Thematic Sequence

A Thematic Sequence is a series of related courses (usually three) that focuses on a theme or subject in a developmental way. Each course builds or expands upon knowledge or perspective gained from preceding courses, and some sequences prepare students for Capstone experiences. The first course may be a Foundation course and may count as hours in both Foundation and Thematic Sequence requirements. (Should the Thematic Sequence contain more than one Foundation course, only one of those courses can be counted for both requirements.) In interdepartmental Thematic Sequences, students must select those courses that are offered outside their department of major. For example, English majors who enroll in a Thematic Sequence comprised of English and history courses must sign up for the history courses.

Students who are completing the Global Miami Plan for Liberal Education must complete at least one Thematic Sequence outside the department of their major. Exceptions to this requirement include either students with majors in two different academic departments or students with minors outside their department of major. Students should consult divisional requirements for further restrictions on Thematic Sequences.

Students who wish to meet the Thematic Sequence requirement through a double major or a minor must complete the second major or minor outside their department of major. A student who uses a minor to complete the thematic sequence requirement must have 9 hours in the minor outside the department/program of his/her major, and at least 6 hours of these courses at the 200 level or above.

Typically, you are expected to complete most of your Foundation courses before beginning a Thematic Sequence. To enroll in a sequence, contact the department.

The Office of Liberal Education website (www.MiamiOH.edu/liberal-education) provides a current listing of Thematic Sequences. Students may propose their own Thematic Sequences. See the Office of Liberal Education website for details.

Thematic Sequences (9 hours minimum)

ACC 1 A Language of Accounting
ACC 2 Financial Accounting and Reporting
AMS 1 Global and Intercultural Perspectives
AMS 2 Popular Culture and Intercultural Analysis
APC 1 Communication Research
ART 2 Ceramics Studio
ART 4 Sculpture Studio
ART 5 Three-Dimensional Art Studio
ART 8 Art Education Methods
ATH 3 World Cultures
ATH 4 World Cultures, Policy, and Ecology
ATH 5 World Cultures and Social Relations
BIO 1 Conservation and the Environment
BIO 2 Molecular Processes: From Cells to Whole Plants
BIO 5 Concepts in Physiology
BIO 6 Animal Diversity
BLS 1 Law and Commerce
BUS 1 Miami’s Professional Institute for Management Education (PRIME)
BWS 1 Africa: Culture/Power/History
CCA 1 Experiencing Arts and Culture
CCA 2 Principles in Innovation, Creativity, and Design Thinking
CHI 1 Developing Language Skills in Chinese
CHM 1 Chemistry of Environmental Measurements
CHM 2 Chemistry of Life Processes
CIT 1 Social and Global Computing
CIT 2 Increasing Productivity Through Agile
CIT 3 Data Driven Decision Making
CJS 1 Race and Criminal Justice
CLS 1 Classical Civilization
CLS 2 Classical Literature
CLS 4 The Classical World: Identify and Experience
CMR 1 Perspective in Sales and Customer Service
CMR 2 Organizational Leadership
CSE 2 Computer Systems
CSE 4 Website and Game Technology
DST 1 Disability Studies
ECO 2 Markets, Institutions, and the Role of Government
EDL 2 Critical Youth Studies
EDP 1 Cultural Patterns in Education and the Law Affecting Persons with Disability
EDP 2 Educational Technology and Instructional Design
EDP 3 Technology and Learning
EDP 4 Learning Research and Assessment
EDT 1 Exploring STEM in Society
EDT 2 Teaching English as a Foreign Language Abroad (TEFLA)
EGS 1 Writing for Diverse Contexts
ENG 2 Women and Literature
ENG 3 American Life and Culture Since World War II
ENG 4 Film in Popular Culture
ENG 5 Language and Literacy
ENG 8 African American History and Literature
ESP 1 Entrepreneurship in Different Contexts
FRE 3 European Cinema
FSW 3 Families and Sexuality Across the Life Course
FSW 4 Children in Families
FSW 6 Social Inequality and Social Welfare for Diverse Families and Groups
GEO 1 Urban Geography
GEO 2 Earth’s Physical Environment: Geographic Patterns and Processes
GEO 3 Geographic Change
GEO 4 Global Forces in Regional Contexts
GEO 5 Geospatial Techniques
GER 3 Developing Language Skills in German
GLG 1 Oceanography
GLG 2 The Water Planet
GLG 3 Geohazards and Plate Tectonics
GTY 2 Aging in Diverse Contexts
GTY 3 Health and Aging
GTY 4 Aging and Policy
HST 3 Russian, East European and Eurasian Studies
HST 4 The Classical World: Identify and Experience
JRN 1 Journalism and American Life
JRN 2 Reporting Your World
LAS 3 Latino Studies: Cultures and Histories of Latinos in the United States
LED 1 Urban Culture and Service-Learning
MBI 1 Biomedical Science
Thematic Sequence

MGT 1 Dynamics of Human Behavior in Organizations
MTH 1 Axioms, Theorems, and Proof in Geometry and Algebra
MTH 2 Basic Mathematical Tools for Science
MTH 3 Almost Linear Structures: Models for Physical Science
NSC 1 Naval Science: History of Warfare
NSC 2 Naval Science: War-An Extension of Politics
PHL 1 Ethics
PHL 4 Metaphysics and Epistemology
PHL 5 Reasoning
PHY 1 The Physical World: Contemporary Physics
PHY 2 Your Place in the Universe
POL 3 National Political Institutions
POL 6 Public Management and Leadership
PSY 1 Perspectives on Psychopathology
PSY 2 Patterns in Human Development
PSY 5 Cognition: Understanding and Improving Thought
REL 1 Religion and American Life
REL 2 Historical and Comparative Study of Religion
SJS 1 Social Justice and Inequalities
SJS 2 Social Justice, Law and Crime
SOC 3 Sociological Perspectives on Inequality
SOC 4 Sociological Perspectives on Criminality and Deviance
SOC 5 Gender and Family Issues
SOC 6 Medical Sociology
SPA 2 Exploring Social, Emotional, and Communication Consequences in Special Populations
SPN 1 Literature and Culture in Spain
SPN 2 Literature and Culture in Spanish America
STA 1 Quality Issues in Contemporary Business and Industry
STA 2 Applied Statistics
THE 1 Modern Theatre and Drama
THE 3 Theatre Design and Technology
WGS 1 Gender in Global Context
WGS 2 Scholarly Studies of Gender and Sexuality

Thematic Sequences Available at Dolibois European Campus in Luxembourg

For information, contact the Oxford campus coordinator, 513-529-5050.

LUX 3 European Culture and Society (Offered during the semester programs and summer workshop)

Descriptions of Thematic Sequences

ACC 1 A Language of Accounting
Develops in non-business majors an ability to read and understand general-purpose external financial statements and internal managerial accounting reports for businesses and not-for-profit organizations. As such financial data are widely disseminated across all contexts in our society, a knowledge of the language of accounting is useful in a professional career and personal life. The focus is on using and interpreting, rather than preparing, financial statements and internal accounting reports.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 221</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 222</td>
<td>Introduction to Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 468/ACC 568</td>
<td>Accounting for Governmental and Not-for-Profit Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 9

Note: Not open to business majors.

ACC 2 Financial Accounting and Reporting
Develops in business majors as well as non-business majors an ability to read and understand general-purpose financial statements of businesses, ranging from large publicly traded corporations to small privately held companies. As such financial information is widely disseminated, an understanding of financial statements is useful in a professional career and personal life. The sequence progresses from an introductory level, which focuses on using and interpreting financial statements, through intermediate and advanced levels, which examine the impact of more complex transactions and events on financial statements.

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</thead>
<tbody>
<tr>
<td>ACC 221</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 321</td>
<td>Intermediate Financial Accounting</td>
<td>3</td>
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<tr>
<td>ACC 422/ACC 522</td>
<td>Financial Accounting Research</td>
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</tbody>
</table>

Total Credit Hours: 9

Note: Not open to business majors.

AMS 1 Global and Intercultural Perspectives
Students in AMS 1 explore Global and Intercultural Perspectives in theoretical, practical, and experiential ways. This thematic sequence progresses from an introduction to globalization and American culture in AMS207, to an in depth exploration of immigration in AMS302, to an experiential class (AMS301) that requires students to apply critical self-awareness and intercultural understanding to concrete projects related to civic engagement and social stewardship in a global context.

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<thead>
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<th>Code</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>AMS 207</td>
<td>America: Global and Intercultural Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>AMS 301</td>
<td>American Identities</td>
<td>3</td>
</tr>
<tr>
<td>AMS 302</td>
<td>Immigrant America</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 9

AMS 2 Popular Culture and Intercultural Analysis
Students in AMS 2 analysis popular culture from an intercultural perspective. In AMS 206, students are introduced to AMS methods including close reading, putting texts in context, and interdisciplinary research. In AMS 303 students focus on understanding American consumer culture from an interdisciplinary perspective. AMS 305 analyzes American icons (historical and current) in a global context.
This thematic sequence emphasizes critical thinking, writing, information literacy, and cultural analysis.

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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>AMS 206</td>
<td>Approaches to American Culture</td>
<td>3</td>
</tr>
<tr>
<td>AMS 303</td>
<td>Consumer Culture</td>
<td>3</td>
</tr>
<tr>
<td>AMS 305</td>
<td>American Icons</td>
<td>3</td>
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<tr>
<td>Total Credit Hours</td>
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</tbody>
</table>

**APC 1 Communication Research**

Communication Research Thematic Sequence introduces students to a diverse range of approaches to and contexts for research in human communication. Students take a required introduction to interpersonal communication course (STC 136) that serves as a starting point and introduction to the field. Students then choose from a variety of courses that feature communication research in a variety of contexts, including health, interpersonal relationships, workplaces, conflict communication, and public address and advocacy. This sequence emphasizes critical thinking, close reading, and careful analysis.

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
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<td>STC 136</td>
<td>Introduction to Interpersonal Communication</td>
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<tr>
<td>Select two of the following:</td>
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</tr>
<tr>
<td>APC 201</td>
<td>Introduction to Health and Risk Communication</td>
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</tr>
<tr>
<td>APC 311</td>
<td>Science and Medicine in Public Communication</td>
<td></td>
</tr>
<tr>
<td>APC 312</td>
<td>Computer-mediated Communication and Social Media</td>
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</tr>
<tr>
<td>APC 336</td>
<td>Advanced Interpersonal Communication</td>
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<tr>
<td>APC 341</td>
<td>Methods of Rhetorical Criticism</td>
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<tr>
<td>APC 363</td>
<td>Advanced Methods in Applied Communication</td>
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<tr>
<td>APC 428</td>
<td>Communication in Conflict Management</td>
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<tr>
<td>STC 339</td>
<td>Introduction to Organizational Communication</td>
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<td>Total Credit Hours</td>
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</tbody>
</table>

**Note:** Not open to majors in the Department of Communication Studies, Health Communication, Strategic Communication, or Media and Culture.

**ART 2 Ceramics Studio**

Explores and develops concepts, techniques, materials, methods, and critical aesthetic thinking as applied to the process of making utilitarian or sculptural ceramics. Ceramics as a nonverbal visual language is taught through research, production, viewing, interaction, and verbal critique with a focus on further development toward a significant personal expression at the 300 level.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 261</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART 361</td>
<td>Ceramics II</td>
<td>3</td>
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</tbody>
</table>

**ART 4 Sculpture Studio**

Explores concepts and develops critical aesthetic thinking, methods, techniques, and materials as applied to the process of making sculpture. Sculpture, as a visual language, is taught through viewing, research, interaction, production, and verbal critique with focus on further development toward significant personal expression at the 300 level.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 271</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ART 371</td>
<td>Sculpture II</td>
<td>3</td>
</tr>
<tr>
<td>ART 372</td>
<td>Sculpture III</td>
<td>3</td>
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<tr>
<td>Total Credit Hours</td>
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</tbody>
</table>

**Note:** Not open to majors in the Department of Art.

**ART 5 Three-Dimensional Art Studio**

Explores and develops concepts, techniques, materials, methods, and critical aesthetic thinking as applied to the process of making three-dimensional objects. Three-dimensional art as a nonverbal language is taught through research, production, viewing, interaction, and verbal critique with a focus on further development toward a significant personal expression. Begins with the departmental core course then provides a broad experience of working in three disciplines: metals, ceramics, and sculpture. Courses may be taken in any order.

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 261</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART 264</td>
<td>Jewelry Design and Metals I</td>
<td>3</td>
</tr>
<tr>
<td>ART 271</td>
<td>Sculpture I</td>
<td>3</td>
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<tr>
<td>Total Credit Hours</td>
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<td>9</td>
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</table>

**Note:** Not open to majors in the Department of Art.

**ART 8 Art Education Methods**

This sequence allows students to explore how visual art can and should be infused into other disciplinary areas and how other disciplines add to the depth and content of visual art. Focus is given to various settings for art education, including PK-12, community-based and art museums. Students will progressively grow in their knowledge and appreciation for how PK-12 students learn art from a young age and how pedagogical and environmental methodologies and issues affect learning. The sequence assumes no prior knowledge of art education and welcomes anyone interested in learning more about the visual arts in a PK-12 grade educative, community-based or art museum setting.

