

# **DUQUESNE UNIVERSITY CORE CURRICULUM**

## **Resources for Academic Advisors**

**12/5/18**

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## DUQUESNE UNIVERSITY CORE CURRICULUM

### **Guiding Vision**

Education that informs the mind, engages the heart, and invigorates the spirit is the guiding vision of the University Core Curriculum at Duquesne University, an urban Catholic university in the Spiritan tradition. This vision takes its inspiration from the University's mission, specifically the commitment to excellence in education and concern for moral and spiritual values, especially the Spiritan values of global justice and the kinship of all peoples. The Duquesne general education curriculum prepares students to search for truth, with attention to how faith and reason together contribute to that search, and to exercise wise, creative and responsible leadership in the service of others and in the fashioning of a more just world.

### **Purpose**

In keeping with this Catholic-Spiritan vision, the purpose of the University Core Curriculum is the education of the whole person through a study of the liberal arts that emphasizes students' intellectual and ethical development. Through acquiring the modes of inquiry particular to the humanities and the social and natural sciences, students expand their self-understanding and their knowledge of the world. The University Core provides students with the opportunity to explore how religious faith and spiritual values enrich human life. Students will develop critical and independent thinking to inspire and guide others.

### **Educational Values**

The educational values that flow from the vision and purpose are commitment to

- A. Academic excellence through the pursuit of truth;
- B. Education in the liberal arts and sciences that recognizes the inherent dignity of every person and the uniqueness of individual creative expression;
- C. Knowledge of human culture and of the natural world that enriches the individual and enables personal and communal growth in social and environmental responsibility;
- D. Spiritual and moral development and ecumenical openness that fosters inter-religious understanding;
- E. Intellectual honesty and academic integrity.

### **General Goals and Student Learning Outcomes**

The University Core Curriculum has broad common learning goals for all its students enrolled in its baccalaureate programs. Upon completion of the University Core Curriculum, students are able to

1. Demonstrate critical, creative, and constructive thinking and communication—written and verbal—informed by the humanities and the social and natural sciences;
2. Recognize the diverse ways of knowing intrinsic to the intellectual disciplines and some significant ways in which they foster self-growth, broader understanding, and self-initiated learning;
3. Demonstrate literacy and problem-solving ability in quantitative, qualitative, and scientific analysis;
4. Comprehend fundamental human questions through the study of selected texts and figures in philosophy and theology;
5. Explain how religion can inform personal, societal, and professional life through study of and reflection on theological sources and questions;
6. Perceive and analyze basic ethical and moral problems—personal, professional and societal;
7. Recognize the importance of the creative arts and of artistic expression;
8. Identify some of the unique perspectives provided by faith and reason in the pursuit of truth;
9. Develop a global perspective through investigating diversity within global, national, and local contexts;
10. Distinguish among opinions, facts, and inferences and be open to revising personal judgments after careful and critical thought;
11. Demonstrate technological capabilities appropriate to the disciplines and information literacy, which includes critical analysis and reasoning;

### **University Core Curriculum Structure**

<p><b>A. Discipline-Specific Courses</b></p> <p>6 credits in English Composition (UCOR 101 and UCOR 102):              UCOR 101 Thinking and Writing Across the Curriculum              UCOR 102 Imaginative Literature and Critical Writing              (for Honors College students: HONR 104/105: Honors Inquiry I and II)</p> <p>3 credits in Mathematics (one of the following courses):              UCOR 111 Problem Solving with Creative Mathematics              or a course approved for your degree program, such as</p> <ul style="list-style-type: none"> <li>• Calculus with Algebra II (Math 110)</li> <li>• Calculus for Non-Science Students (Math 111)</li> <li>• Calculus with Algebra and Trig II (Math 114)</li> <li>• Calculus I (Math 115)</li> <li>• Fundamentals of Statistics (Math 125)</li> <li>• Discrete Mathematics (MATH 135)</li> <li>• Intro to Biostatistics (Math 225)</li> </ul> <p>3 credits in Natural Science:              UCOR 121 Core Science–Biology              UCOR 122 Core Science–Chemistry</p>	<p><b>21-27 credit hours*</b></p>
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UCOR 123 Core Science–Physics  
UCOR 124 Earth Science  
UCOR 125 Astronomy  
UCOR 126W Energy and the Environment  
UCOR 127 Cosmology  
UCOR 170 Roller Coaster Science  
BIOL 111 Bio I: Cells, Genetics, Development  
BIOL 112 Bio II: Diversity, Ecol, Evol  
BIOL 115 Biological Inquiry I  
BIOL 117 Biological Inquiry II  
CHEM 121 General Chemistry I  
CHEM 131 Fundamentals of Chemistry I  
CHEM 151 Atomic and Molecular Principles  
PHYS 170 Acoustics  
PHYS 200 Essential Physics  
PHYS 201 Physics for Life Science I  
PHYS 211 General Analytical Physics I

[NOTE: Students in some schools (e.g., nursing, Rangos) may take BIOL 101, Introduction to Life Processes and the associated lab, to fulfill their UCOR science requirement. SPRG 109: Physical Science is offered for Education majors with Physics.]

3 credits in Philosophy

UCOR 132 Basic Philosophical Questions  
(for Honors College students: HONR 132: Honors–Basic Philosophical Questions)

3 credits in Theology (one of the following courses):

UCOR 141 Biblical and Historical Perspectives  
UCOR 142 Theological Views of the Person  
UCOR 143 Global and Cultural Perspectives  
(for Honors College students: HONR 145: Honors Theology)

3 credits in Ethics (one of the following courses):

UCOR 151 Philosophical Ethics  
UCOR 152 Theological Ethics  
UCOR 207 Medical Ethics  
UCOR 253 Health Care Ethics  
UCOR 254 Health Care Ethics: Philosophy

Additional options approved for a particular degree program:

UCOR 253 Health Care Ethics[Rangos School of Health Science]  
UCOR 254 Health Care Ethics: Philosophy [Rangos School of Health Sciences]

(Note: Students in the Master of Science in Forensic Science and Law and the School of Nursing have programmatic ethics equivalency.)

<p>PFRM 151 Ethics for Pristly Formation [Priestly Formation students]</p> <p>3 credits in History or Art History:  Any course with a HIST or ARHY prefix, or a course approved for a specific program.</p> <p>3 credits in the Social Sciences:  Any course with a ECON, PSYC, POSC, or SOCI prefix, or a course approved for a specific program.</p> <p>*Students can reduce the total credit load by choosing History/Art History and Social Science courses that also satisfy Theme Area requirements</p>	
<p><b>B. Theme Area Courses</b></p> <p>3 credits in Creative Arts  3 credits in Faith and Reason  3 credits in Global Diversity  3 credits in Social Justice</p>	<p><b>12 credit hours</b></p>
<p><b>C. Information Literacy Requirement</b> (1 credit) – if not embedded in a course.</p>	
<p><b>D. Writing-Intensive Requirement</b> (0 credit hours) – three courses (designated as “W”) with emphasis on advanced writing in the courses (beyond the two-semester University Core writing sequence). At least one of the courses must be taken in the student’s major field during undergraduate course work.</p>	

## A. Discipline-Specific Courses

(For sample course descriptions, see Appendix A.)

### 6 credits in English Composition

The English composition requirement ensures that University undergraduates have intensive training in written communication in two small classes. The two composition courses focus not only on surface correctness (absence of errors) but also on critical thinking and reading, analysis of written and visual texts, evaluation of sources of information, recognition of the difference between literary and nonliterary texts, and uses of technology to construct and analyze messages. In the English composition courses the students acquire the basic skills required not only to write well for their college classes but also to apply those skills in their professions and in their roles as responsible citizens.

