationship between DNA, RNA, proteins, genes the phenotypes. They will be introduced to basic metabolism, and the kinds of regulatory networks that control our cells. Students also will look at the ways that different types of reproductive strategies are utilized by populations of organisms. Finally, we will talk about the ways that humans are changing the rules-the impact of recombinant DNA technology on present and future human life.

### **NSC 170C1 – Nutrition, Food and You**

Nutritional Sciences

Only for students who have not taken N SC 101 (Introduction to Human Nutrition). Nutrition, Food and You covers the principles of human nutrition. Topics include digestion, absorption, metabolism, vitamins, minerals, life cycle nutrition and food safety.

### **NSC 170C2 – The Science of Fermentation - When Bad Food Turns Good**

Nutritional Sciences

The course will introduce students to the fundamentals of fermentation - brief history, basic processes, and potential health benefits of fermented foods - placed within the context of human history, health and nutritional sciences. Topics include methods of food preservation, the gut microbiome and chronic disease, and implications for individual and community economic security. The semester will conclude with a food case study, in which each student will create a fermented food and describe the process and critical quality controls, complete a sensory evaluation, and conduct a nutrient analysis using a USDA database.

### **NSCS 170C1 –Frontiers in Brain Science**

Neuroscience

Explores how scientists are challenging and changing our ideas of how the brain develops and functions over the human lifespan, how it responds to the demands of learning, disease and injury, and how close we are to living with droids and cyborgs.

### **PLS 170C1 – Plants and Our World**

Plant Science

Biological Sciences - Plants and Our World will cover the principles of plant growth, development, and reproduction from the cellular to the whole organism levels, explore how plants are affected by their environment, and their ecology and evolution. The emphasis of the course is on what makes plants uniquely interesting and different from other organisms, and their importance to life and society.

### **PLS 170C2 – Introductory Biotechnology**

Plant Science

Biological Sciences - Is it possible to make 10,000 or even 100,000 clones of the perfect soldier (a Navy Seal) and use these clones to fight our wars (Clone Wars)? While this is illegal in a large number of countries, the answer is yes. Would this be ethical? With more information, you can make an informed decision. What if the millions of deaths that occur every year due to malaria could be prevented by introducing transgenic mosquitos that would breed with the wild populations to disrupt the life cycle of the causative agent? Would this be ethical? Several human organs can now be artificially produced in the laboratory and transplanted to individuals where a replacement is required. It will very soon be possible to transplant ¿designer¿ organs from pigs to humans. Is either of these technologies preferable to you when you are in need of an organ? Today in professional sports, players are often tested for performance enhancing drugs. In the future, will there be a test for performance enhancing transplanted or artificial organs/limbs?

Biotechnology is the field of applied biology that involves the use of living organisms or their products to modify human health and the environment. This definition encompasses a wide range of technologies for modifying organisms. Local and national newspapers, magazines, and news shows are sprinkled with advances in biotechnology every week. It can be daunting to understand the importance of the stories and how the content will affect your life. You will be presented with

many examples of biotechnological advances and given the background to understand them so that you can make informed decisions. Subjects covered include approaches to: making a better beer, remediating contaminated soils, feeding a growing population, developing biofuels, remediating global warming, producing transgenic animals including fish, development of superbugs, producing pharmaceuticals in the milk of various animals or in plants, providing advanced health care for an aging population, and developing cures for the many human ailments. Finally, as 10% of the world's cropland is planted in Genetically Modified (GM) crops, much higher in the U.S., the positives and negatives of these technologies will be discussed.

**PLS 170C3 – The Challenge of Feeding, Fueling and Housing 10 Billion People**

**Plant Science**

This course will help you develop a deeper understanding of what will be required to feed, fuel and house 10 billion people by mid-century. We will discuss modern agriculture, biotechnology and breeding developments, population growth, distribution of the human population, peak oil, water dynamics, costs to produce foods, climate change in relation to feeding a growing population and opportunities for food security for the future. You will come to understand the major role that biology plays in our lives and our environment.

**RNR 170C1 – Our Place in Nature: Biology and the Environment**

**Renewable  
Natural  
Resources**

This course involves the study of nature. Our goal is to understand how living things and physical processes interconnect to produce the environments we live in. We explore the relevance of biology to contemporary issues in human society and the prospect of science-based solutions to problems in the environment, medicine, and agriculture.