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ART 195</td>
<td>Introduction to Art Education</td>
<td>3</td>
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<tr>
<td>Select two of the following:</td>
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### Thematic Sequence

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART 295</td>
<td>Elementary Art Methods</td>
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<tr>
<td>ART 296</td>
<td>Secondary Art Methods</td>
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<tr>
<td>ART 395</td>
<td>Art Across the Curriculum</td>
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</tbody>
</table>

Total Credit Hours 9

**Note:** Not open to majors in the Department of Art.

#### ATH 3 World Cultures

Provides an appreciation of human cultural diversity and how anthropologists interpret that diversity in marriage and family patterns, political and economic organizations, and symbol systems. Acquaints you with various perspectives anthropologists use to understand human cultural variability. The final course allows you to pursue cultural diversity in one of the world's major culture areas or in the relations between culture and one specific aspect of life for all people, such as personality, environment, or cognition.

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<thead>
<tr>
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<tbody>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ATH 145</td>
<td>Lost Cities &amp; Ancient Civilizations</td>
<td></td>
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<tr>
<td>ATH 175</td>
<td>Peoples of the World</td>
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<tr>
<td>ATH 185</td>
<td>Cultural Diversity in the U.S.</td>
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<tr>
<td>Select the following:</td>
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<tr>
<td>ATH 231</td>
<td>Foundations of Cultural Anthropology</td>
<td>4</td>
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<tr>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>ATH 302</td>
<td>Africa: Anthropological Perspectives</td>
<td></td>
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<tr>
<td>ATH 304</td>
<td>Native North America: Anthropological Perspectives</td>
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<tr>
<td>ATH 305</td>
<td>Latin America: Anthropological Perspectives</td>
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<tr>
<td>ATH 306</td>
<td>Russia and Eurasia: Anthropological Perspectives</td>
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<tr>
<td>ATH 307</td>
<td>The Middle East: Anthropological Perspectives</td>
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<tr>
<td>ATH 308</td>
<td>South Asia: Anthropological Perspectives</td>
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</tr>
<tr>
<td>ATH/BWS/LAS/WGS 325</td>
<td>Identity, Race, Gender, Class</td>
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<tr>
<td>ATH 331</td>
<td>Social Anthropology</td>
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<tr>
<td>ATH 335L</td>
<td>Multiculturalism in Europe: Anthropological Perspectives</td>
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<tr>
<td>ATH 348</td>
<td>Introduction to Medical Anthropology</td>
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<tr>
<td>ATH 358</td>
<td>Travelers, Migrants, and Refugees: Transnational Migration and Diasporic Communities</td>
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<tr>
<td>ATH 361</td>
<td>Language and Power</td>
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<tr>
<td>ATH 366</td>
<td>African Oral Traditions</td>
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<tr>
<td>ATH 368</td>
<td>Key Questions in Psychological Anthropology</td>
<td></td>
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<tr>
<td>ATH 378</td>
<td>Doctors, Clinics, and Epidemics</td>
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<tr>
<td>ATH 384</td>
<td>Anthropology of Capitalism: Russia</td>
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<tr>
<td>ATH 388</td>
<td>Culture, Art, and Artifacts</td>
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<tr>
<td>ATH 405/ATH 505</td>
<td>Food, Taste, and Desire</td>
<td></td>
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<tr>
<td>ATH 428</td>
<td>Anthropology of Women's Health</td>
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</table>

Select one of the following courses on a World Area: 3-4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
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<td>ATH 305</td>
<td>Latin America: Anthropological Perspectives</td>
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<tr>
<td>ATH 306</td>
<td>Russia and Eurasia: Anthropological Perspectives</td>
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<tr>
<td>ATH 307</td>
<td>The Middle East: Anthropological Perspectives</td>
<td></td>
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<tr>
<td>ATH 308</td>
<td>South Asia: Anthropological Perspectives</td>
<td></td>
</tr>
<tr>
<td>ATH 329</td>
<td>Religions of Africa</td>
<td></td>
</tr>
<tr>
<td>ATH 364</td>
<td>Language and Culture in Native North America</td>
<td></td>
</tr>
<tr>
<td>ATH 366</td>
<td>African Oral Traditions</td>
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</table>

Select one of the following courses on anthropological topics in world cultures: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATH 411</td>
<td>Applied Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATH 431/ATH 531</td>
<td>Archaeology of Power</td>
<td></td>
</tr>
<tr>
<td>ATH 471/ATH 571</td>
<td>Ecological Anthropology</td>
<td></td>
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</tbody>
</table>

Total Credit Hours 9-10

**Note:** Not open to majors in the Anthropology Department.

#### ATH 4 World Cultures, Policy, and Ecology

Provides an appreciation of human cultural diversity and envelops anthropological approaches to understanding diversity in political, economic and environmental organization and practice.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>ATH 145</td>
<td>Lost Cities &amp; Ancient Civilizations</td>
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</tr>
<tr>
<td>ATH 155</td>
<td>Introduction to Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATH 175</td>
<td>Peoples of the World</td>
<td></td>
</tr>
<tr>
<td>ATH 185</td>
<td>Cultural Diversity in the U.S.</td>
<td></td>
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</table>

Select one of the following courses on a World Area: 3-4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
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<td>ATH 304</td>
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<tr>
<td>ATH 305</td>
<td>Latin America: Anthropological Perspectives</td>
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<tr>
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<td>Russia and Eurasia: Anthropological Perspectives</td>
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<tr>
<td>ATH 307</td>
<td>The Middle East: Anthropological Perspectives</td>
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<tr>
<td>ATH 308</td>
<td>South Asia: Anthropological Perspectives</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
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<td>Applied Anthropology</td>
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<td>ATH 431/ATH 531</td>
<td>Archaeology of Power</td>
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<tr>
<td>ATH 471/ATH 571</td>
<td>Ecological Anthropology</td>
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</tbody>
</table>

Total Credit Hours 9-10

**Note:** Not open to majors in the Anthropology Department.

#### ATH 5 World Cultures and Social Relations

Provides an appreciation of human cultural diversity and develops anthropological approaches to understanding diversity in social and economic organization, marriage and family patterns, and other facets and forums for social relations.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
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<td>3</td>
</tr>
<tr>
<td>ATH 145</td>
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<tr>
<td>ATH 175</td>
<td>Peoples of the World</td>
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<td>ATH 185</td>
<td>Cultural Diversity in the U.S.</td>
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</table>
Select one of the following courses on a World Area: 3-4

<table>
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<tr>
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<tbody>
<tr>
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<td>ATH 304</td>
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<tr>
<td>ATH 305</td>
<td>Latin America: Anthropological Perspectives</td>
</tr>
<tr>
<td>ATH 306</td>
<td>Russia and Eurasia: Anthropological Perspectives</td>
</tr>
<tr>
<td>ATH 307</td>
<td>The Middle East: Anthropological Perspectives</td>
</tr>
<tr>
<td>ATH 308</td>
<td>South Asia: Anthropological Perspectives</td>
</tr>
<tr>
<td>ATH 329</td>
<td>Religions of Africa</td>
</tr>
<tr>
<td>ATH 335L</td>
<td>Multiculturalism in Europe: Anthropological Perspectives</td>
</tr>
<tr>
<td>ATH 364</td>
<td>Language and Culture in Native North America</td>
</tr>
<tr>
<td>ATH 366</td>
<td>African Oral Traditions</td>
</tr>
</tbody>
</table>

Select one of the following courses on anthropological topics in world cultures: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATH/ITS 301</td>
<td>Intercultural Relations</td>
</tr>
<tr>
<td>ATH/BWS/LAS/WGS 325</td>
<td>Identity, Race, Gender, Class</td>
</tr>
<tr>
<td>ATH 331</td>
<td>Social Anthropology</td>
</tr>
<tr>
<td>ATH 348</td>
<td>Introduction to Medical Anthropology</td>
</tr>
<tr>
<td>ATH 358</td>
<td>Travelers, Migrants, and Refugees: Transnational Migration and Diasporic Communities</td>
</tr>
<tr>
<td>ATH 361</td>
<td>Language and Power</td>
</tr>
<tr>
<td>ATH 368</td>
<td>Key Questions in Psychological Anthropology</td>
</tr>
<tr>
<td>ATH 384</td>
<td>Anthropology of Capitalism: Russia</td>
</tr>
<tr>
<td>ATH 388</td>
<td>Culture, Art, and Artifacts</td>
</tr>
<tr>
<td>ATH 403/ATH 503</td>
<td>Anthropology of Religion</td>
</tr>
<tr>
<td>ATH 405/ATH 505</td>
<td>Food, Taste, and Desire</td>
</tr>
<tr>
<td>ATH 428</td>
<td>Anthropology of Women's Health</td>
</tr>
</tbody>
</table>

Total Credit Hours 9-10

Note: Not open to majors in the Anthropology Department.

**BIO 1 Conservation and the Environment**

Focuses on the challenge of reconciling increasing demands on resources with limitations on resource availability, and explores conservation as it pertains to the environment from a biological and social science perspective, including a historical overview. The first course, chosen from three options, is also a Foundation course in the biological science area. The second course integrates ecological, socioeconomic, and policy perspectives on the use and management of natural resources. The third course focuses on applied problem solving.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 131</td>
<td>Plants, Humanity, and Environment</td>
</tr>
</tbody>
</table>

Total Credit Hours 9-10

Note: Not open to majors in the Department of Biology.

**BIO 2 Molecular Processes: From Cells to Whole Plants**

A contemporary consideration of how plants work mechanistically. Combines molecular and subcellular structure and function with physical and chemical measurements of underlying genetic and physiological controls. Deals with establishment, replication, maintenance, coordination, and adaptive responses of plants at organizational levels ranging from molecules to whole plants.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO/MBI 116</td>
<td>Biological Concepts: Structure, Function, Cellular, and Molecular Biology</td>
</tr>
<tr>
<td>or BIO 191</td>
<td>Plant Biology</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Introduction to Cell Biology</td>
</tr>
<tr>
<td>BIO 342</td>
<td>Genetics</td>
</tr>
<tr>
<td>or BIO 425/BIO 525</td>
<td>Environmental Plant Physiology</td>
</tr>
</tbody>
</table>

Total Credit Hours 10-11

Note: Not open to majors in the Department of Biology.

**BIO 5 Concepts in Physiology**

Provides an understanding of cellular and molecular mechanisms involved in physiological systems. Begins with a Foundation course then provides more depth to cellular and molecular mechanisms of action in physiological processes.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO/MBI 116</td>
<td>Biological Concepts: Structure, Function, Cellular, and Molecular Biology</td>
</tr>
<tr>
<td>BIO 203</td>
<td>Introduction to Cell Biology</td>
</tr>
<tr>
<td>BIO 305</td>
<td>Human Physiology</td>
</tr>
</tbody>
</table>

Total Credit Hours 11

Note: Not open to majors in the Department of Biology.

**BIO 6 Animal Diversity**

Illustrates the diversity of organisms within the Kingdom Animalia. This diversity includes variation in body structure and function, life history traits, and ecological roles. Upon completion, students will be able to describe major patterns in variation among animal taxa,
understand mechanisms that lead to creation of such variation, and provide detailed examples of animal diversity.

**Code** | **Title** | **Credit Hours**
--- | --- | ---
BIO/MBI 115 | Biological Concepts: Ecology, Evolution, Genetics, and Diversity | 4
BIO 209 | Fundamentals of Ecology | 3
or BIO 206 | Evolutionary Biology | 4
BIO 311 | Vertebrate Zoology | 4
or BIO 312 | Invertebrate Zoology | 4

**Total Credit Hours**: 11

**Note**: Not open to majors in the Department of Biology.

**BLS 1 Law and Commerce**

Examines legal theory, history, and institutions as they relate to American culture, society and business. Focuses on why and how "American law" developed, how and why it is applied, how and why it evolves, and how and why it impacts commerce. Applies legal principles to analyze, identify and solve legal problems arising in common business activity. Emphasizes in-depth study of legal rules, rationale, and application in substantive areas of law and commerce. Acquaints potential law students with legal thinking and application in substantive areas of law and commerce. Acquaints potential law students with legal thinking and concepts.

**Code** | **Title** | **Credit Hours**
--- | --- | ---
BLS 342 | Legal Environment of Business | 3
BLS 442 | Business Associations & Communal Law | 3
Select one of the following: | | 3
ECO 385 | Government and Business | 
BLS 443 | Property Law | 
BLS 462 | Estates, Wills & Trusts | 
BLS 464 | International Business Law | 
MGT 402/ MGT 502 | Employment Law | 
POL 437 | Cyberlaw | 

**Total Credit Hours**: 9

**Note**: Not open to majors in business.

**BUS 1 Miami’s Professional Institute for Management Education (PRIME)**

Students will acquire a basic understanding of how businesses and people work together, providing synergy with the student’s chosen major. Four-week program is designed to help talented non-business students develop a clear advantage in the competitive job market. The sequence assumes that you have no prior knowledge of business topics and is intended to make business learning interesting, accessible, and valuable to students in all majors.

**Prerequisite**: Students must have 60 hours of college credit and permission of the instructor.

**Code** | **Title** | **Credit Hours**
--- | --- | ---
BUS 301 | Basics of Business I | 3
BUS 302 | Basics of Business II | 3
BUS 303 | Business Process Integration | 3

**Total Credit Hours**: 9

**Note**: Not open to students with majors or minors in business or commerce.

**BWS 1 Africa: Culture/Power/History**

Provides a multidisciplinary, global introduction to Africa that emphasizes cultural and economic production, social life, political diversity, and rich history. Students will critically reevaluate dominant representations but focus on how various Africans experience and represent culture, power, and history. Students will deepen their understanding of local, regional, and global processes that have shaped the world's second largest continent, past and present. Will help students hone intercultural skills for active, ethical, and productive participation in a global economy.