#### Rationale

As the world becomes increasingly digital and visual, clear written communication is more valuable than ever. The ability to write well—to describe, to persuade, to explain—is a skill demanded by professional fields from business to medicine to technology. An intensive first-year sequence of writing courses is particularly important because students often enter college with inadequate preparation for college course work, for professional communication, and for public

writing. Emphasis on critical reading and thinking in the writing classes prepares students to engage the complicated and difficult material required in other University Core Curriculum courses and in their majors.

### Learning Outcomes

Upon completion of the English composition course sequence, students are able to

1. Identify the strategies of argument used in written rhetoric;
2. Recognize and analyze works of poetry, fiction, and drama;
3. Produce thesis-driven, coherently-organized, evidence-based, respectful, persuasive, academic writing, appropriate not only for their later college assignments but also for their post-graduate life;
4. Write with a focus on process rather than only on the product, and recognize the purpose of drafting both for their writing and for their critical thinking;
5. Write with a good command of grammatically correct standard English, and understand what resources to consult with questions about grammar, mechanics, or style;
6. Use sources responsibly and ethically, document sources correctly, and understand how to use professionally-sanctioned citation and documentation systems;
7. Assess what they have learned;
8. Apply communication skills taught in 101 to other University courses.

### Courses

The English Composition requirement is satisfied by the successful completion of

UCOR 101 Thinking and Writing Across the Curriculum

UCOR 102 Imaginative Literature and Critical Writing

or

HONR 104 Honors Inquiry I

HONR 105 Honors Inquiry II

### Policies

1. UCOR 101 (or an approved transfer course) must be successfully completed before students can take UCOR 102;
2. Approved transfer courses or examinations may be substituted for UCOR 102; for example, students taking the English Literature and Composition AP exams in their high schools can receive credit for CORE 102.
3. No AP credits are accepted for UCOR 101.

### **3 credits in Mathematics**

The mathematics requirement ensures that our students graduate with the “quantitative literacy” required of well-educated citizens. Quantitative literacy includes the ability to interpret basic mathematical models, such as formulas, graphs, tables, and schematics, and draw inferences from them; to represent mathematical information symbolically, visually, numerically, and verbally; to estimate and check answers to mathematical problems in order to determine their reasonableness, identify alternatives, and select optimal results; to acquire a degree of versatility in approaching and solving problems; and to recognize that mathematical and statistical methods have limits.

### Rationale

Mathematics is necessary not only for understanding modern technology but also for everyday living. Therefore, students need the skills that enable them to go beyond routine problem-solving in order to handle diverse and relatively complex problem situations. Mathematics is a language of quantity. It is an art as well as a science. Therefore, it is affected by and affects our culture and history. The mathematics requirement is designed to assist students to integrate the knowledge and study of mathematics with other experiences and disciplines.

### Learning Outcomes

Upon completion of the mathematics course, the students are able to

1. Explain the role of mathematics as an intellectual discipline and as a problem-solving tool;
2. Apply the logical and deductive reasoning used in developing mathematics and in problem solving;
3. Communicate mathematical solutions using correct mathematical terminology;
4. Ask meaningful questions to clarify their comprehension of problems and collaborate with others to find solutions to them;
5. Select correct solutions to specific problems and generalize learning to construct mathematical formulas in new contexts;
6. Articulate contributions mathematics has made to culture in the form of mathematical puzzles and theorems.

### Courses

The mathematics requirement is satisfied by the successful completion of one of the following courses:

- UCOR 111 Problem-Solving with Creative Mathematics
- or a course approved for specific degree programs, such as
  - Math 110 Calculus with Algebra II
  - Math 111 Calculus for Non-Science Students



Math 114 Calculus with Algebra and Trig II

Math 115 Calculus I

Math 125 Fundamentals of Statistics

MATH 135 Discrete Mathematics

Math 225 Intro to Biostatistics

(Other Mathematics courses may fulfill the UCOR mathematics requirement when approved for a specific program/major.)

### **3 credits in Natural Science**

The natural science requirement engages students' curiosity about the workings of the natural world and helps them acquire the basic scientific literacy necessary for informed global citizenship. Courses are designed to demonstrate that science is not a static list of facts, but a dynamic process that leads to knowledge and appreciation of the natural world. Through the course options, students have the opportunity to learn what types of questions scientists in a specific field ask and how scientists apply the scientific method by forming and testing hypotheses, by using experimental or observational evidence, and by evaluating their conclusions. Upon completion of the natural science course, the students have acquired a basic understanding of scientific language and research tools and are aware of major past discoveries, the current state of knowledge, and some future directions in at least one scientific discipline.

#### Rationale

The rapid advances in technology and scientific knowledge mandate that students acquire a scientific literacy. In order for them to make appropriate choices about the many moral and legal issues that accompany such advances, students need a basic understanding of scientific theories and their origins.

#### Learning Outcomes

Upon completion of the natural science course, the students are able to

1. Articulate the role of science as an intellectual discipline and a problem-solving tool;
2. Explain and apply the scientific method;
3. Locate scientific literature appropriate to the course content;
4. Formulate sound, logical arguments using scientific data;
5. Communicate about science using the appropriate scientific terms and language;
6. Contribute to group discussions about scientific questions;
7. Collaborate with others to find solutions to scientific problems;
8. Generalize scientific observations and propose possible scientific solutions.

#### Courses

The natural science requirement is satisfied by the successful completion of one of the following courses:

UCOR 121 Core Science–Biology  
UCOR 122 Core Science–Chemistry  
UCOR 123 Core Science–Physics  
UCOR 124 Earth Science  
UCOR 125 Astronomy  
UCOR 126W Energy and the Environment  
UCOR 127 Cosmology  
UCOR 128 Exploring the Relations B/W Chem, Culture & Environment  
UCOR 170 Roller Coaster Science  
BIOL 111 Bio I: Cells, Genetics, Development  
BIOL 112 Bio II: Diversity, Ecology, Evolution  
BIOL 115 Biological Inquiry I  
BIOL 117 Biological Inquiry II  
CHEM 121 General Chemistry I  
CHEM 131 Fundamentals of Chemistry I  
CHEM 151 Atomic and Molecular Principles  
PHYS 170 Acoustics  
PHYS 200 Essential Physics  
PHYS 201 Physics for Life Science I  
PHYS 211 General Analytical Physics I

(Other science courses can fulfill the UCOR science requirement, when approved for a specific program/major-e.g., BIOL 101 for nursing and Rangos students, and SPRG 109: Physical Science for Education majors with Physics.)

### **3 credits in Philosophy**

The purpose of the philosophy course is to engage students in addressing the fundamental questions about reality, questions that cannot be answered using the methods of the empirical sciences. Classic issues—such as the existence of God, the nature of reality, the nature and constitution of the self, the formation and quality of the virtuous life, and questions of human freedom and mortality—are featured to varying degrees in the course. Through the close reading of selected texts of major philosophers and by raising basic philosophical questions, students will be encouraged to develop disciplined habits of mind by thinking critically and precisely about claims that are of fundamental importance to life.

#### Rationale

The study of philosophy is central to the University's commitment to the intellectual formation of students. The basic philosophy course provides students with exposure to different forms of knowing, different claims about reality, and different evaluations of experience. It is important for students to have knowledge of the fundamental issues as they have been addressed by classic

and contemporary philosophers, to evaluate these arguments critically, and to formulate their own responses to them.

### Learning Outcomes

Upon completion of the philosophy course, the students are able to

1. Demonstrate knowledge of selected classic philosophical responses to basic questions of human existence;
2. Articulate what the study of philosophy as an academic discipline entails: philosophy is multifaceted, encompassing a broad range of fields such as epistemology and ethics;
3. Explain how philosophy is relevant to other disciplines (e.g., history, law, the sciences, theology);
4. Critique answers that contemporary culture (including popular culture) offers to the most basic human questions;
5. Formulate their own answers to basic philosophical questions and evaluate selected philosophical viewpoints.

### Courses

The philosophy requirement is fulfilled by the successful completion of one of the following courses:

- UCOR 132 Basic Philosophical Questions
- HONR 132: Honors–Basic Philosophical Questions

### **3 credits in Theology**

The purpose of the Theology course is to provide students with the opportunity to explore the role of religion and spirituality in their own lives and the lives of others. This requirement is fulfilled by choosing one of three course options that address the role of theology in the life of faith communities. Attention is given to important sources, methods, and questions relevant to the specific subject matter of each course. The three courses provide the opportunity for students to understand how religion and theology shape personal, communal, and global life. Rationale Central to the general education curriculum of a Catholic university is the study of theology – the process of “faith seeking understanding.” The theology course enables students to study the relationship between religious faith and contemporary culture with attention to scripture, tradition, experience and contemporary thought. Each course also explores the interplay among religious belief systems in a manner appropriate to the subject matter of that course.

### Learning Outcomes

Upon completion of the introductory theology course, the students are able to

1. Engage in critical thinking and informed reflection on religious faith as a phenomenon of human existence;

2. Identify important sources of religious faith, including revelation and its expression in scripture and tradition;
3. Articulate and apply basic methods theologians use in academic reflection on religious faith and practice;
4. Demonstrate knowledge of major themes and topics from the content of religious faith (e.g., biblical texts, Christian teachings, the texts and teachings of other religions);
5. Explain major elements of a life of religious faith (e.g., the Catholic community and its practices, ecumenical relationships, and responses to contemporary developments).

### Courses

The theology requirement is fulfilled by the successful completion of one of the following courses:

- UCOR 141 Biblical and Historical Perspectives
- UCOR 142 Theological Views of the Person
- UCOR 143 Global and Cultural Perspectives
- HONR 145 Honors Theology

### **3 credits in Ethics**

The purpose of the ethics requirement is to engage students in philosophical and theological reflection on the question: “How ought we to live our lives?” Students are provided with knowledge and skills that enable them to recognize and analyze ethical and moral problems and to make ethical decisions in their public, private, and professional lives.

### Rationale

Developing students’ ethical awareness and capacity for moral decision making is central to the University’s mission and commitment to assist students in their development as moral persons.

### Learning Outcomes

Upon completion of the ethics requirement, the students are able to

1. Demonstrate knowledge of selected philosophical and/or theological traditions that have helped shape moral discourse in the contemporary world;
2. Explain normative ethical principles;
3. Identify major factors (e.g., theories, narratives, persons, and institutions) that shape an understanding of ethics in our personal and professional life, and in our social and political lives together;
4. Analyze examples of professional ethical standards in relationship to broader theoretical and historical understandings of philosophical or theological ethics;
5. Critique responses to important moral issues in the contemporary world.

### Courses

The ethics requirement is fulfilled by the successful completion of one of the following courses:

UCOR 151 Philosophical Ethics

UCOR 152 Theological Ethics

UCOR 207 Medical Ethics

UCOR 253 Health Care Ethics

UCOR 254 Health Care Ethics: Philosophy

Additional options, if approved for your degree program:

LTFL 102 Ethics

UCOR 253 Health Care Ethics [Rangos]

UCOR 254 Health Care Ethics: Philosophy [Rangos]

PFRM 151 Ethics for Priestly Formation [Priestly Formation students]

Students in the Master of Science in Forensic Science and Law and the School of Nursing have programmatic ethics equivalency.

### **3 credits in History or Art History**

History and Art History empower students to understand the development of humanity through the study of particular cultures, historical eras, historical forces, and the visual arts.

#### Rationale

Developing students' conversancy with history is essential to the exercise of informed and responsible citizenship and cultural competency. Knowledge of history augments students' work in other academic disciplines and allows them to connect knowledge across multiple disciplines. Historical methods of scholarship deepen students' critical thinking and communication skills.

#### Learning Outcomes

Upon completing a course in history or art history students are able to do one or more of the following:

1. Apply the methods of historical scholarship in contemplative and ethical ways;
2. Understand how and why the United States of America has developed as they have;
3. Describe the historical foundations and forces that shape citizenship, and identify the rights and responsibilities that accompany citizenship in the United States;
4. Understand the historical development of specific cultures, religious traditions;
5. Describe the forces at work during specific historical periods;
6. Understand the role of visual arts in Western culture.

#### Courses

Any course with a HIST or ARHY prefix, or a course approved for a specific program. Students can reduce the total credit load by choosing History/Art History Students that also satisfies a Theme Area.

### **3 credits in the Social Sciences**

The social sciences interpret individual, institutional, and collective behavior.

### Rationale

Coursework in the social sciences enables students to become better informed and engaged citizens. The social sciences illuminate student learning in other disciplines and sharpen students' critical thinking, analytical, and communication skills.

### Learning Outcomes

Upon completing a course in a social science discipline students are able to do one or more of the following:

1. Explain social science theories and apply them in analysis of significant human issues such as economic behavior and policy, human conflict and peace, human rights, government and law
2. Understand the interplay of motivation, constraints, and different agents in the marketplace;
3. Analyze and influence politics, national and international;
4. Understand the fundamental concepts, issues, and interest areas of psychology;
5. Demonstrate conversancy with social theory and sociological research methods;
6. Demonstrate competency in methods such data analytics, quantitative research, qualitative research

### Courses

Any course with a ECON, PSYC, POSC, or SOCI prefix, or a course approved for a specific program. Students can reduce the total credit load by choosing a Social Science course that also satisfies a Theme Area.

## **B. Theme Area Courses**

The Theme Area courses provide students with a choice of courses that address specific themes important to the identity of Duquesne University: Creative Arts, Faith and Reason, Global Diversity, and Social Justice. To fulfill the Theme Area requirements, students typically take one course designated as appropriate for each of the four theme areas. If a course has two different theme area attributes, students may receive credit for both theme areas, but students may exercise this option only once. In such a case a student would fulfill their four theme area requirements through a total of three courses.

Students can reduce the total credit load by choosing Theme Area courses that also fulfill their History/Art History and Social Science requirements. If a theme area course in History/Art History or the Social Sciences is cross-listed with a non-History/Art History or non-Social Science course (for example, AFST or THEO) the History/Social Science requirement of the Core would be satisfied by either course.

Honors students may take HONR 205 and/or HONR 206 to fulfill theme area requirements.

To be approved by the University Core Curriculum Theme Area Committee, it is expected that proposed Theme Area courses will be open to undergraduate students in all of the schools of the University. Since most students enroll in general education courses in the first two years of their degree programs, the majority of the Theme Area courses are offered at the 100 and 200 levels. Theme Area courses at the 300 and 400 levels may require prerequisites and/or the permission of the instructor. The Theme Area courses may be counted for a major or minor as well as for the University Core Theme Area requirement.

### **3 credits in Creative Arts**

The study of the Creative Arts is essential to a liberal arts education. It provides students with the opportunity to develop integrative skills and to have creative experiences that enhance overall intelligence. Through formal study of creative processes, students engage in non-linear modes of thinking, problem solving, collaborative achievement, and artistic expression in the fine arts, performing arts, or literary arts.

#### Learning Outcomes

Upon completion of the Creative Arts requirement, students are able to do #1 and at least one of the remaining four:

1. Demonstrate knowledge acquired by the study and analysis of the formal elements of the arts in a variety of media, and know how these elements are used to create compositions;
2. Identify representative musical works through perceptive listening with attention to various musical forms and periods, and composers and performers;
3. Explain the various facets of theater as an art form, including effective communication; creative expression; critical imagination; principles of form, style and function; and the interdisciplinary nature of dramatic performance, which includes writing, acting, directing, lighting, designing, and costuming;
4. Describe the visual arts (painting, architecture, sculpture, drawing, printmaking, or design) in various societies, with a focus on major artists, artistic styles and movements, employing both formal analysis and contextual methodologies;
5. Apply elements, skills, techniques, media, and processes that are appropriate for the fine arts, performing arts, and/or literary arts.