**Code** | **Title** | **Credit Hours**
--- | --- | ---
Required course | | 
BWS 156 | Introduction to Africa | 4
Select two of the following: | | 6
( at least one must be at the 300-level)
ATH 366 | African Oral Traditions | 
ATH 302 | Africa: Anthropological Perspectives | 
ATH 329 | Religions of Africa | 
BWS 224 | Africa to 1884 | 
POL 338 | Contemporary African Politics | 

**Total Credit Hours**: 10

**Note**: Not open to Critical Race and Ethnic Studies majors.

**CCA 1 Experiencing Arts and Culture**

Students will travel domestically or abroad to a particular urban location(s) (e.g. New York, Paris, Milan, Prague, etc.) for an immersive thematic sequence focused on the global importance and impact of the integrated creative arts (e.g.: architecture, interior design, theatre, studio arts, graphic design, music, etc.). This intensive, experiential program will help a student from any major develop a general knowledge of cultural history, and an understanding of the theories and application of various forms of the creative arts. This sequence assumes no prior knowledge and is intended to make the creative arts interesting, accessible, and valuable for all majors. There are no prerequisites, but students need to have completed 30 hours, or have permission of the instructor. This will ensure that the sequence builds on the foundational liberal education knowledge gained in the first year. Instruction will be provided by a multi-disciplinary team of faculty from the College of Creative Arts.

**Code** | **Title** | **Credit Hours**
--- | --- | ---
CCA 121 | Introduction to the Integrated Arts and Culture | 3
CCA 221 | Immersion in the Integrated Arts and Culture | 3
CCA 321 Application in the Integrated Arts and Culture
or ART 256 Design, Perception & Audience

Total Credit Hours 9

CCA 2 Principles in Innovation, Creativity, and Design Thinking
Sponsored by the Miami Design Collaborative, a multi-disciplinary network that brings together faculty and students from throughout Miami to study and practice principles in innovation and design process, this sequence: provides multi-disciplinary learning opportunities where students can experience different problem-solving orientations inherent in various disciplinary perspectives; offers learning opportunities focused on contemporary issues; fuses design thinking processes inherent in art, psychology, entrepreneurship, and interactive media; and balances theory and practice, allowing students to implement their ideas through project-based learning.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCA 111</td>
<td>Innovation, Creativity and Design Thinking</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following: 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 256</td>
<td>Design, Perception &amp; Audience</td>
<td>1</td>
</tr>
<tr>
<td>PSY 271</td>
<td>Survey of Perception, Action, and Cognition</td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following: 3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESP 331</td>
<td>Social Entrepreneurship</td>
<td>1</td>
</tr>
<tr>
<td>ESP 341</td>
<td>Corporate Entrepreneurship</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credit Hours 9-10

1 Only one Foundation (MFP) course can count toward both a Foundation requirement and a Thematic Sequence.

CHI 1 Developing Language Skills in Chinese
For students who have completed the first two semesters of college-level Chinese language or the equivalent. This sequence develops speaking, listening, reading and writing ability using a variety of materials drawn from textbooks as well as multimedia. The courses are characterized by small sections and in-class and out-of-class interaction. Courses may not be taken credit/no credit and must be taken in order.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHI 201</td>
<td>Second Year Chinese</td>
<td>3</td>
</tr>
<tr>
<td>CHI 202</td>
<td>Second Year Chinese</td>
<td>3</td>
</tr>
<tr>
<td>CHI 301</td>
<td>Third Year Chinese</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

CHM 1 Chemistry of Environmental Measurements
Enhances theoretical knowledge toward understanding environmental chemical issues and provides a foundation for learning followed by systematic investigation of advanced concepts in chemistry. Allows accomplished students to take alternative courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 142 &amp; CHM 145</td>
<td>College Chemistry &amp; College Chemistry Laboratory</td>
<td>5-6</td>
</tr>
<tr>
<td>Select one of the following: 4-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 231</td>
<td>Fundamentals of Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHM 241 &amp; CHM 244</td>
<td>Organic Chemistry &amp; Organic Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 251 &amp; CHM 254</td>
<td>Organic Chemistry for Chemistry Majors &amp; Organic Chemistry Laboratory for Chemistry Majors</td>
<td>4</td>
</tr>
</tbody>
</table>

Select the following: 3-4
| CHM 332 | Outlines of Biochemistry | 5            |
| CHM 363 & CHM 364 | Analytical Chemistry & Analytical Chemistry Laboratory | 5            |

Total Credit Hours 14-17

Note: Not open to majors in the Department of Chemistry and Biochemistry.

CHM 2 Chemistry of Life Processes
Enhances theoretical knowledge toward understanding biochemistry and provides a foundation for learning followed by the systematic investigation of advanced concepts in chemistry. Allows accomplished students to take alternative courses.

Prerequisite: CHM 141, CHM 144 (Foundation courses); alternative courses require additional prerequisites.

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 142 &amp; CHM 145</td>
<td>College Chemistry &amp; College Chemistry Laboratory</td>
<td>5</td>
</tr>
</tbody>
</table>

Select one of the following: 4-5
| CHM 231 | Fundamentals of Organic Chemistry | 4            |
| CHM 241 & CHM 244 | Organic Chemistry & Organic Chemistry Laboratory | 4            |
| CHM 251 & CHM 254 | Organic Chemistry for Chemistry Majors & Organic Chemistry Laboratory for Chemistry Majors | 4            |

Select one of the following: 3-4
| CHM 332 | Outlines of Biochemistry | 3            |
| CHM 432/CHM 532 | Fundamentals of Biochemistry | 4            |

Total Credit Hours 12-14

Note: Not open to majors in the Department of Chemistry and Biochemistry.
CIT 1 Social and Global Computing
Technology has a pervasive effect on society. How we live, work, and interact has been and will continue to be deeply affected by the use of computers and other technologies. Some researchers even believe that the use of technology is actually changing how our brains work. Understanding the effects of technology on society and the implications of using technology in terms of ethics, communication, and personal interaction is critical. Those who have a greater awareness of these issues will be better positioned for success in all aspects of business and personal endeavors.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 168</td>
<td>Information Technology Tools and Techniques for Organizations</td>
<td>4</td>
</tr>
<tr>
<td>CIT/CSE 262</td>
<td>Technology, Ethics, and Global Society</td>
<td>3</td>
</tr>
<tr>
<td>CIT 448</td>
<td>Global and Strategic Issues in Information Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 10

CIT 2 Increasing Productivity Through Agile
Agile culture is being adopted across disciplines and organizations. Agile helps teams to work collaboratively, efficiently, and effectively. Agile teams produce higher quality work, have increased productivity, and adapt better to change. CIT 2 provides students across all disciplines the opportunity to learn and practice the Agile way of thinking and working. Agile rituals and practices are introduced. Students work on an Agile project with a client, gain business value analysis knowledge in an Agile organization, and learn Agile project management skills. Each course offers an opportunity to earn an ICAgile industry certification.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 205</td>
<td>Agile Launchpad I</td>
<td>3</td>
</tr>
<tr>
<td>CIT 306</td>
<td>Agile: Business Value Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CIT 307</td>
<td>Agile: ICP-Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

CIT 3 Data Driven Decision Making
A powerful asset of any organization is the ability to understand, manipulate and interpret its data in a way that drives, informs and improves decision making. CIT 3 is designed to provide hands on, practical skills for analyzing data. These skills will provide students with the tools they need to understand and manage data to support data driven decision making within their organizations.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 261</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>or STA 301</td>
<td>Applied Statistics</td>
<td></td>
</tr>
<tr>
<td>CIT 201</td>
<td>Advanced Spreadsheets and Analytics</td>
<td>3</td>
</tr>
<tr>
<td>CIT 338</td>
<td>Business Intelligence Tools</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 10

CJS 1 Race and Criminal Justice
This thematic sequence, which will be open to all students, introduces students to the role race plays in law and the administration of criminal justice. The sequence will offer a sociohistorical framework of the criminal justice system and the inequalities that are inherently part of its structure with a special emphasis on race in policing, the law of criminal and juvenile adjudications, and corrections.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE 151</td>
<td>Introduction to Critical Race and Ethnic Studies</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJS 211</td>
<td>Policing in America</td>
<td>3</td>
</tr>
<tr>
<td>BWS/CJS 401</td>
<td>Race and Criminal Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Note: Not open to Criminal Justice majors.

CLS 1 Classical Civilization
Combines a general introduction to classical civilization and an in-depth encounter with Greco-Roman civilization, focusing on elements that provide opportunities for observing differences between modern and ancient civilization. Uses literature, monuments, legal documents, art, and sculpture to examine key examples of social organization, including the status of women, legal structures, and urban organization.

<table>
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<tr>
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<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CLS 101</td>
<td>Greek Civilization in its Mediterranean Context</td>
<td></td>
</tr>
<tr>
<td>CLS 102</td>
<td>Roman Civilization</td>
<td></td>
</tr>
<tr>
<td>CLS 121</td>
<td>Introduction to Classical Mythology</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CLS/BWS 222</td>
<td>Race and Ethnicity in Antiquity</td>
<td></td>
</tr>
<tr>
<td>CLS 235</td>
<td>Women in Antiquity</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 382</td>
<td>Greek and Roman Sculpture</td>
<td></td>
</tr>
<tr>
<td>ART 383</td>
<td>Greek and Roman Painting</td>
<td></td>
</tr>
<tr>
<td>CLS 321</td>
<td>Justice and the Law in Antiquity</td>
<td></td>
</tr>
<tr>
<td>REL 334</td>
<td>Women's Religious Experiences in the Ancient Mediterranean World</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Note: Not open to majors in the Department of Classics. Majors in the Departments of Art and Comparative Religion must select a minimum of nine hours outside department of major.

CLS 2 Classical Literature
Provides an overview of Greek or Roman literature, then examines in detail the historical evolution of specific genres, such as tragedy, drama, and epic. Attention to historical forces that brought these genres into existence and those forces that affected their growth and development.
### Thematic Sequence

**CMR 1 Perspective in Sales and Customer Service**

Regardless of one's educational or career aspirations, an understanding of how companies, institutions, and governments attract and satisfy their customers is a valuable skill. Organizations reward those employees, whatever their position, who are able to understand and assist in the ongoing process of adding and keeping customers. Students will be encouraged and challenged to expand their understanding beyond the skills of constructing a marketing plan or ad campaign to explore marketing in ways that will extend their sense of moral commitment, ethical understanding and civic action. This Thematic Sequence lays a strong foundation of broad marketing principles with an in-depth look at both the promotional tools to attract new customers and strategies and tactics to service them.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMR 105</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>CMR 261</td>
<td>Customer Service &amp; Satisfaction</td>
<td>3</td>
</tr>
<tr>
<td>CMR 263</td>
<td>Sales and Promotions</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 9

*Note:* Not open to students with majors or minors in business.

### CMR 2 Organizational Leadership

Regardless of one's educational or career aspirations, an understanding of organizational leadership principles and practices can enhance effectiveness "on the job" along with career satisfaction and career advancement. Whether one finds satisfaction in being an individual contributor or seeks a management career track, acquiring fundamental leadership skills can significantly increase one's ability to work through complex assignments, manage projects, coordinate the efforts of teams, and communicate thoughts and results convincingly, regardless of the audience. The student will be encouraged and challenged to explore the personal skills and attitudes that help to build success in a career, to develop a working knowledge of how to analyze data when making important decisions, and to apply all of these skills to real-world leadership challenges through a Service-Learning-oriented leadership course. This thematic sequence is designed to supply theoretical and practical knowledge of organizational leadership principals that students can readily use in pursuing any career.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CMR 301</td>
<td>Personal Organizational Skills</td>
<td>3</td>
</tr>
<tr>
<td>CMR 302</td>
<td>Financial Information for Managers</td>
<td>3</td>
</tr>
<tr>
<td>CMR 401</td>
<td>Leadership Decision Skills</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 10

*Note:* Not open to students with majors or minors in business.

### CSE 2 Computer Programming

Because computer information systems usually are not developed by single individuals, it is likely that you will participate on a development team during your professional life. With this sequence, you are in a unique position to understand, assist, and contribute to the

<table>
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<td>CMR 301</td>
<td>Personal Organizational Skills</td>
<td>3</td>
</tr>
<tr>
<td>CMR 302</td>
<td>Financial Information for Managers</td>
<td>3</td>
</tr>
<tr>
<td>CMR 401</td>
<td>Leadership Decision Skills</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 10

*Note:* Not open to students with majors or minors in business.
development of information systems that improve your own and your colleagues’ way of work.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 174</td>
<td>Fundamentals of Programming and Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>CSE 271</td>
<td>Object-Oriented Programming</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CSE 252</td>
<td>Web Application Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSE 274</td>
<td>Data Abstraction and Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSE 283</td>
<td>Data Communication and Networks</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Note: Not open to majors in the Department of Computer Science and Software Engineering.