### **3 credits in Faith and Reason**

Throughout history the relationship of faith and reason has often informed the ways in which individuals search for truth and understand the world and their own humanness. In courses concerned with the arts, cultural history, literature, the natural world, social and political thought, philosophy, and theology, students study how the interactions of religious faith and reason have been expressed and their relationship understood.

### Learning Outcomes

Upon the completion of the Faith and Reason requirement, students are able to do at least one of the following:

1. Demonstrate recognition of how the relationship of religious faith and reason in a particular society affects its cultural life, such as its arts and its social, economic, and political systems;
2. Identify themes addressed by religious faith and philosophy or the sciences and apply relevant methods for considering those shared themes;
3. Explain major historical developments in the relationship of Christian theology and the sciences, with attention to how the conceptions of their relationship affect personal and societal life;
4. Describe the complex relationship between rationality and religious faith, through a focused exploration of a particular historical or philosophical period, a significant thinker, or a selection of literary works;
5. Articulate how religious faith can play a role in the critical analysis of social problems and in the choice of actions for their resolution;
6. Explain how intellect, affect, moral development, and religious faith work together in learning and find expression in works of literature, of literature and film, and in the other arts.

### **3 credits in Global Diversity**

Knowledge of the world's peoples contributes to students' development as global citizens. The focus of this theme area is on concepts of cultural and social identity. The purpose is to investigate diversity within global, national, and local contexts, thereby enabling students to engage issues from different points of view. Diversity may be explored in a variety of ways, for example, through the study of historical developments; of linguistic, literary and artistic expressions; of geographical, social, political, and economic systems; and of religious, spiritual, and ethical themes.

### Learning Outcomes

Students who fulfill the Global Diversity requirement are able to do at least one of the following:

1. Identify the historical forces that have contributed to the current global systems and these systems' consequences for humanity and/or the environment;
2. Explain how the theoretical approaches of the social sciences analyze and evaluate the impact of social class, race and/or gender on self and group identity and people's responses to diversity;
3. Communicate effectively about major social and cultural trends of people living in non-Western regions, such as their religious, economic, and political patterns;



4. Articulate reasons for the presence of minority and/or historically marginalized groups in the United States and/or other Western countries;
5. Demonstrate knowledge of linguistic diversity within and outside U.S. borders through the study of a modern non-English language beyond the 200 level, with attention to the culture of at least one population that speaks that language, or for ESL students through an approved ESL course.

### **3 credits in Social Justice**

Courses in this theme area emphasize social justice values because these values play an integral role in the formation and education of students as agents for ethical change. Through this requirement students are assisted in learning how to be informed global citizens and to take responsibility for being informed and productive participants in the life of society.

#### Learning Outcomes

Students fulfilling the Social Justice requirement are able to do #1 and at least one of the remaining five:

1. Articulate the importance of being informed, active, critical, questioning citizens in a complex globalizing society;
2. Demonstrate comprehension of the varied meanings of justice, both in theoretical terms and in practical application, at home and abroad;
3. Explain the basis for defending the dignity of all persons regardless of race, gender, sexual orientation, class, or national origin, and identify theoretical challenges and practical implications in making such a defense today;
4. Demonstrate the application of reasoning and other reflective skills to make judgments about what ought to be done in a situation in the light of what is morally/ethically at stake in the situation;
5. Analyze social justice issues by applying social science theories and research methods;
6. Examine how social, political and economic institutions can support or undermine a justly ordered society through the study of one or more of the following: political repression, economic inequality, environmental degradation, or social discrimination on the basis of race, gender and/or class.

### **C. Information Literacy Requirement**

**(One credit, unless embedded in a course)**

Information literacy is an intellectual framework for identifying, finding, understanding, evaluating, and using information. The mastery of these skills is essential for lifelong learning and is the foundation of Duquesne University's special trust of seeking truth and disseminating knowledge within a moral and spiritual context. Courses within the student's major will build on the introductory skills learned in the basic Information Literacy class.

## Learning Outcomes

1. Students define scholarship as a conversation
  - Critically evaluate contributions made by others in a discipline
  - Identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information
  - Actualize their own ability to contribute to a scholarly conversation
2. Students evaluate sources with an understanding of context
  - Compare different types of authority based on subject expertise and experience
  - Question traditional descriptions of authority
  - Examine the validity of alternative views based on criteria appropriate for the topic
  - Recognize sources may have bias or may not represent all views on a topic
  - Acknowledge their own biases when researching
3. Students recognize that information has value and use information ethically
  - Give credit to the original ideas of others through proper attribution and citation
  - Articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain
  - Articulate how their online actions impact privacy and how their information is used
  - Describe how an information format may impact how an information source is valued
4. Students search strategically in a flexible and exploratory manner
  - Break complex questions into simpler ones, appropriately limiting the scope of investigations
  - Use multiple effective search strategies based on what information is needed
  - Design and refine needs and search strategies as necessary, based on search results
  - Define research as an iterative process
5. Students assess the fit between an information source and a particular information need
  - Describe how the information creation process impacts the final information product
  - Identify what types of sources would answer particular research needs

## Courses

The Information Literacy component is satisfied by the successful completion of one of the following courses:

UCOR 100: Research & Information Skills Lab [1 UCOR Credit] (McAnulty College)

UCOR 103: IPE Health Research Skills [1 UCOR Credit] (McAnulty College)

ATHT 120: Elements of Athletic Training, Information Literacy and Scientific Terminology (Rangos School-Department of Athletic Training [embedded])

LTET 101: Instructional Technology I [1 UCOR Credit] (School of Education)

CRPG 105: Information Literacy for Adult Learners (School of Leadership and Professional Advancement [embedded])

NOTES: Transfer students entering with 30 or more credits are not required to fulfill the Information Literacy Requirement. Also, each of the substitutions for UCOR 100: Research & Information Skills Lab (ATHT 120, LTET 101, CRPG 105) are school specific and not approved for students outside their respective school.

## **D. Writing-Intensive Requirement**

(0 credits; three courses with a writing emphasis)

The intention of the writing-intensive requirement is for students to build on the college writing skills learned in the English composition courses (UCOR 101 and 102) and to develop advanced writing abilities in order to communicate with the general society as well as with professionals within their major field of study. In order to graduate, a student must have completed a minimum of three Writing-Intensive courses (hereafter WIC) beyond the two-semester University Core writing sequence. At least one of the courses must be taken in the student's major field during undergraduate course work.

### Criteria

1. At least one third of the final grade in each WIC must be based upon students' written work. This component of the final grade is based on multiple assignments spanning the semester.
2. Instructors of WICs are encouraged to have students produce written work typical of the discipline of the course. Such writing assignments may include, but are not limited to, research papers, "white papers," interpretive papers, case studies, position papers, critical analyses, proposals, grant applications, reports, lesson plans with justifications, synthesis projects, scientific journal articles, medical documents, business letters and memoranda, editorials, literature reviews, reviews of performances or exhibits, book reports, and reflections on community-engaged learning.
3. Students are to receive timely feedback on their writing so that they can revise their assignments. Instructors should emphasize the importance of revision by grading written work holistically, taking into consideration the writing process as a whole.
4. WIC instructors are expected to spend some time teaching writing conventions particular to their disciplines and articulating expectations for written work relevant to the overall learning outcomes of the course. For example, students may be asked to do pre-writing exercises, analyze and discuss written work, and/or evaluate their peers' or their own writing using grading guides such as checklists or rubrics.
5. The University Writing Center Director, the Director of First-Year Writing, and the Center for Teaching Excellence will provide assistance to instructors of Writing-Intensive courses who seek to incorporate writing more effectively into their classes and to build upon the skills students have learned in the University Core writing classes.

### Learning Outcomes

Upon completion of the writing-intensive requirement, students are able to

1. Produce writing that demonstrates critical reading of texts and an awareness of audience at an advanced undergraduate level;
2. Write according to the conventions and in the various genres of their discipline;
3. Demonstrate the ability to consult and learn from writing resources and to revise their own work with an understanding of the characteristics of quality writing, especially writing within their field of study;
4. Adhere to University and school/College policies on academic integrity and incorporate sources responsibly into their writing by consistently using the appropriate professionally-sanctioned citation and documentation format.

## **Appendix A**

### **SAMPLE Course Descriptions for Discipline-Specific Courses\***

#### **6 credits in English Composition**

##### UCOR 101: Thinking and Writing Across the Curriculum

An introduction to the expectations and practices of academic writing; UCOR 101 introduces students to the principles of rhetoric. Students learn how to identify audiences and create arguments that rely on logic, a credible voice, and that take into consideration an audience's values. Through reading nonfiction prose students engage in critical thinking and analysis and write between three and six papers (totaling between 16–25 pages of final-draft writing) with careful attention to the process of invention, drafting, and feedback. Students will also learn how to incorporate other voices into their own writing and how to properly document their use of those outside sources.

##### UCOR 102: Imaginative Literature and Critical Writing

An introduction to imaginative literature and to critical techniques for interpreting imaginative literature; in this course students apply the academic-writing and critical-thinking skills they developed in UCOR 101 to the analysis of literature. Reading and analyzing texts from the three primary genres of literature (poetry, fiction, and drama) and perhaps other genres such as film, students will write 16–25 pages of literary analysis resulting from a serious engagement with the writing process as initially introduced in 101. In 102, moreover, students will be asked to use scholarly sources in a research paper on literature and to continue to sharpen their documentation skills.

#### **3 credits in Mathematics**

##### UCOR 111: Problem-Solving with Creative Mathematics

This course provides an exploration on problem solving techniques. Mathematical literacy is addressed through group work, research and presentations. Topics include basic elements of statistics and probability, number theory, general mathematical law, logic, Venn diagrams and graph theory. Students take solutions to problems and try to generalize and construct mathematical formulas. The course attempts to help students become aware of the contributions of mathematics to culture in the form of traditional and ancient mathematical puzzles and theorems.

#### **3 credits in Natural Science**

##### UCOR 121: Core Science: Biology

Evolution, inheritance, and the interrelation of energy, life and the physical environment provide the unifying themes of this course. Each of these is examined from multiple levels of organization – from the molecular to the biosphere – demonstrating the diversity of life within which the commonality of life forms is found. Societal issues to be considered include

those critical to effective citizenship in our changing world such as disease, reproduction, genetics, genetic engineering, and ecology.

#### UCOR 122: Core Science: Chemistry

The fundamental concepts of structure, bonding, properties and chemical reactivity are presented through lecture and classroom experimentation, the chemical dimensions of selected social issues of current importance in the areas of environmental chemistry, energy technology and food production are examined. UCOR 123 – Physics Through lecture and classroom demonstration, students investigate the fundamental notions of mechanics: motion, inertia, force, momentum and energy. Emphasis is placed on the great Newtonian synthesis of the 17th century. With this foundation, students are prepared to address topics chosen from among the following: properties of matter; heat and thermodynamics; electricity and magnetism; light and modern physics. This course introduces students to the analytical processes of the scientific method and also helps students to recognize applications to the physics involved in everyday life.

#### UCOR 124: Earth Science

A survey for non-science majors of the Earth in relation to its physical composition, structure, history, atmosphere and oceans. How each impacts humans and how humans have an influence on the processes of the Earth, its oceans, and its atmosphere.

### **3 credits in Philosophy**

#### UCOR 132: Basic Philosophical Questions

Philosophy, “the love of wisdom,” is a discipline for discussing basic questions about ourselves and our world. Students read selected works by major figures throughout the history of philosophy and are encouraged to formulate their answers to perennial philosophical questions.

### **3 credits in Theology**

#### UCOR 141: Biblical and Historical Perspectives

A study of Christian theology that examines the historical, literary, and theological aspects of a select number of biblical texts and discusses their contemporary relevance.

#### UCOR 142: Theological Views of the Person

A study of theology through an investigation of the question: “What does it mean to be human?” Students engage this question in relationship to self, others, the world, and the Divine with attention to Roman Catholic and other Christian views in dialogue with other religious teachings (e.g. those of Judaism, Islam, Buddhism).

#### UCOR 143: Theology: Global and Cultural Perspectives

A study of theology through analysis of the cultural and global influences that shape its thought and practice. Christianity is considered from either the perspective of its interaction with the world's religions, or through dialogue with the social sciences.

**3 credits in Ethics**

UCOR 151: Philosophical Ethics

A study of important ethical theories, past and present, and some of their applications to concrete issues.

UCOR 152: Theological Ethics

A study of central issues of religious ethics (moral theology), including methodological and practical concerns, with a focus on the Christian tradition and with some attention to other approaches.

**3 credits in History or Art History**

Any course with a HIST or ARHY prefix, or a course approved for a specific program.

**3 credits in the Social Sciences**

Any course with a ECON, PSYC, POSC, or SOCI prefix, or a course approved for a specific program.

\*Students can reduce the total credit load by choosing History

## **Appendix B**

### **Policies for Transferring Courses**

1. Disciplinary Courses: Courses in Composition, Math, Natural Science, and Ethics may transfer from any accredited institution.
2. Advanced Placement (AP) courses may transfer for the University Core as specified by the applicable Duquesne University academic department. For example, students taking the English Literature and Composition AP exams in their high schools can receive credit only for CORE 102.
3. Courses in Philosophy and Theology may now transfer from two-year as well as four-year accredited institutions. These institutions do not have to be faith-based institutions.
4. Effective in 2009, all students admitted to B.A. programs at Duquesne University must fulfill the requirements of the University Core Curriculum which became effective in Fall 2007 (the “new” university core).
5. Advisors should check potential transfer courses against the learning outcomes listed for the Creative Arts, Global Diversity, and Social Justice theme areas. If the learning outcomes were met by the courses previously taken, the courses can transfer to Duquesne University and will fulfill the theme area requirements. If there is any doubt about whether a course fulfills a theme area requirement, please check with the Director of the University Core Curriculum, Dr. Darlene Fozard Weaver.
6. N.B. The Faith and Reason theme area must be taken at Duquesne University. Courses at other institutions will not transfer into this theme area.
7. Advisors are encouraged to keep a running list of courses approved for transfer from other institutions and to share this information with the Director of the University Core Curriculum (who will maintain a record) and with their colleagues on a yearly basis. The Director of the University Core Curriculum will keep records of decisions made for individual instances not covered by previous cases. Every effort will be made to establish a standard list of transfer courses from various institutions. Such a list in basic form already exists in the Office of Admissions, pertaining to the most common community colleges from which Duquesne University students typically transfer.



## Appendix C

### Registrar's Master List of UCOR Courses (Updated November 2017)

Courses below carry attributes at the course level unless otherwise indicated. Courses designated with \* are special topics courses approved at the section level only and only under the specific titles listed.