**CSE 4 Website and Game Technology**

Given the prevalence on computing devices, it is important that we understand what they do and how they do it. The web site and computer game technology thematic sequence is designed to provide students with an intuitive understanding of how computer software is created and designed and how it functions to make possible common applications such as computer games and the World Wide Web. After learning the concepts and skills of computer programming, students will apply this knowledge to design and create a variety of computer games and web applications.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select any of the following introductory courses:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CSE 153</td>
<td>Introduction to C/C++ Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSE 163</td>
<td>Introduction to Computer Concepts and Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSE 174</td>
<td>Fundamentals of Programming and Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>Select the following:</td>
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<td>3</td>
</tr>
<tr>
<td>CSE 251</td>
<td>Introduction to Game Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSE 252</td>
<td>Web Application Programming</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Note: Not open to majors in the Department of Computer Science and Software Engineering.

**DST 1 Disability Studies**

This interdisciplinary thematic sequence offers a broad liberal arts approach to the study of disability, providing students with knowledge of the historical, social, artistic, literary, legal, educational, philosophical, and political framing of disability. Students develop an interdisciplinary foundation, with emphasis on cultural constructions of disability and the intersections of disability, race, gender, sex, age, class, and other markers of diversity and difference.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DST 272</td>
<td>Introduction to Disability Studies</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>DST 278</td>
<td>Women and (Dis)ability: Fictions and Contaminations of Identity</td>
<td>3</td>
</tr>
</tbody>
</table>

**ECO 2 Markets, Institutions, and the Role of Government**

In some situations, competitive markets fail to allocate resources efficiently. In some instances, production is concentrated in the hands of a few firms that may restrain output and raise prices. In other cases, market prices fail to fully reflect the costs or benefits associated with the consumption or production of certain goods. This arises in the case of externalities or government in ensuring allocative efficiency.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two of the following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>ECO 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 321</td>
<td>American Industries and Issues</td>
<td>3</td>
</tr>
<tr>
<td>ECO 385</td>
<td>Government and Business</td>
<td>3</td>
</tr>
<tr>
<td>ECO 331</td>
<td>Public Sector Economics</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Note: Not open to majors in business.

**EDL 2 Critical Youth Studies**

Critical Youth Studies is the study of how young people actively create subcultures that affirm diverse identities, resist social exclusion, negotiate their roles within educational institutions, and work for social change. The focus in youth studies is on adolescents and young adults, rather than children, and on the important role of youth subcultures in promoting social change consistent with values of social justice, equity, and inclusion. Youth studies seeks to help students better understand how young people can become more active agents in the development of their own identities and contribute to democratic organizations. This involves an analysis of the everyday, lived experiences of youth—in and out of educational institutions—and the representation of youth in popular culture (including film, art, literature, and music). Finally, critical youth studies is interdisciplinary in nature drawing insights from sociology, history, and philosophy of education as well as race, ethnic and gender studies.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>EDL 203</td>
<td>Introduction to Critical Youth Studies</td>
<td>3</td>
</tr>
<tr>
<td>DST/EDP 272</td>
<td>Introduction to Disability Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDL 204</td>
<td>Sociocultural Studies in Education</td>
<td>3</td>
</tr>
</tbody>
</table>
Thematic Sequence

EDL 333 Youth, Media & Pop Culture
EDL 334 Transnational Youth Cultures
EDL/WGS 369 Sexuality, Youth, Education
EDL 382 Community-Based Research & Learning in Education
HST 400 Senior Capstone in History
SJS 323 Social Justice and Change
LAS 332 Latin American Popular Culture
SJS 323 Social Justice and Change
SJS 470 Social/Political Activism
WGS 432 Feminism and the Diaspora: U.S. Women of Color
WGS 437/WGS 537 Black Feminist Theory

Total Credit Hours 9

Note: Open to all majors. Students must select a minimum of nine hours outside their department of major.

EDP 1 Cultural Patterns in Education and the Law Affecting Persons with Disability
Enhances critical understanding of issues surrounding individuals who fall outside the “norm.” Issues include societal values and moral practices related to development, identification, socialization, education, and treatment of these individuals. Explores exceptionality among individuals from the perspectives of psychological “disorder,” developmental or educational “difference,” and/or “deviance” from socially defined norms. Explores difference as a normally occurring phenomenon of the human condition.

Prerequisite: EDP 101 or PSY 111 or EDP 201

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 256</td>
<td>Psychology of the Exceptional Learner</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDP 272</td>
<td>Introduction to Disability Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDP 478/EDP 578</td>
<td>Effective Social Skills Development, Collaboration and Transition Planning in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDP 486/EDP 586</td>
<td>Methods I: Learners with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDP 491/EDP 591</td>
<td>Methods II: Learners with Mild to Moderate Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Note: Not open to majors in the Department of Educational Psychology.

EDP 2 Educational Technology and Instructional Design
Designed for students interested in the design, creation, and integration of technology/media for teaching and learning in both K12 and non-K12 environments (e.g., business, higher education, government, military, health care, religious organizations, etc.). Students will learn the processes of designing, developing, and evaluating the effectiveness of educational/instructional media for classroom and eLearning environments.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 279</td>
<td>Technology + Media Literacy and Learning</td>
<td>3</td>
</tr>
<tr>
<td>Select the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDP 332</td>
<td>Instructional Design Theory and Models</td>
<td>6</td>
</tr>
<tr>
<td>EDP 333</td>
<td>Evaluation and Assessment for Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>EDP 336</td>
<td>Diversity, Learning &amp; Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDP 445</td>
<td>Curriculum &amp; Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDP 446</td>
<td>Educational Interactive Design</td>
<td>3</td>
</tr>
<tr>
<td>EDP 483/EDP 583</td>
<td>Game-based Learning Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Note: Majors in the Department of Interactive Media Studies must select a minimum of nine hours outside department of major.

EDP 3 Technology and Learning
This thematic sequence enhances students’ understanding of the relationship among current and emerging technologies and learning. Students will gain experience and skills in creating and using technology systems in unique learning contexts while developing a critical awareness of the affordances and constraints of various technologies for teaching and learning. Throughout the courses is a common theme of exploring the relationship between Technology and Learning. The courses in the sequence include introductory experiences in crafting media for educational purposes as well as experience in applying principles of technology integration in formal and informal learning environments.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 279</td>
<td>Technology + Media Literacy and Learning</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMS 225</td>
<td>Games and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDP 443/EDP 543</td>
<td>Audiovisual Instruction: Methods, Media, and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDP 446</td>
<td>Educational Interactive Design</td>
<td>3</td>
</tr>
<tr>
<td>EDP 447/EDP 547</td>
<td>eLearning in K-12 Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Note: Majors in the Department of Interactive Media Studies must select a minimum of nine hours outside department of major.

EDP 4 Learning Research and Assessment
The EDP4 thematic sequence “Learning Research and Assessment” is a 9 credit thematic sequence which emphasizes core topics of Educational Psychology. The topics have been selected to enhance the learning of students in and outside the College of Education, Health, and Society. Students complete one learning course, one assessment course, and one research course.
### Thematic Sequence

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 101</td>
<td>Psychology Of The Learner</td>
<td>3</td>
</tr>
<tr>
<td>or EDP 201</td>
<td>Human Development and Learning in Social and Educational Contexts</td>
<td></td>
</tr>
<tr>
<td>EDP 301</td>
<td>Assessment and Evaluation in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>or EDP 432/EDP 532</td>
<td>Assessment and Educational Planning for Children Age 3 to 8</td>
<td></td>
</tr>
<tr>
<td>or EDP 494/EDP 594</td>
<td>Assessment, Evaluation, and Educational Planning for Learners with Exceptionalities</td>
<td></td>
</tr>
<tr>
<td>EDP 324</td>
<td>Research and Applied Writing Across the Disciplines</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 9

**NOTE:** Not open to majors in the Department of Educational Psychology.

### EDT 1 Exploring STEM in Society

The courses offered as part of the Exploring STEM in Society thematic sequence take an integrated approach to the teaching and learning of STEM disciplines. Currently, students who want to become a science or mathematics teacher enroll in content and education courses that treat STEM disciplines as disparate subject areas (e.g., Biology, Physics, Earth Science, Mathematics, etc.). However, current reform movements in science and mathematics education (NGSS, NGSS Lead States, 2103) point out the inter-connect address of STEM disciplines and emphasize the importance of preparing future science and mathematics teachers who understand and effectively implement an integrated approach to the teaching and learning of STEM disciplines.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT 188</td>
<td>Creativity and Innovation in STEM Education</td>
<td>3</td>
</tr>
<tr>
<td>EDT 288</td>
<td>Ways of Thinking in STEM (Science, Technology, Engineering, and Mathematics) Education</td>
<td>3</td>
</tr>
<tr>
<td>EDT 488</td>
<td>Grand Challenges in STEM Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 9

### EDT 2 Teaching English as a Foreign Language Abroad (TEFLA)

Designed for those interested in teaching English as a Foreign Language (EFL*) abroad, this thematic sequence is grounded in theory and best practices of second language learning. The sequence examines respect for diversity, multilingualism, multiculturalism, and individuals' language rights, while recognizing the value of learning English in today's globalized world. The courses also prepare students with the ability to design curriculum, write lessons, and assess teaching English as Foreign language. The sequence progresses from introductory level content to theoretical and practical tools that will enable students to become critical and reflective language practitioners.

* EFL differs from ESL (English as a second language). EFL involves teaching English in countries where English is a foreign language (such as Costa Rica or China). ESL involves teaching English in countries where English is the main language (such as the US or Australia).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT 221</td>
<td>Teaching English Language Learners in PK-12: Culture &amp; Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>EDT 444/EDT 544</td>
<td>Language Teaching and Learning I</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDT 445/EDT 545</td>
<td>Language Teaching and Learning II</td>
<td>3</td>
</tr>
<tr>
<td>EDT 446L/EDT 546L</td>
<td>Reading in the Foreign Language</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 9

**Note:** Not open to Foreign Language majors.

### EGS 1 Writing for Diverse Contexts

Introduces students to the ways that writing can function in diverse contexts. Students have the opportunity to develop both theoretical and practical understandings of writing practices in multiple genres and for multiple audiences.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td></td>
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</tr>
<tr>
<td>EGS 215</td>
<td>Workplace Writing</td>
<td>3</td>
</tr>
<tr>
<td>EGS 301</td>
<td>Writing and the Professions</td>
<td></td>
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<tr>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>EGS/BS 305</td>
<td>Integrative Writing in Global Context</td>
<td>3</td>
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<tr>
<td>EGS 319</td>
<td>Medical Writing</td>
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<tr>
<td>EGS 420</td>
<td>Topics in Writing</td>
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<tr>
<td>Select one of the following:</td>
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<td></td>
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<tr>
<td>ENG 224</td>
<td>Digital Writing and Rhetoric: Composing with Words, Images and Sounds</td>
<td>3</td>
</tr>
<tr>
<td>ENG 225</td>
<td>Advanced Composition</td>
<td></td>
</tr>
<tr>
<td>ENG 313</td>
<td>Technical Writing</td>
<td></td>
</tr>
<tr>
<td>ENG 413/ENG 513</td>
<td>Grant and Proposal Writing</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 9

**Note:** Not open to English Studies, English: Creative Writing, English: Literature, English: Professional Writing, or Linguistics majors.

### ENG 2 Women and Literature

 Assumes the importance of gender as a category for analyzing authors and texts. Attention to how various literatures that constitute “English literature” represent women and gender constructions, how these representations differ, and the various agendas pursued through these representations. Most important, emphasizes women as themselves authors and readers. Builds new knowledge of non-canonical writers and texts; reconsiders canonical writers and texts by focusing on depictions of women or your relation to women’s writings.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required course:</td>
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<tr>
<td>ENG/WGS 232</td>
<td>Women Writers</td>
<td>3</td>
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</table>
Select two of the following: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGS 320</td>
<td>Readings in Literatures and Cultures</td>
<td></td>
</tr>
<tr>
<td>ENG/AMS 390</td>
<td>Studies in American Regionalism</td>
<td></td>
</tr>
<tr>
<td>ENG/AAA/WGS 351</td>
<td>Cultural Politics of Gender and Sexuality in Asian/America</td>
<td></td>
</tr>
<tr>
<td>ENG 360</td>
<td>Interdisciplinary Special Topics</td>
<td></td>
</tr>
<tr>
<td>ENG/FST/WGS 356</td>
<td>Women and Gender in Film</td>
<td></td>
</tr>
<tr>
<td>EGS 390</td>
<td>Special Topics in English Studies</td>
<td></td>
</tr>
<tr>
<td>EGS 410</td>
<td>Readings in Multicultural Perspectives</td>
<td></td>
</tr>
<tr>
<td>ENG/BWS/WGS 432</td>
<td>Feminism and the Diaspora: U.S.</td>
<td></td>
</tr>
<tr>
<td>ENG/BWS/WGS 437</td>
<td>Women of Color</td>
<td></td>
</tr>
<tr>
<td>ENG 470</td>
<td>Studies in Literary Theory</td>
<td></td>
</tr>
<tr>
<td>ENG 490</td>
<td>Special Topics in Literary Study</td>
<td></td>
</tr>
<tr>
<td>WGS 201</td>
<td>Introduction to Women's Studies</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

1 Topics may vary from semester to semester. Consult the sequence coordinator to see if the topic can be applied.

Note: Open to all majors. Majors in the Departments of English, English Studies, Women’s, Gender, and Sexuality Studies, and American Studies must select a minimum of nine hours outside department of major.

**ENG 3 American Life and Culture Since World War II**
A cross-disciplinary study of the changing forms of American culture since World War II.

Select the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 276</td>
<td>American Literature 1900 to the Present</td>
<td>3</td>
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</tbody>
</table>

Select two of the following: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 489/ART 589</td>
<td>Postwar to Postmodern, 1945-1980</td>
<td></td>
</tr>
<tr>
<td>BWS 348</td>
<td>Race and Ethnic Relations</td>
<td></td>
</tr>
<tr>
<td>ENG 201</td>
<td>Special Topics in Language Awareness</td>
<td></td>
</tr>
<tr>
<td>ENG 246</td>
<td>Native American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 248</td>
<td>Asian American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 254</td>
<td>Latino/a Literature and the Americas</td>
<td></td>
</tr>
<tr>
<td>ENG 293</td>
<td>Contemporary American Fiction</td>
<td></td>
</tr>
<tr>
<td>ENG 348</td>
<td>Ethnic American Literatures</td>
<td></td>
</tr>
<tr>
<td>ENG 351</td>
<td>Cultural Politics of Gender and Sexuality in Asian/America</td>
<td></td>
</tr>
<tr>
<td>ENG 355</td>
<td>Contemporary American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG/BWS 338</td>
<td>African American Writing, 1946-Present</td>
<td></td>
</tr>
<tr>
<td>ENG 390</td>
<td>Studies in American Regionalism</td>
<td></td>
</tr>
<tr>
<td>ENG 440</td>
<td>Major English and American Writers</td>
<td></td>
</tr>
</tbody>
</table>

**HST/AMS 367** | The United States in the 1960s | 1 |
**HST 369** | United States in the Modern Era | 1 |

Total Credit Hours 9

**ENG 4 Film in Popular Culture**
Introduces cultural studies, specifically the analysis of contemporary popular culture. One of the central objectives is to develop analytical tools to examine how film, popular literature, and other mass media (ordinarily “taken for granted” elements of everyday life) have shaped our modern sensibility. In its very nature, the study of popular culture is interdisciplinary, examining both the text and the context of such cultural creations as mass-market literature and film.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FST 201</td>
<td>Film History and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG/FST 220</td>
<td>Literature and Film</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG/FST 221</td>
<td>Shakespeare and Film</td>
<td></td>
</tr>
<tr>
<td>ENG/FST 235</td>
<td>Classical Hollywood Cinema</td>
<td></td>
</tr>
<tr>
<td>ENG/FST 236</td>
<td>Experimental Film</td>
<td></td>
</tr>
<tr>
<td>ENG/FST/WGS 356</td>
<td>Women and Gender in Film</td>
<td></td>
</tr>
<tr>
<td>FST 206</td>
<td>Diversity and Culture in American Film</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9

**ENG 5 Language and Literacy**
Uses formal reasoning skills, research and writing, and ethnographic case studies to develop a sense of the synchronic structure and diachronic background of the English language so that you understand how concepts of literacy have changed through the ages, how literacy functions in contemporary society, and how societies, schools, and communication technologies interact to shape our concepts of literacy, rhetoric, and language standards. Studies grammatical structure of modern English, social and cultural history of the language, and either rhetorical theory (STC 239) or contemporary notions of teaching writing (ENG 304). Although ENG 301 and ENG 302 are recommended to be taken before ENG 304 or STC 239, choose three of the four courses listed.

Complete three of the following courses: 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 301</td>
<td>History of the English Language</td>
<td></td>
</tr>
<tr>
<td>ENG/ATH/GER 219</td>
<td>Introduction to Linguistics</td>
<td></td>
</tr>
<tr>
<td>ENG 302</td>
<td>Structure of Modern English</td>
<td></td>
</tr>
<tr>
<td>ENG 304/STC 239</td>
<td>Backgrounds to Composition Theory</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 9
**Note:** Not open to majors in the Department of English. Majors in the Department of Media, Journalism and Film Studies must select ENG 304.

**ENG 8 African American History and Literature**
Provides a sustained encounter with the African American experience from the arrival of African Americans to North America through their contemporary cultural and literary accomplishments.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BWS/ENG 336</td>
<td>African American Writing, 1746-1877</td>
<td>3</td>
</tr>
<tr>
<td>BWS/ENG 337</td>
<td>African American Writing, 1878-1945</td>
<td>3</td>
</tr>
<tr>
<td>BWS/ENG 338</td>
<td>African American Writing, 1946-Present</td>
<td>3</td>
</tr>
<tr>
<td>BWS/HST 221</td>
<td>African-American History</td>
<td>3</td>
</tr>
<tr>
<td>ENG 355</td>
<td>Contemporary American Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select two of the following:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE/FST 366</td>
<td>French Cinema in Translation</td>
</tr>
<tr>
<td>FRE/FST 460</td>
<td>Topics in French Cinema</td>
</tr>
<tr>
<td>FST/ITL 262</td>
<td>Italian Cinema</td>
</tr>
<tr>
<td>GER/FST 261</td>
<td>German Film in Global Context</td>
</tr>
<tr>
<td>RUS/FST 263</td>
<td>Soviet &amp; Post-Soviet Russian Cinema</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 9

**Note:** Not open to majors in Critical Race and Ethnic Studies. Majors in the Departments of English and History must complete a minimum of nine hours outside department of major.

**ESP 1 Entrepreneurship in Different Contexts**
Emphasizes the application of entrepreneurial attitudes and behaviors in organizations of all sizes and types. Students explore the underlying nature of entrepreneurship and the entrepreneurial process and develop an appreciation for the unique aspects of entrepreneurship depending upon the context within which one is operating. The first course examines the role of creative thinking in coming up with new, entrepreneurial ideas and solving business problems; the second explores the interface between entrepreneurship and a particular functional area; the third is concerned with entrepreneurship in a larger, established organizational context.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESP 251</td>
<td>Entrepreneurial Value Creation and Capture</td>
<td>3</td>
</tr>
<tr>
<td>ESP 341</td>
<td>Corporate Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ESP 351</td>
<td>Creativity in Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 9

**Note:** Not open to majors in business.

**FRE 3 European Cinema**
Explores, questions, and seeks to provide a cross-cultural understanding of the historical, ideological, artistic, and social issues that inform European culture through a critical analysis of the major films of countries that have played an important role both in the birth and development of cinematic art and in shaping the modern world: France, Germany, Italy, and the Soviet Union.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSW 245</td>
<td>Children and Families: Ages Conception - 12</td>
<td>3</td>
</tr>
<tr>
<td>FSW 466/FSW 566</td>
<td>Interpersonal Perspectives on Adulthood and Aging</td>
<td>3</td>
</tr>
<tr>
<td>FSW 481/FSW 581</td>
<td>Adolescent Development in Diverse Families: Ages 13-25</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select the following:**

**FSW/WGS 361 | Couple Relationships: Diversity and Change | 3**

**Total Credit Hours:** 9

**Note:** Not open to majors in the Department of Family Studies and Social Work. Majors in the Departments of Gerontology and Women, Gender, and Sexuality Studies majors must take a minimum of nine hours outside department of major.

**FSW 4 Children in Families**
Students develop an in-depth understanding of child and adolescent development that affects contemporary families. Examines issues in contemporary society that affect families with children (e.g., child and adolescent development and family differences, as well as change over the life course).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSW 245</td>
<td>Children and Families: Ages Conception - 12</td>
<td>3</td>
</tr>
<tr>
<td>FSW 481/FSW 581</td>
<td>Adolescent Development in Diverse Families: Ages 13-25</td>
<td>3</td>
</tr>
</tbody>
</table>
FSW 261  Diverse Family Systems Across the Life Cycle  3

GEO 2 Earth’s Physical Environment: Patterns and Processes
Provides an understanding of the geographical patterns that characterize the Earth’s physical environment and the processes responsible for these geographical patterns. The objectives are to study Earth’s physical environment and their geographical distribution at global, regional, and local scales; to develop an understanding of the processes that connect Earth’s physical subsystems, including the lithosphere, hydrosphere, biosphere, and atmosphere; and to apply concepts (e.g., systems and budgets) and geographic tools (e.g., field research, geographic information systems, and remote sensing) to the geographic analysis of a particular environment or set of environments.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 121</td>
<td>Earth’s Physical Environment</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>or GEO 122</td>
<td></td>
</tr>
<tr>
<td>GEO 221</td>
<td>Geographic Perspectives on the Environment</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO/GEO 431</td>
<td>Global Plant Diversity</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO/GEO 432</td>
<td>Ecoregions of North America</td>
<td></td>
</tr>
<tr>
<td>GEO 333</td>
<td>Global Perspectives on Natural Disasters</td>
<td></td>
</tr>
<tr>
<td>GEO 425/</td>
<td>Hydrogeography</td>
<td></td>
</tr>
<tr>
<td>GEO 525</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 426/</td>
<td>Watershed Management</td>
<td></td>
</tr>
<tr>
<td>GEO 526</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 428/</td>
<td>Soil Geography</td>
<td></td>
</tr>
<tr>
<td>GEO 528</td>
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</tbody>
</table>

GEO 3 Geographic Change
Applies geographic concepts to understand patterns, processes, and meaning of change in the human landscape at the global scale.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 101</td>
<td>Global Forces, Local Diversity</td>
<td>3</td>
</tr>
<tr>
<td>GEO 211</td>
<td>Global Change</td>
<td>3</td>
</tr>
<tr>
<td>or GEO 276</td>
<td>Geography of the Global Economy</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO/WGS 436</td>
<td>Women, Gender, and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>GEO 475/</td>
<td>Global Periphery's Urbanization</td>
<td></td>
</tr>
<tr>
<td>GEO 575</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 476/</td>
<td>Global Poverty</td>
<td></td>
</tr>
<tr>
<td>GEO 576</td>
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</tr>
</tbody>
</table>

Note: Not open to majors in the Department of Geography. Majors in Women’s, Gender and Sexuality Studies must take a minimum of nine hours outside department of major.
### GEO 4 Global Forces in Regional Contexts
Applies geographic concepts to understanding patterns, processes, and underlying meaning of changes in a region's landscape.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 101</td>
<td>Global Forces, Local Diversity</td>
<td>3</td>
</tr>
<tr>
<td>GEO 111</td>
<td>World Regional Geography: Patterns and Issues</td>
<td></td>
</tr>
</tbody>
</table>

| Select one of the following:                       |              |
| GEO 205 | Population and Migration                       | 3            |
| GEO 208 | The Rise of Industrialism in East Asia         |              |
| GEO 211 | Global Change                                  |              |

| Select one of the following:                       | 3-4          |
| GEO/BWS 301 | Geography of Sub-Saharan Africa               |              |
| GEO 308 | Geography of East Asia                         |              |
| GEO 406/ | Indigenous Peoples and Their Sacred Lands      |              |
| GEO 506 |                                               |              |
| GEO 408/ | Geography of the Silk Road (The Heart of Asia) |              |
| GEO 508 |                                               |              |

**Total Credit Hours:** 9-10

**Note:** Not open to majors in the Department of Geography. Majors in Critical Race and Ethnic Studies must take a minimum of nine hours outside department of major.

### GER 3 Developing Language Skills in German
For students who have completed the first two semesters of college-level German language or the equivalent. This sequence develops speaking, listening, reading, and writing ability using a variety of materials drawn from fiction, television, film, the Internet, journalism, and memoirs. The courses draw on computer-assisted materials developed by the Miami faculty for Miami students and are characterized by small sections and substantial in-class and out-of-class interaction. Courses may not be taken credit/no-credit and must be taken in order.

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<tr>
<th>Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>Select one of the following:</td>
<td></td>
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</tr>
<tr>
<td>GER 201</td>
<td>Second Year German</td>
<td>3</td>
</tr>
<tr>
<td>GER 202</td>
<td>Second Year German</td>
<td>3</td>
</tr>
<tr>
<td>GER 301</td>
<td>German Language Through the Media</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 9

**Note:** Not open to German majors.

### GLG 1 Oceanography
Provides an appreciation of the critical importance of the oceans to the functioning of our planet. Oceans dominate the surface area of the Earth, and they are critical to the maintenance of a habitable planet. Examines what we know about the oceans and how the oceans are an integral part of the Earth's ecology. Explores, first hand, the ways that we study the oceans.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLG 111</td>
<td>The Dynamic Earth</td>
<td>3</td>
</tr>
<tr>
<td>GLG 121</td>
<td>Environmental Geology</td>
<td></td>
</tr>
<tr>
<td>GLG 141</td>
<td>Geology of U.S. National Parks</td>
<td></td>
</tr>
</tbody>
</table>

| Select the following:                                |              |
| GLG 244 | Oceanography                           | 3            |

| Select one of the following:                       | 3-5          |
| GLG 413/ | Tropical Marine Ecology               |              |
| GLG 513 |                                           |              |
| GLG 437/ | Paleontology in Conservation          |              |
| GLG 537 |                                           |              |

**Total Credit Hours:** 9-11

**Note:** Not open to majors in the Department of Geology & Environmental Earth Science.

### GLG 2 The Water Planet
Provides an introduction to the essential role water plays in supporting life on Earth, including the origin of water, its physical/chemical characteristics, how these characteristics combine to make life possible on the continents and in the oceans, and details concerning the hydrologic cycle. Introduces the economic, legal, and political ramifications of water use in the U.S.
Thematic Sequence

17

Code   Title                      Credit Hours
Select one of the following:
GLG 111 The Dynamic Earth         3
GLG 121 Environmental Geology     3
GLG 141 Geology of U.S. National Parks 3
Select the following:
GLG 244 Oceanography              3
Select one of the following:
GEO 425/525 Hydrogeography        3-4
GLG 307 Water and Society         3
GLG 335 Ice Age Earth             3
GLG 408/508 Introduction to Hydrogeology 3-4
BIO 463/563 Limnology             3

Total Credit Hours                9-10

Note: Not open to majors in the Department of Geology & Environmental Earth Science.