Subject	Number	Course Title
<b>English Composition (CENG)</b>		
HONR	105	Honors Inquiry II
UCOR	101 [C] [E]	Thinking & Writing Across the Curriculum
UCOR	102 [C] [E]	Imaginative Literature & Creative Writing
<b>Mathematics (CMAT)</b>		
MATH	110	Calculus With Algebra II
MATH	111	Calculus for Non-Science Students
MATH	114	Calculus with Algebra and Trig II
MATH	115	Calculus I
MATH	125 [C]	Fundamentals of Statistics
MATH	135	Discrete Mathematics
MATH	225	Intro to Biostatistics
UCOR	111	Problem Solving with Creative Mathematics
<b>Science (CSCI)</b>		
BIOL	101	Intro to Life Processes
BIOL	111	Bio I: Cells, Genetics, Development
BIOL	112	Bio II: Diversity, Ecol, Evol
BIOL	115	Biological Inquiry I
BIOL	117	Biological Inquiry II
CHEM	121	General Chemistry I
CHEM	131	Fundamentals of Chemistry I
CHEM	151	Atomic and Molecular Principles
PHYS	170	Acoustics
PHYS	200	Essential Physics
PHYS	201	Physics for Life Science I
PHYS	211	General Analytical Physics I
PHYS	481	Descriptive Cosmology
UCOR	121	Core Science – Biology
UCOR	122	Core Science – Chemistry
UCOR	123	Core Science - Physics
UCOR	124	Earth Science
UCOR	125	Astronomy
UCOR	126 W	Energy and the Environment
UCOR	127	Cosmology
UCOR	170	Roller Coaster Science
<b>Philosophy (CPHI)</b>		
HONR	132	Honors - Basic Philosophical Quest

UCOR	132 [C]	Basic Philosophical Quest
<b>Theology (CTHE)</b>		
HONR	145	Honors Theology
UCOR	141 [C]	Biblical & Historical Perspectives
UCOR	142 [C] [W]	Theological Views of the Person
UCOR	143 [C]	Global and Cultural Perspectives
<b>Ethics (CETH)</b>		
LTFL	102	Ethics, Education, and Teaching Profession
UCOR	151 [C]	Philosophical Ethics
UCOR	152 [C]	Theological Ethics
UCOR	207 [W]	Medical Ethics
UCOR	253	Health Care Ethics: Theology
UCOR	254	Health Care Ethics: Philosophy
UCOR	255	Health Care Ethics
<b>Information Literacy (UCIL)</b>		
ATHT	120	Elm Ath Tr, Inf Lit, Sci Term
CRPG	105	Info Literacy for Adult Lrnrs
LTET	101	Instructional Technology I
UCOR	100	Research and Info Skills
UCOR	103	IPE Health Research Skills

### **Theme Area - Creative Arts (TACA)**

Subject	Number	Course Title
AFST	295	Survey of African Art (CL: ARHY 295)
AFST	316	The Musics of Africa
AFST	335	Psychology, Film, and Identity: Perspectives from African Cinema (CL: PSYC 335)
ARHY	100	Understanding Art
ARHY	102	Introduction to Modern Art
ARHY	111	Art History - Anc-Med World
ARHY	112 [C]	Art History - Ren-Mod World
ARHY	161	Arts and the Human Experience
ARHY	175	Asian Art
ARHY	205	Christian Art and Arch of Rome
ARHY	210	American Art
ARHY	211	African American Art
ARHY	220	History of Photography
ARHY	226	The American Home
ARHY	264	Following Michelangelo, Leonardo, Donatello and Raphael, in Florence and Rome
ARHY	290	Non-Western Art
ARHY	295	Survey of African Art (CL: AFST 295)
ARHY	325W	Neoclassicism
ARHY	326W	The Grand Tour
ARHY	331	Impressionism and Post Impressionism
ARHY	367	High Renaissance Art in Rome
ARHY	376	Pop Art to the Present

ARHY	379	Origins of Renaissance Art
ARHY	385	Baroque Painting and Sculpture
CLSX	111	Art History: Ancient-Medieval
CLSX	123[C]	Greek and Roman Mythology
ENGL	101	Multi-Genre Creative Writing
ENGL	135W	SPST: Creative Writing
ENGL	233W B01	SPST: London Theater: Shakespeare and His World
ENGL	301W	Spst: Creative Writing
ENGL	330W	Fiction Workshop
ENGL	331W	Poetry Workshop
ENGL	332W	Playwriting Workshop
ENGL	333W	Creative NonFiction Workshop
ENGL	335W	Spst: Creative Writing
ENGL	435W	Creative Nonfiction Writing
ENGL	476W	Poetry Workshop II
ENGL	477W	Playwriting Workshop II
ENGL	486W	Poetry Workshop III
ENGL	487W	Playwriting Workshop III
ENGL	496W	Poetry Workshop IV
ENGL	497W	Playwriting Workshop IV
GMNS	503	Wind Symphony
GMNS	504	Orchestra
GMNS	505	Opera workshop
GMNS	511	Jazz Ensemble I
GMNS	525	Symphony Band
GMNS	539	Pappert Chorale
GMNS	543	Voices of Spirit
HIST	226	The American Home
HONR	204	Honors Seminar: Creative Arts: (Course title changes)
HONR	205	Honors International Study Abroad I
HONR	206	Honors International Study Abroad II
HONR	303	Honors Tutorial SJ: Drama
JMA	260	New Media Production
MDIA	260	New Media Production
MUEN	125	Symphony Band
MUEN	130	Wind Symphony
MUEN	132	Symphony Orchestra
MUEN	134	Jazz Ensemble
MUEN	139	Pappert Chorale
MUEN	141	University Singers
MUEN	143	Voices of Spirit
MUEN	144	Opera Workshop
MUNM	160	Discovering Music Through Guitar
MUNM	170	Enjoyment of Music
MUNM	175	Jazz: An American Art Form

MUNM	190	Rock and Roll: An Unruly History
MUMN	191	History of Hip Hop
MUNM	194	Balinese Arts and Culture Study Abroad
MUNM	195	Music Cultures of the World
MUNM	196	Global Pop Music
MUTH	363	Music and Culture in Healthcare
PSYC	335	Psychology, Film, and Identity: Perspectives from African Cinema (CL: AFST 335)
THEA	100	Spst: Creative Dramatics
THEA	151 [C]	Intro to Theater Studies
THEO	215	Jesus and the Visual Arts
UPNS	363	Music and Culture in Healthcare
WLDI	301W	SPST: Creative Writing

### Theme Area - Faith and Reason (TAFR)

Subject	Number	Course Title
AFST	264	Religion and Global Conflict
AFST	282	Faith and Reason in Global Communities
ARHY	185	Cult and Cosmos (CL: CLSX 185)
ARHY	217 [C]	Religion, Reason, and Vis Culture
CLSX	185	Cult and Cosmos in Ancient Athens (CL: ARHY 185)
CLSX	244	History of Ancient Medicine (CL: HIST 244)
CLSX	250	Constantine and the Rise of Christianity (CL: THEO 250)
CLSX	280	Greek Religion
COMM	102	Public Speaking
COMM	220	Approaches to Rhet, Rel, and Society
COMM	307	Public Advocacy
HIST	171	History of Christianity
HIST	172	American Religious Experience
HIST	174	Sacred Places: Faith, Hist, Geogr [also titled: Sacred Places, the Geography of Religion]
HIST	213	Western Civilization I
HIST	244	History of Ancient Medicine (CL: CLSX 244)
HIST	280	Greek Religion
HIST	322	Jesus of Nazareth: History of Theology (CL: THEO 321)
HONR	201	Honors Seminar - Faith and Reason: (Class title changes)
HONR	205	Honors International Study Abroad I
HONR	206	Honors International Study Abroad II
HONR	301	Honors Seminar- Faith & Reason
IR	101	Cath Thgt, State, Sec in Md Wd (CL: POSC 101)
JWST	275	The Jewish Experience in America (CL: SOCI 275)
MLFR	473 [W]	Faith and Reason in the Age of Revolution
MUSC	301W	Musicianship V
PHIL	203	Philosophy of Religion
PHIL	219 [C][W]	Christian Philosophy
PHIL	301W	Medieval Philosophy
PHIL	315W	Thomas Aquinas
PHIL	450 [W]	Islamic Philosophy