GLG 3 Geohazards and Plate Tectonics

This thematic sequence provides an overview of the causes and impacts of geohazards and how they are influenced by plate tectonic processes. Tier 1 introduces basic conceptual knowledge and Tier 2 focuses on the underlying physical principles. Tier 3 provides opportunities for application to real-world environments, including strategies for scientific investigation and management. These courses illustrate how focused case studies can provide insight into global systems.

Code   Title                      Credit Hours
Select one of the following:
GLG 111 The Dynamic Earth         3
GLG 121 Environmental Geology     3
GLG 141 Geology of U.S. National Parks 3
Select the one following:
GLG 261 Geohazards and the Solid Earth 3
GLG 301 Sedimentology and Stratigraphy 3-4
Select one of the following:
GLG 322 Structural Geology        3-4
GLG 447/547 Volcanology           3-4
GLG 450/550 Sedimentary Basin Analysis 3-4
GLG 461/561 Geophysics            3-4
GLG 467/567 Seismology            3-4
GLG 492/592 Global Tectonics      3-4

Total Credit Hours                9-11

Note: Not open to majors in the Department of Geology & Environmental Earth Science.

GTY 2 Aging in Diverse Contexts

A significant paradigm shift has occurred within gerontology. The accumulation of research findings suggests that age alone predicts very little about the human experience. Instead, the impact of age and aging is mediated by a range of social and cultural factors. Social characteristics such as gender, race, and ethnicity, and societal factors such as economic development and cultural traditions combine to produce a diverse range of experience and patterns of aging. This thematic sequence begins with an overview of the social, cultural, and personal experiences of aging. The second course provides students with grounding in sociocultural analyses of the contexts of aging, and the third, an in-depth exploration of the sources of variation in the aging experience. Students completing this sequence will understand the ways in which meanings and experiences of aging are shaped by social and physical location, and the ways in which diversity among the older population is produced.

Code   Title                      Credit Hours
GTY 154 Big Ideas in Aging        3
Select one of the following:
GTY 260 Global Aging              3
SOC/GTY 318 Social Forces and Aging 3
Select one of the following:
GTY 479/579 Research on Inequality in Aging & Health 3
GTY 354 Issues & Controversies in Aging or FSW 466/566 Interpersonal Perspectives on Adulthood and Aging 3

Total Credit Hours                9

1 Only one Foundation (MPF) course can count toward both a Foundation requirement and a Thematic Sequence.

Note: Not open to majors in Sociology or Gerontology. Majors in the Department of Family Studies and Social Work must take a minimum of nine hours outside department of major.

GTY 3 Aging and Health

This thematic sequence explores health and aging. The tier 1 course provides students with an overview of the process of aging, especially in the United States. In tier 2, students select one of two courses, each examining health and aging from a different position along a continuum that ranges from micro- to macro/meso-level contexts. The tier 3 courses offer students the opportunity to integrate academic and applied aspects of health and aging, either through exploration of moral issues in health care, secondary data analysis, or a field experience in a health care setting.

Code   Title                      Credit Hours
GTY 154 Big Ideas in Aging        3
Select one of the following:
GTY 260 Global Aging              3
GTY/SOC 318 Social Forces and Aging 3
Select one of the following:

Note: Not open to majors in Sociology or Gerontology. Majors in the Department of Family Studies and Social Work must take a minimum of nine hours outside department of major.
GTY 362  Applied Research in Gerontology
GTY 479/ GTY 579 Research on Inequality in Aging & Health
or GTY 456/ GTY 556 Aging & Health

Total Credit Hours 9-10

Note: Not open to majors in the Department of Sociology and Gerontology. Philosophy majors may not take PHL 375.

GTY 4 Aging and Policy
This thematic sequence focuses on age-related policies. It is designed to introduce students to the broad topic of aging in American society, policies and programs, and fill a gap in the current curriculum by analyzing and debating current aging policy topics.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GTY 154</td>
<td>Big Ideas in Aging</td>
<td>3</td>
</tr>
<tr>
<td>GTY 365</td>
<td>Social Policy and Programs in Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>GTY 465</td>
<td>Policies &amp; Programs in an Aging Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Note: Not open to majors in Sociology or Gerontology. Majors in the Department of Family Studies and Social Work must take a minimum of nine hours outside department of major.

ISA 2 Applied Business Statistics
Enhances analytical capabilities and teaches fundamental concepts of statistical thinking. Provides breadth and depth of course work in business statistics methodology. While the academic area of business forms its contextual orientation, the techniques and processes discussed and ways of thinking developed are applicable to every field. The underlying aim is improved decision making and action through thought that is informed by statistical analysis.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISA 205</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>ISA 291</td>
<td>Applied Regression Analysis in Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISA/STA 365</td>
<td>Statistical Monitoring and Design of Experiments</td>
<td>3</td>
</tr>
<tr>
<td>ISA 432</td>
<td>Survey Sampling in Business</td>
<td></td>
</tr>
<tr>
<td>ISA 444</td>
<td>Business Forecasting</td>
<td></td>
</tr>
<tr>
<td>ISA 491/ISA 591</td>
<td>Introduction to Data Mining in Business</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 10

Note: Not open to Information Systems and Analytics Majors with the Business Analytics Track.

ITL 1 Italy in the Renaissance
Analyzes the vital role Italy has played in the birth and evolution of modern Western culture in the humanities, arts, sciences, and political thought. Develops analytical skills by viewing Italian culture from a variety of disciplinary angles and over a broad span of time. Promotes a critical understanding of the rich artistic, literary, and intellectual heritage of the culture that laid the foundation for the European Renaissance and the modern period.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 314</td>
<td>The Renaissance in Italy</td>
<td>9</td>
</tr>
<tr>
<td>ENG/ITL 364</td>
<td>From Marco Polo to Machiavelli</td>
<td></td>
</tr>
<tr>
<td>ENG/ITL 401</td>
<td>Dante's Divine Comedy</td>
<td></td>
</tr>
<tr>
<td>HST 315</td>
<td>The Renaissance</td>
<td></td>
</tr>
<tr>
<td>HST 452/ HST 552</td>
<td>Florence in the Time of the Republic, 1250-1550</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Note: Nine hours minimum must be taken outside department of major.

JPN 1 Developing Language Skills in Japanese
For students who have completed the first two semesters of college-level Japanese language or the equivalent. This sequence develops speaking, listening, reading, and writing ability using a variety of materials drawn from fiction, television, film, the Internet, journalism, and memoirs. The courses draw on computer-assisted materials developed by Miami faculty for Miami students and are characterized by small sections and substantial in-class and out-of-class interaction. Courses may not be taken credit/no-credit and must be taken in order.

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<tr>
<th>Code</th>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN 201</td>
<td>Second Year Japanese</td>
<td>3</td>
</tr>
<tr>
<td>JPN 202</td>
<td>Second Year Japanese</td>
<td>3</td>
</tr>
<tr>
<td>JPN 301</td>
<td>Third Year Japanese</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Note: Not open to majors in the Department Media, Journalism and Film.

JRN 1 Journalism and American Life
Students enrolled in JRN 1 will learn about the role of journalism in American life. They will gain an understanding of the functions of journalism in American democracy, how journalists gather the information needed to write news stories, and then either explore the way law and ethics influence the work journalists do, or research the way news media cover particular topics.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 101</td>
<td>Introduction to Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRN 201</td>
<td>Reporting and News Writing I</td>
<td>3</td>
</tr>
<tr>
<td>JRN 301</td>
<td>Journalism Law and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Note: Not open to majors in the Department Media, Journalism and Film.

JRN 2 Reporting Your World
Students who pursue the JRN 2 Thematic Sequence will learn about American journalism by actually producing news reporting. They
will learn the basics of fact-checking, interviewing, and news writing, produce audio and video packages in the style expected by broadcast news outlets, experiment with multimedia news production, or learn about the intricacies of covering a specific journalistic beat.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 201</td>
<td>Reporting and News Writing I</td>
<td>3</td>
</tr>
<tr>
<td>JRN 202</td>
<td>Reporting and News Writing II</td>
<td>3</td>
</tr>
<tr>
<td>JRN 303</td>
<td>Multimedia Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRN 350</td>
<td>Specialized Journalism</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

**Note:** Not open to majors in the Department Media, Journalism and Film.

**LAS 3 Latino Studies: Cultures and Histories of Latinos in the United States**

This sequence gives students a broad understanding of the diverse histories and cultures of Latina/o populations living in the United States and emphasizes how Latina/o cultural politics in the United States are shaped in relation to both cultural formations within Latin American and racial/ethnic dynamics within the United States.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 208</td>
<td>Introduction to Latin America ¹</td>
<td>3</td>
</tr>
<tr>
<td>LAS/ENG 254</td>
<td>Latino/a Literature and the Americas ¹</td>
<td>3</td>
</tr>
<tr>
<td>LAS/HST 260</td>
<td>Latin America in the United States ¹</td>
<td>3</td>
</tr>
<tr>
<td>LAS 315</td>
<td>Latin American Diaspora: Communities, Conditions and Issues</td>
<td>3</td>
</tr>
<tr>
<td>LAS/SPN 332</td>
<td>Latin American Popular Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

¹ Only one Foundation (MPF) course can count toward both a Foundation requirement and a Thematic Sequence.

**LED 1 Urban Culture and Service-Learning**

Courses selected for the Xavier University/Miami University collaboration are determined each time it is offered. Courses will emphasize urban study, drawing from political science, sociology, economics, geography, architecture, history, education, and programs in Critical Race and Ethnic Studies, Urban Studies, American Studies, and Women’s Studies. The sequence will have courses grouped in three interrelated tiers:

1. Practical experience based in Service-Learning; and
2. Theoretical investigation of urban issues and policy; and
3. Special topics that allow for deeper investigations of issues pertaining to Cincinnati and Over-The-Rhine. Contact: Tom Dutton in the Department of Architecture

**MBI 1 Biomedical Science**

Examines principles and examples of diseases caused by microbial infections so that the role of microorganisms in the development of disease in a human host can be understood. Studies the host at genetic or cell and tissue level to gain an overview of infectious and noninfectious diseases in populations. Fosters understanding of the effects of diseases on human communities and provides a perspective to help evaluate health dilemmas and develop strategies to solve them.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBI 161</td>
<td>Elementary Medical Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 232</td>
<td>Human Heredity</td>
<td>3,4</td>
</tr>
<tr>
<td>or BIO 325</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>MBI 361</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 10-11

**Note:** Offered only on the Hamilton and Middletown campuses. Not open to majors in the Departments of Biology or Microbiology.

**MGT 1 Dynamics of Human Behavior in Organizations**

Regardless of major, most students apply the knowledge and skills they acquire at Miami University within an organizational setting. Organizations form to benefit from collective efforts of individuals who are striving to accomplish a set of common goals. This sequence examines ideas, models, and theories that explain human behavior in organizations. Builds competence in critically analyzing factors that influence both human behavior and the capacity for the organization to achieve its objectives; then you are able to influence work behavior and effectively exercise a leadership role in the organizations you join.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 211</td>
<td>Introduction to Management for Non-</td>
<td>3</td>
</tr>
<tr>
<td>MGT 291</td>
<td>Business Majors</td>
<td>3</td>
</tr>
<tr>
<td>or MGT 291</td>
<td>Introduction to Management &amp; Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MGT 414</td>
<td>Employee Engagement and Motivation ¹</td>
<td>3</td>
</tr>
<tr>
<td>MGT 415</td>
<td>Leadership and Learning ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

¹ May be taken in any order.

**Note:** Not open to majors in business.

**MTH 1 Axioms, Theorems, and Proof in Geometry and Algebra**

Considers algebras and geometries defined by axiomatic systems, two very active fields in modern mathematics. Surprises are here: geometries without parallel lines, geometries with parallel lines and no rectangles, and new algebraic operations that can describe the structure of Rubik’s cube and molecules. Develops the roles of definition, proof, and abstraction gradually until, at the 400 level, a full scale axiomatic treatment is given. At this level students provide many of the proofs. You rediscover results from the masters: Gauss, Hilbert, Galois, Abel, and others. Not an easy sequence, but you learn about how to read mathematics and solve problems on your own.

**Prerequisite:** MTH 251 or MTH 249/ MTH 249H
### Thematic Sequence

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 222</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MTH 331</td>
<td>Proof: Introduction to Higher Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MTH 411/</td>
<td>Foundations of Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MTH 511</td>
<td>or MTH 421/ MTH 521 Introduction to Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Note:** Not open to majors in the Department of Mathematics.