PJCR	106	Social Problems and Policy (CL: SOCI 106)
POSC	101	Cath Thgt, State, Sec in Md Wd (CL: IR 101)
POSC	314	The Theol-Political Problem
PSYC	205	The Psychology of Human Experience
PSYC	250	Science and Faith
PSYC	260	Psychology, Religion, and Spirituality
SOCI	106 [C]	Social Problems and Policy (CL: PJCR 106)
SOCI	233	Sociology of Catholicism
SOCI	275	The Jewish Experience in America (CL: JWST 275)
SOCI	333	Sociology of Religion
SPRG	107	The History of Science and the Influence of Religion
THEO	202	Christianity, Embodiment, and Violence (CL: WSGS 203)
THEO	203	Hinduism and Buddhism
THEO	207	Believing, Thinking, Feeling, and Choosing
THEO	208	From Athens to Jerusalem and Back Again
THEO	217	Biblical Exegesis and Mystical Experience
THEO	232	Faith and Atheism
THEO	245	God, Money, and Power
THEO	248 [C]	Religion and Ecology
THEO	251	Sexuality, Sex, and Morality
THEO	264 [C]	Religion and Global Conflict
THEO	274	Beginnings of Christianity
THEO	282	Christian Faith and Reason
THEO	300	Love and Christian Ethics
THEO	322	Jesus of Nazareth: History of Theology (CL: HIST 322.01)
THEO	400	Love and Christian Ethics
WSGS	203	Christianity, Embodiment, and Violence (CL: THEO 202)

### **Theme Area - Global Diversity (TAGD)**

Subject	Number	Course Title
AFST	150 [C]	Introduction to African Studies
AFST	201	Human Security in Sub Sah Afr (CL: IR 201 and POSC 201)
AFST	203	Leadership in Africa
AFST	207	Global Societies and Education (CL: LTFL 207)
AFST	209	African Philosophy
AFST	230	Religion and Literature in Africa
AFST	251	African History
AFST	295	Survey of African Art (CL: ARHY 295)
AFST	304	History of Human Trafficking and Global Citizens
AFST	323	Environmental Justice
AFST	456	Water, Environment, and Development
ARHY	175	Intro to Asian Art
ARHY	211	African American Art
ARHY	264	Following Michelangelo, Leonardo...in Florence and Rome
ARHY	290	Non-Western Art
ARHY	295	Survey of African Art (CL: AFST 295)

CLSX	115	Great Discoveries Archaeology
CLSX	210	Caput Mundi: Rome Cntr Div World
CLSX	252	Roman History (CL: HIST 241)
COMM	114 [C]	Exploring Intercultural Comm
COMM	407	Intercultural Communication
COMM	507	Intercultural Communication
ECON	202	Principles of Macroeconomics
ECON	342	Global Economic Perspectives
ENGL	102	Spst: Global Diversity and Literature
ENGL	112C	A World of Stories (CL: WDLI 112C)
ENGL	113 C	Spst: Diversity and Literature
ENGL	116 [C]	Travel Narratives
ENGL	230	Religion and Literature in Africa
ENGL	322 [W]	Global Literature Survey
ENVI	323	Environmental Justice
ENVI	456	Water, Environment, and Development
ENVI	556	Water, Environment, and Development
ESL	144	Advanced ESL Reading B
GLBH	185	Introduction to Global Health
HCE	240	African Perspectives to Bioethics
HCE	330	Global Bioethics
HIST	115	Great Discoveries in Archaeology
HIST	141 [C]	Environmental History
HIST	151 [C]	Shaping of the Modern World
HIST	161	Latin American Civilization (CL: IR 161)
HIST	162	East Asian Civilizations
HIST	174	Sacred Places, the Geography of Religion [aka Sacred Places: Faith, History, Geography]
HIST	200	Global Geography
HIST	210	Caput Mundi: Rome
HIST	214	Western Civilization II
HIST	231 [C]	Pre-colonial Africa
HIST	241	Roman History (CL: CLSX 252)
HIST	251	African History
HIST	252	History of India, Pakistan, S Asia
HIST	254	History of the Modern Middle East (CL: IR 253, PJCR 254)
HIST	256	Social History of China
HIST	267	Ireland Uncovered
HIST	268	Historical Pilgrimages: The Case of Camino de Santiago, Spain
HIST	292	History of Traditional China (CL: IR 292)
HIST	294	China Today
HIST	299	History Special Survey: Refugees in Italy and the European Union*
HIST	320	Colonial America
HIST	348	History of Human Trafficking and Global Citizens
HLTS	222	Global Perspectives in Healthcare-Interprofessional Short Study Program in Australia
HLTS	290	Study Abroad - Hlth Sciences

HLTS	590	Study Abroad-Health Sciences
HONR	202	Honors Seminar - Global Diversity (Course title changes)
HONR	205	Honors International Study Abroad I
HONR	206	Honors International Study Abroad II
HONR	302	Honors Tutorial Global Diversity
IR	110	Curr Problems in Intl Politics (CL: POSC 110)
IR	161	Latin American Civilization (CL: HIST 161)
IR	162	East Asian Civilization
IR	201	Human Security in Sub Sah Afr (CL: AFST 201 and POSC 201)
IR	206	Japanese Culture
IR	207	Arab Culture
IR	208	Politics of Great Powers
IR	209	Politics of Emerging Powers [formerly, Comp Pol Syst: Developing States] (CL: POSC 209)
IR	245	International Relations
IR	251	African History
IR	252	India, Pakistan, and South Asia
IR	253	History of the Modern Middle East (CL: HIST 254, PJCR 254)
IR	256	Social History of China
IR	292	History of Traditional China (CL: HIST 292)
IR	344	History of Human Trafficking and Global Citizens
IR	413W	Human Rights: Politics and Policy
LTFL	207	Global Societies and Education (CL: AFST 207)
MGMT	262	Global Insights (formerly, BUAD 490, ECON 242)
MLAR	206	Introduction to Arab Culture
MLCH	206	Chinese Culture
MLGE	322W	German Culture and Civilization
MLJA	206	Japanese Culture
MLSP	302W	Spanish Conversation and Composition II
MUNM	194	Balinese Arts and Culture Study Abroad
MUNM	195	Music Cultures of the World
MUNM	196	Global Pop Music
MUTH	363	Music and Culture in Healthcare
PHIL	201	Race Matters: Phil and Lit
PHIL	209	African Philosophy
PHIL	237	Yoga Philosophy and Practice
PJCR	167	Gandhi and the 20th Century
PJCR	252	India, Pakistan, and South Asia
PJCR	254	History of the Modern Middle East (CL: HIST 254, IR 253)
PJCR	348	History of Human Trafficking and Global Citizens
PJCR	413W	Human Rights: Politics and Policy
POSC	110	Current Problems in International Politics (CL: IR 110)
POSC	116	Current Challenges for Liberal Democracies
POSC	201	Human Security in Sub Saharan Africa (CL: AFST 201 and IR 201)
POSC	205	Politics of India, Pakistan, Afghanistan, and South Asia
POSC	208	Politics of Great Powers [formerly, Comp Pol Sys: Advanced Industrial Societies]
POSC	209	Politics of Emerging Powers [formerly, Comp Pol Syst: Developing States] (CL: IR 209)

POSC	245	International Relations
POSC	326W	Constitutional Law and Civil Liberties
POSC	408	Democracy, Conflict and World Politics
POSC	413W	Human Rights: Politics and Policy
SLP	320	Phonetics
SOCI	104	Cultural Anthropology
SOCI	124 [C]	Global Sociology
SOCI	220	Environmental Sociology
SOCI	360	Italian Cultural Studies
THEO	230	Global Diversity: Churches and their Cultural Contexts
THEO	243W	Jews under Empire (CL: HIST 243W and CLSX 243W)
THEO	283	Judaism, Christianity, and Islam
THEO	283W	Judaism, Christianity, and Islam
UCOR	206	Japanese Culture
UCOR	250	Contemporary World Cinema
UPNS	324	Cultural Applications in Clinical Practice
UPNS	363	Music and Culture in Healthcare
WDLI	112C	A World of Stories (CL: ENGL 112C)
WDLI	210	Who Runs the World?
WDLI	237	Religion and Literature in Africa
WDLI	250	Contemporary World Cinema
WSGS	208	Who Runs the World
WSGS	322W	Global Literature Survey

### **Theme Area - Social Justice (TASJ)**

Subject	Number	Course Title
AFST	201	Human Security in Sub-Saharan Africa (CL: IR 201 and POSC 201)
AFST	207	Global Societies and Education (CL: LTFL 207)
AFST	222	Intro to Peace and Justice
AFST	240	African Perspectives to Bioethics
AFST	245	Diss Acrs Wrld: Srch for Dgnty
AFST	264	Religion and Global Conflict
AFST	316	The Musics of Africa
AFST	323	Environmental Justice
AFST	335	Psychology, Film, and Identity-Perspectives from African Cinema (CL: PSYC 335)
AFST	456	Water, Environment, and Development
ARHY	285	Issues of Social Justice in Vis Cult
CETR	300	Community Engagement Practicum
COMM	103	Exploring Interpersonal Comm
COMM	108	Communicating Empathy and Civility in a Digital Age
COMM	307	Public Advocacy
COMM	421	Communication and Gender
COMM	426	Free Speech and Responsibility
COMM	526	Free Speech and Responsibility
ECON	201	Principles of Microeconomics



ENGL	112C	A World of Stories (CL: WDLI 112C)
ENGL	116C	Travel Narratives
ENGL	208	Race, Literature, Film
ENGL	233W B01	SPST: London Theater: Shakespeare and His World
ENGL	237	Theater and Social Justice in Italy
ENGL	251	Nursing and Narrative
ENGL	403W	Spst: Lit Acr Boundaries
ENVI	323	Environmental Justice
ENVI	456	Water, Environment, and Development
ENVI	556	Water, Environment, and Development
GLBH	185	Introduction to Global Health
HCE	240	African Perspectives to Bioethics
HCE	320	Medical Research: Guinea Pig or Duty to Participate?
HCE	410	Who Decides When I Am Ill?
HCE	490	Ind St: Who Decides When I Am Ill?
HIST	141 [C]	Environmental History
HIST	167	Gandhi and the 20th Century (CL: PJCR 167)
HIST	169	Reform and Revolution
HIST	203	U.S. History
HIST	204	United States since 1877
HIST	205	History of Food: Climate, Sustainability, and Social Justice
HIST	222	Flatlined: The History and Politics of Health Care in the U.S.
HIST	267	Ireland Uncovered
HIST	299	History Special Survey: Refugees in Italy and the European Union*
HIST	299	History Special Survey: What is Italy?*
HIST	348	History of Human Trafficking and Global Citizens
HIST	352	US Foreign Relations since 1917
HIST	387	Native American History
HLTS	200	Disparities in Health Care
HONR	203	Honors Seminar - Social Justice (course title changes)
HONR	203W	Honors Seminar - Social Justice (course title changes)
HONR	205	Honors International Study Abroad I
HONR	206	Honors International Study Abroad II
HONR	303	Honors Tutorial SJ: Drama
IR	110	Current Problems in International Politics (CL: POSC 110)
IR	201	Human Security in Sub Sah Afr (CL: AFST 201 and POSC 201)
IR	209	Politics of Emerging Powers (CL: POSC 209)
IR	210	Introduction to International Security Studies (CL: POSC 210)
IR	352	US Foreign Relations Since 1917
IR	385	International Law and Organization (CL: POSC 385)
JWST	209	Voices from the Holocaust (CL: THEO 209)
JWST	271	Anti-Semitism
LTFL	207	Global Societies and Education (CL: AFST 207)
MDIA	140	Media Literacy
MLFR	270	Perspectives on Holocaust

MLGE	270	Perspectives on Holocaust
MLIT	270	Perspectives on Holocaust
MLSP	270	Perspectives on Holocaust
OCCT	324	Perspectives on Disability and Illness
PHIL	207	Philosophy of Animals
PHIL	216	Social Justice
PHIL	216W	Social Justice in Educational Settings
PHIL	230	Exploring Liberty
PHIL	260	Philosophy of Law
PJCR	100	Peace, Justice, Conflict Resolution
PJCR	167	Gandhi and the 20th Century (CL: HIST 167)
PJCR	169	Reform and Revol since 1900
PJCR	208	Racial and Ethnic Groups
PJCR	222	Intro to Peace and Justice
PJCR	264	War and Peace
PJCR	270	Anti-Semitism
PJCR	285	Issues of Soc Just in Vis Cult
PJCR	387	Native American History
POSC	105 [C]	American National Government
POSC	110	Current Problems in International Politics (CL: IR 110)
POSC	201	Human Security in Sub Saharan Africa (CL: AFST 201 and IR 201)
POSC	208	Politics of Great Powers
POSC	209	Politics of Emerging Powers (CL: IR 209)
POSC	210	Introduction to International Security Studies (CL: IR 210)
POSC	215	National Security and Liberty (Old POSC 211)
POSC	326W	Constitutional Law: Civil Liberties
POSC	345	Security Ethics
POSC	385	International Law and Organization (CL: IR 385)
POSC	413W	Human Rights: Politics and Policy
PSYC	204	Science, Psyc & the Holocaust
PSYC	245	Disab Acrss Wrld: Srch for Dgn
PSYC	271	Special Topics: Anti-Semitism*
PSYC	275 [C]	Psychology and Nature
PSYC	335	Psychology, Film, and Identity: Perspectives from African Cinema (CL: AFST 335)
PSYC	458	The Social Psych of War and Peace
SLP	245	Disabilities across the World: A Search for Dignity
SOCI	101 [C]	Survey of Sociology
SOCI	208	Race and Ethnicity
SOCI	220	Environmental Sociology
SOCI	222	Intro to Peace and Justice (Also PJCR 222) - Old SOCI 105
SOCI	250	Italy Through Italian Film
SOCI	270	Anti-Semitism
SOCI	272	Perspectives on the Holocaust
THEO	201	Women and Christianity
THEO	202	Christianity, Embodiment, and Violence (CL: WSGS 203)
THEO	209	Voices from the Holocaust (CL: JWST 209)

THEO	216	Religion, Media, and Popular Culture
THEO	218	United Pittsburgh: Social Geographies and Social Ethics
THEO	246	Contmp Persp on Common Good
THEO	248	Religion and Ecology
THEO	264 [C]	Religion and Global Conflict
THEO	270	Eastern Christianity
THEO	271	Anti-Semitism
THEO	251	Sexuality, Sex, and Morality
THEO	300	Love and Christian Ethics
THEO	400	Love and Christian Ethics
WDLI	101	Survey of Sociology
WDLI	103 [C]	New Voices, Questions, Realities
WDLI	112C	A World of Stories (CL: ENGL 112C)
WSGS	200	Gender, Sex, and Society
WSGS	202	Women and Christianity
WSGS	203	Christianity, Embodiment, and Violence (CL: THEO 202)
WSGS	422	Communication and Gender
WSGS	424	Women and Politics