### MTH 2 Basic Mathematical Tools for Science

Scientists today use a variety of mathematical tools, including calculus, discrete mathematics, and statistics to describe physical, biological, and social systems. This sequence helps students analyze problems from several perspectives with these tools. The courses can be taken in any order, keeping in mind that MTH231 and STA301 have a Calculus I as prerequisite, while MTH222, 245, and 252 have a Calculus II prerequisite.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>MTH 222</td>
<td>Introduction to Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>or MTH 222T</td>
<td>Introduction to Linear Algebra (Honors)</td>
<td></td>
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<tr>
<td>MTH 231</td>
<td>Elements of Discrete Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
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<tr>
<td>MTH 245</td>
<td>Differential Equations for Engineers</td>
<td></td>
</tr>
<tr>
<td>MTH 252</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
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<tr>
<td>ECE 345</td>
<td>Applied Probability and Statistics for Engineers</td>
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<tr>
<td>ISA 225</td>
<td>Principles of Business Analytics</td>
<td></td>
</tr>
<tr>
<td>STA 261</td>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td>STA 301</td>
<td>Applied Statistics</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Note:** Not open to majors in the Department of Mathematics.

### MTH 3 Almost Linear Structures-Models for Physical Science

The goal is to extend the derivative and anti-derivative ideas from Calculus I and II by building on the linear function concept from MTH 222. Scientists use linear functions to model the economy, atomic structure, chemical reactions, and other phenomena. MTH 252 develops the derivative of a multivariable function as an approximating linear function, just as the graph of a function of one variable looks like a line segment near a point where the derivative exists. This allows the extension of important optimization techniques to multivariable functions. MTH 347 uses all available tools to generalize and solve antiderivative problems crucial to science. This sequence combines theory and practice and is the traditional path to upper division mathematics. MTH 222 and MTH 252 may be taken in either order or concurrently.

**Prerequisite:** Calculus I and Calculus II.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 222</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>or MTH 222T</td>
<td>Introduction to Linear Algebra (Honors)</td>
<td></td>
</tr>
<tr>
<td>MTH 252</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MTH 347</td>
<td>Differential Equations for Engineers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

**Note:** Not open to majors in the Department of Mathematics.

### NSC 1 Naval Science: History of Warfare

Examines the evolution of strategic principles and the influence of economic, psychological, moral, political, and technological factors on strategic thought. Covers the evolution of warfare from 500 B.C. into future, naval warfare from 1500 into the future, and amphibious warfare from 1800 to present. Through literature, you are exposed to differing perspectives, including official records of the event, personal experiences of participants, and post-event analysis by researchers. Engage in a critical analysis of great leaders, military organizations, and military theorists of history.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSC 311</td>
<td>Evolution of Warfare</td>
<td>3</td>
</tr>
<tr>
<td>NSC 202</td>
<td>Sea Power and Maritime Affairs Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NSC 411</td>
<td>Fundamentals of Maneuver Warfare</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

1 Taught in alternating fall semesters.

**Note:** Open to all majors. This thematic sequence requires two full academic years to complete.

### NSC 2 War: An Extension of Politics

Examines world politics, historical role played by the military in the outcome of those politics, and possible political methods to avoid future military action. Explores the complexity of world politics driven by differences in economics, population, culture, and philosophy, and studies the historical outcome of incidents where military action occurred as well as those incidents resolved without military involvement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 222</td>
<td>U.S. Foreign Relations Since 1898</td>
<td>3</td>
</tr>
<tr>
<td>POL 271</td>
<td>World Politics</td>
<td></td>
</tr>
<tr>
<td>POL 387</td>
<td>International Security Issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>NSC 202</td>
<td>Sea Power and Maritime Affairs Seminar</td>
<td></td>
</tr>
<tr>
<td>NSC 311</td>
<td>Evolution of Warfare</td>
<td></td>
</tr>
<tr>
<td>NSC 411</td>
<td>Fundamentals of Maneuver Warfare</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>3-4</strong></td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HST 275</td>
<td>20th Century European Diplomacy</td>
<td>3</td>
</tr>
<tr>
<td>POL 373</td>
<td>American Foreign Policy</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Taught in alternating spring semesters.
Thematic Sequence

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>POL 374</td>
<td>Foreign Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>POL 381</td>
<td>Global Governance</td>
<td></td>
</tr>
<tr>
<td>POL 382</td>
<td>International Law</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
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<td><strong>9-10</strong></td>
</tr>
</tbody>
</table>

**Note:** Students must select a minimum of nine hours outside department of major.

**PHL 1 Ethics**

Develops insight and expertise in dealing with ethical matters that you are likely to confront in your personal and professional life beyond the university.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>PHL 103</td>
<td>Society and the Individual</td>
<td>3</td>
</tr>
<tr>
<td>PHL 105</td>
<td>Theories of Human Nature</td>
<td></td>
</tr>
<tr>
<td>PHL 131</td>
<td>Introduction to Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
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</tr>
<tr>
<td>PHL 265</td>
<td>Confronting Death</td>
<td></td>
</tr>
<tr>
<td>PHL 311</td>
<td>Ethical Theory</td>
<td></td>
</tr>
<tr>
<td>PHL 312</td>
<td>Contemporary Moral Problems</td>
<td></td>
</tr>
<tr>
<td>PHL 331</td>
<td>Political Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHL/WGS 355</td>
<td>Feminist Theory</td>
<td></td>
</tr>
<tr>
<td>PHL 375</td>
<td>Medical Ethics</td>
<td></td>
</tr>
<tr>
<td>PHL 376</td>
<td>Environmental Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHL 394</td>
<td>Existentialism</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
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<td><strong>9-11</strong></td>
</tr>
</tbody>
</table>

**Note:** Not open to majors in the Department of Philosophy. Students must take nine hours outside department of major.

**PHL 4 Metaphysics and Epistemology**

Presents a range of philosophical outlooks and methods regarding the fundamental questions: what is real and how do we know it? Explores these questions as they are manifested in the history of philosophy.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>PHL 104</td>
<td>Purpose or Chance in the Universe</td>
<td>3</td>
</tr>
<tr>
<td>or PHL 105</td>
<td>Theories of Human Nature</td>
<td></td>
</tr>
<tr>
<td>PHL 301</td>
<td>Ancient Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>or PHL 302</td>
<td>Modern Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHL 321</td>
<td>Problems of Metaphysics and Knowledge</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
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<td><strong>10</strong></td>
</tr>
</tbody>
</table>

**Note:** Not open to majors in the Department of Philosophy.

**PHY 1 The Physical World: Contemporary Physics**

- Option One - theoretical emphasis, stresses modeling and simulation approaches to problem solving.

Extends the basic foundation in the broad area of physics developed in “The Physical World.” Provides in-depth developments of topics in modern and contemporary physical science. The goal is to provide a level of understanding and skills in contemporary scientific methodology to enable further study in the sciences or to provide a substantial technical background for a future career.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 192</td>
<td>General Physics with Laboratory II</td>
<td>5</td>
</tr>
<tr>
<td>PHY 281</td>
<td>Contemporary Physics I: Foundations &amp; PHY 293</td>
<td>5</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>13-15</strong></td>
</tr>
</tbody>
</table>

**Note:** Not open to majors in the Department of Physics. Although laboratory sections are listed as separate courses in this Bulletin, they are integral co-requisites to the companion courses.

**PHY 2 Your Place In the Universe**

For untold generations, humans have gazed at the stars, planets, and cosmos, and asked what is it all, and how do I fit in? This sequence attempts to address this timeless, universal, and totally human question from the viewpoint of modern science. The Foundation course provides an overview of our present understanding of the universe and some insight as to how we came to such an understanding. The second course addresses the crucial question, how do we know what we claim to know? Here, the observational foundation of our theories is examined in detail. The final course addresses several topics from astronomy that currently are without explanation.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 111</td>
<td>Astronomy and Space Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 211</td>
<td>Observational Foundations of Astronomy</td>
<td></td>
</tr>
<tr>
<td>PHY 311</td>
<td>Contemporary Astronomy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
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<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Note:** Not open to majors in the Department of Physics.

**POL 3 National Political Institutions**

Enables you to understand the political system in which you live, how it operates or fails to do so, where and how citizen influence is applied, and how to assess proposals for reform. Take POL 241 first, then select three additional courses from the options listed. Sequence of four courses.
### Thematic Sequence

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 241</td>
<td>American Political System</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select three of the following:</td>
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</tr>
<tr>
<td>POL 343</td>
<td>American Presidency</td>
<td></td>
</tr>
<tr>
<td>POL 344</td>
<td>U.S. Congress</td>
<td></td>
</tr>
<tr>
<td>POL 352</td>
<td>Constitutional Law and Politics</td>
<td></td>
</tr>
<tr>
<td>POL 353</td>
<td>Constitutional Rights and Liberties</td>
<td></td>
</tr>
<tr>
<td>POL 356</td>
<td>Mass Media and Politics</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 12

**Note:** Not open to majors in the Department of Political Science.

### POL 6 Public Management and Leadership

Students will gain an understanding of the importance and workings of governmental agencies, their influence on society and daily life, and their prospects for promoting the general welfare. Furthermore, students will be confronted with both theoretical issues and practical problems in the courses, encouraging them to be real-world problem solvers through an understanding of the "fourth branch" of government, the bureaucracy.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 261</td>
<td>Public Administration</td>
<td>3</td>
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<tr>
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<td>Select two of the following:</td>
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<tr>
<td>POL 362</td>
<td>Public Management, Leadership, and Administrative Politics</td>
<td></td>
</tr>
<tr>
<td>POL 364</td>
<td>Federalism and Intergovernmental Relations</td>
<td></td>
</tr>
<tr>
<td>POL 467/ POL 567</td>
<td>Public Budgeting</td>
<td></td>
</tr>
<tr>
<td>POL 468/ POL 568</td>
<td>Public Personnel Administration</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 9

**Note:** Not open to majors in the Department of Political Science.

### PSY 2 Patterns in Human Development

Throughout life, our thoughts, feelings, and behaviors change. How does our biological makeup interact with our physical and social surroundings to contribute to our actions and abilities? A scientific approach to developmental psychology requires us to think critically in examining theories and research and to understand the contexts in which we develop and the contexts in which theories and research are conducted. In this thematic sequence, you will engage with other learners as you reflect on ideas about why we develop the way we do. Such reflection provides an informed basis for acting on issues affecting infants, children, adolescents, and their families in diverse contexts.

**Prerequisite: PSY 111 or EDP 101**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 231</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 332</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>PSY 331</td>
<td>Infant Development</td>
<td></td>
</tr>
<tr>
<td>PSY 333</td>
<td>Adolescent Development</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 9

**Note:** Not open to majors in the Department of Psychology. Majors in the Departments of Educational Psychology and Family Studies and Social Work must take a minimum of nine hours outside department of major.

### PSY 5 Cognition: Understanding and Improving Thought

Offers opportunity to reflect upon reasoning, those processes used to create, maintain, modify, and evaluate beliefs about the world. Begins by introducing the study of cognition within the discipline of psychology; the second course emphasizes specific cognitive processes (e.g., language) and methods and theories associated with their study; the third course offers an in-depth analysis of current theories and methods of studying cognition within a circumscribed topic area.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 271</td>
<td>Survey of Perception, Action, and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 374</td>
<td>Psychology of Language and Thought or PSY 376</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psychology of Judgment, Decision Making, and Reasoning</td>
<td></td>
</tr>
<tr>
<td>PSY 470</td>
<td>Seminar in Cognition</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 9

**Note:** Not open to majors in the Department of Psychology.

### PSY 6 Applied Leadership and Pedagogy

The redesigned introductory psychology (PSY 111) course focuses on developing skills used by psychologists in using evidence to support their beliefs. Students will be invited to participate in leadership training (PSY 211) that will train them to lead small discussion groups of introductory psychology students (PSY 212) in which the leaders guide students in practicing their use of these critical thinking skills.
The final course (PSY 313) promotes reflection on their experience as a discussion leader and provides an opportunity to engage in a facet of their experience in more depth. These goals are achieved by pursuing a project designed as part of their practicum experience in PSY 212, engaging in an additional pedagogical experience, mentoring new discussion leaders or taking another course approved by the faculty member teaching PSY 313.

With respect to the subject-matter of how psychologists/scientists use evidence: Participants in this thematic sequence begin as students “learning” principles of scientific thinking (PSY 111). The second course (PSY 211) affords the students more advanced training in the skills of how scientists use evidence. The third course (PSY 212) affords students the opportunity to serve as guides for students in PSY 111 learning the same principles for the first time. Finally, PSY 313 affords students the opportunity to use their prior experiences as the basis to guided inquiry into the nature of learning and pedagogy.

**PSY 111**  Introduction to Psychology  3

**PSY 211 & PSY 212**  Psychological Perspectives on Leadership and Pedagogy in the College Classroom and Practicum in Leadership and Pedagogy  5

**PSY 313**  Advancing in Leadership and Pedagogy  1-3

**Total Credit Hours**  9-11

**REL 1 Religion and American Life**

Acquaints you with fundamental themes in the relationship between religion and society, as exemplified in the development of American religious pluralism in theory and practice, as well as in the impact of religious themes in the development of an American cultural identity.

**Code**  **Title**  **Credit Hours**

**REL 101**  Introduction to the Study of Religion  3

Select one of the following:  3

- AMS/REL 241  Religions of the American Peoples
- AMS/REL 342  Religious Pluralism in Modern America
- AMS/REL/WGS 345  Women, Religion and Social Change in America
- REL 341  Protestantism and the Development of American Culture

Select one of the following:  3-4

- REL/BWS 343  African-American Religions
- REL/AMS 346  Issues in the Study of Native American Religions

**Total Credit Hours**  9-10

**Note:** Not open to majors in the Department of Comparative Religion.

**REL 2 The Historical and Comparative Study of Religion**

Uses the approach of the history of religions to provide perspective continuity and depends heavily on the study and interpretation of classical foreign-language texts in English translation, while using case studies, surveys, and field reports. Unlike some sequences in the humanities that concentrate on religious ideas and doctrines, this sequence utilizes categories developed from the field of comparative religion to acquaint students with the diversity of religious phenomena. Emphasizes the importance of studying religion in a comparative and global context; allows a choice of emphasis of either major Eastern or Western religious traditions, at the second level.

**Code**  **Title**  **Credit Hours**

**REL 101**  Introduction to the Study of Religion  3

**REL 201**  Methods for the Study of Religion  3

Select one of the following:  3

- REL 223  Introduction to Buddhism
- REL 286  Global Jewish Civilization
- REL 343  African-American Religions
- REL 355  Religion and Law

**Total Credit Hours**  9

**Note:** Not open to majors in the Department of Comparative Religion.

**SDT 1 Self-Designed Thematic Sequence**

The purpose of the self-designed thematic sequence is to provide students with the opportunity to design a specialized thematic sequence beyond those that are currently offered. This sequence should be based on the student’s interests, career, goals, and intellectual interests. A proposal must be submitted to the Office of Liberal Education for approval (313 Laws Hall or visit www.MiamiOH.edu/liberal-ed) before the last 6 hours have been completed. This is a preapproval process.

**SJS 1 Social Justice and Inequalities**

The goal of this sequence is to introduce students to social justice studies from a sociological perspective, with particular focus on social inequalities. The objectives of the sequence are:

a. to explain how various sociological and philosophical theories of justice contribute differentially to human rights and social justice-based policies, programs, and declarations/covenants at both national and global levels;

b. to evaluate consistencies and disparities between micro- and macro-level efforts to achieve social justice;

c. to develop core sociological concepts and theories across the three levels of courses;

d. to facilitate and guide personal insight and reflection for acting in a morally just way.

**Code**  **Title**  **Credit Hours**

**SOC/SJS 165**  Introduction to Social Justice Studies  3

Select one of the following:  3

- AAA 207  Asia and Globalization
- SOC 305  Introduction to the Sociology of Globalization
- SOC 225  Work and Occupational Justice

Select one of the following:  3

- SOC/BWS 348  Race and Ethnic Relations
SJS 2 Social Justice, Law, and Crime
The goal of this sequence is to introduce students to social justice studies from a sociological perspective, with particular focus on law and crime. The objectives of the sequence are:

a. to explain how various sociological and philosophical theories of justice contribute differentially to justice-based policies, programs and declarations/covenants at both national and global levels;
b. to evaluate consistencies and disparities between micro- and macro-level efforts to achieve social justice;
c. to link core sociological concepts and theories across the three levels of courses;
d. to facilitate personal insights for reflecting and acting in a morally just way.

SOC 3 Sociological Perspectives on Inequality
Uses a sociological perspective to approach the issues of social, political, and economic inequality in contemporary society, paying particular attention to inequality as it is determined by class, race, and gender. Begins with an examination of theories of social stratification; then follows a sequence of courses that allows you to develop an in-depth understanding of the major dimensions of social inequality.

Prerequisite: SOC 151 or SOC 153 or CRE 151

SOC 4 Sociological Perspectives on Criminality and Deviance
Students will use the social dynamics of history and a sociological perspective to understand and critique conformity, crime, deviance, and the justice system in contemporary society, paying particular attention to the social construction of legality, normality, and crime as influenced by various cultural contexts. The sequence begins with an examination of the basic theories and components of deviance/conformity, then follows a sequence of courses that allows them to examine and develop an understanding of the criminology field and concludes with an advanced course. Students must apply for this Thematic Sequence; enrollment is limited.

SOC 5 Gender and Family Studies
Sequence exposes students to the major sociological contributions to gender and family issues and gives them experience in connecting the substantive content in the courses. Objectives include:

1. demonstrating how various sociological theories differentially contribute to our understanding of gender, sexuality, and families;
2. linking the core concepts sociologists employ across three levels of courses;
3. highlighting how definitional issues and current research in gender, sexuality, and family intersect, and
4. deriving personal insights for reflecting and acting regarding one’s position in the social structure as to gender, sexuality, and family.

Note: Not open to majors in the Department of Sociology and Gerontology.

Note: Not open to majors in the Departments of Sociology and Gerontology. Majors in the Departments of Critical Race and Ethnic Studies and Women’s, Gender and Sexuality Studies must take a minimum of nine hours outside department of major.
**SOC 6 Medical Sociology**

This thematic sequence focuses on social factors in health and illness and the structure and function of health care systems globally. Students completing the sequence will be able to articulate differences between the sociological model and medical model of health and illness; explain how health is stratified by social factors such as gender, age, race-ethnicity, and social class; describe the U.S. health care system and contrast it with that of other nations; identify key ethical issues in health care; critically evaluate the stratification and socialization of health care professionals; and analyze the function and structure of various health care settings.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SOC 151</td>
<td>Social Relations</td>
<td>3-4</td>
</tr>
<tr>
<td>or SOC 153</td>
<td>Sociology in a Global Context</td>
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</tr>
</tbody>
</table>

Select one of the following:

- SOC 257 Population
- SOC 358 The Sociology of Mental Disorders
- SOC 440 Internship in Sociology or Social Justice Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SOC 357</td>
<td>Medical Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9-10

**Note:** Not open to majors in the Department of Sociology and Gerontology.

**SPA 2 Exploring Social Emotional and Communication Consequences in Special Populations**

Offers students the opportunity to develop insight into:

1. the problems facing physically, mentally, communicatively, culturally, or socially challenged individuals in our society;
2. the development of structures and environments needed for such individuals to communicate effectively, and
3. how these environmental modifications can be implemented.

Provides specific information on recognizing and treating physical and communicative disorders, with emphasis placed on those problems that impact the normal development of speech, hearing, and language.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SPA 127</td>
<td>Introduction to Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDP 256</td>
<td>Psychology of the Exceptional Learner</td>
<td>3</td>
</tr>
<tr>
<td>or SPA 223</td>
<td>Theories of Language Development</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

- EDP 491 Methods II: Learners with Mild to Moderate Disabilities
- EDP 591 SPA 426 Language Disorders
- SPA 427/ SPA 526 Alternative Communication Systems for the Severely Handicapped

Total Credit Hours 9

**Note:** Not open to majors in the Department of Speech Pathology and Audiology. Special Education majors must take a minimum of nine hours outside department of major.

**SPN 1 Literature and Culture in Spain**

Focuses on the literature of Spain, exploring the relationships between texts, history, and culture. SPN 315, a Foundation course, emphasizes skills in the analysis and interpretation of Spanish texts; SPN 351 explores social and historical circumstances from the Arab occupation of Al Andalus through the period of the Catholic empire, colonial expansion and early modernity; SPN 352 focuses on the cultural history of Spain from the 18th-century to the present, with an emphasis on 20th century Spain. All courses taught in Spanish, and all work is completed in Spanish.

**Prerequisite:** SPN 311. Courses must be taken in order.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SPN 315</td>
<td>Intro to Hispanic Literatures</td>
<td>3</td>
</tr>
<tr>
<td>SPN 351</td>
<td>Cultural History of Spain I</td>
<td>3</td>
</tr>
<tr>
<td>SPN 352</td>
<td>Cultural History of Spain II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

**Note:** Not open to majors in the Department of Spanish and Portuguese.

**SPN 2 Literature and Culture in Spanish America**

Focuses on the literature of Spanish America, exploring the interrelationships among texts, history, and culture. SPN 315, a Foundation course, emphasizes skills in the analysis and interpretation of Spanish American texts; SPN 361 explores social and historical circumstances (colonialism through national independence, issues of national development) as represented in Spanish American literature; SPN 362 continues to focus on cultural and historical circumstances in Spanish American literature from the nineteenth to the twenty-first century. All courses taught in Spanish, and all work is completed in Spanish.

**Prerequisite:** SPN 311. Courses must be taken in order.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SPN 315</td>
<td>Intro to Hispanic Literatures</td>
<td>3</td>
</tr>
<tr>
<td>SPN 361</td>
<td>Spanish American Cultural History I</td>
<td>3</td>
</tr>
<tr>
<td>SPN 362</td>
<td>Spanish American Cultural History II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

**Note:** Not open to majors in the Department of Spanish and Portuguese.

**STA 1 Quality Issues in Contemporary Business and Industry**

Provides sufficient understanding of the factors influencing quality and organizational productivity. Upon completion, you should be able to critically examine work systems and play a leading role in the improvement of any work process in which you are involved.

Key themes include: data based decision-making, use of statistical tools for process analysis and quality improvement, measurement
of quality, Total Quality Management, quality leadership, employee involvement, and the relationship between work processes and quality improvement systems.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ISA 205</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>or STA 301</td>
<td>Applied Statistics</td>
<td></td>
</tr>
<tr>
<td>MGT 302</td>
<td>Introduction to Operations and Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>ISA/STA 365</td>
<td>Statistical Monitoring and Design of Experiments</td>
<td>3</td>
</tr>
<tr>
<td>or MME 334</td>
<td>Quality Planning and Control</td>
<td></td>
</tr>
<tr>
<td>MGT 453/ MGT 553</td>
<td>Quality Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

**Note:** Not open to majors in the Department of Management. Majors in the Departments of Information Systems and Analytics, Manufacturing and Mechanical Engineering, Mathematics and Statistics must take a minimum of nine hours from outside department of major.

**STA 2 Applied Statistics**

Provides a basic understanding of the statistical data analysis procedures of estimation and hypothesis testing and their use in data-based decision making. Based primarily on the “classical” assumptions of random sampling and normal distributions, data analysis applications range from one and two population problems to more complex problems of regression and design of experiments. The first course, chosen from three options, introduces additional statistical procedures that go beyond the “classical” assumptions. Considers examples from a variety of disciplines and life experiences and employs statistical software extensively.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>STA 261</td>
<td>Statistics</td>
<td>3-4</td>
</tr>
<tr>
<td>or STA 301</td>
<td>Applied Statistics</td>
<td></td>
</tr>
<tr>
<td>STA 363</td>
<td>Introduction to Statistical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
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<td></td>
</tr>
<tr>
<td>STA/ISA 333</td>
<td>Nonparametric Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STA/ISA 365</td>
<td>Statistical Monitoring and Design of Experiments</td>
<td>3</td>
</tr>
<tr>
<td>STA/ISA 432</td>
<td>Survey Sampling in Business</td>
<td></td>
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<tr>
<td>Total Credit Hours</td>
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<td>9-10</td>
</tr>
</tbody>
</table>

**Note:** Not open to majors in the Departments of Mathematics and Statistics.

**THE 1 Modern Theatre and Drama**

Study of the influences, backgrounds, playwrights, and theatre artists that have brought about contemporary theatre production practice, style, and dramaturgy. The eclecticism of 20th century theatre reflects the shifting realities of science, culture, politics, and aesthetics in a way that mirrors our attempts to understand ourselves and our world. The objective is to reach an integrative knowledge of the connectedness of art and society to understand how in creating an image of our lives, in forging new realities, in exploring new forms and styles, theatre artists have helped define our response to the world and our experience.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 101</td>
<td>Introduction to Theatre: Drama and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>THE 191</td>
<td>Experiencing Theatre</td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE 393</td>
<td>Topics in Intercultural Perspectives and Global Theatre and Performance</td>
<td>6</td>
</tr>
<tr>
<td>THE 394</td>
<td>Topics in Dramatic Literature and Cultural Performance</td>
<td>3</td>
</tr>
<tr>
<td>THE 395</td>
<td>The Musical in American Culture</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**Note:** Not open to majors in the Department of Theatre.

**THE 3 Theatre Design and Technology**

Explores and develops skills, processes, and critical aesthetic thinking as applied to the design, creation, and implementation of the technical elements of theatrical production, including scenery, costumes, and lighting. Analysis of dramatic texts, collaboration, creativity, and problem solving skills are developed as students learn to design and create visual worlds that help tell stories. The concepts may be applied to the larger field of entertainment design including film, television, gaming, merchandising, or any field in which a story can be enhanced through visual means.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>THE 253</td>
<td>Costume Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>THE 257</td>
<td>Stagecraft and Theatre Technologies</td>
<td></td>
</tr>
<tr>
<td>or CCA 111</td>
<td>Innovation, Creativity and Design Thinking</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
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<td></td>
</tr>
<tr>
<td>THE 258</td>
<td>Scene Painting Fundamentals</td>
<td></td>
</tr>
<tr>
<td>THE 342</td>
<td>Stage Management</td>
<td></td>
</tr>
<tr>
<td>THE 450/ THE 550</td>
<td>Special Topics in Theatre Design and Technology</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE 354</td>
<td>Lighting Design</td>
<td></td>
</tr>
<tr>
<td>THE 353</td>
<td>Costume Design</td>
<td></td>
</tr>
<tr>
<td>THE 352</td>
<td>Scenic Design</td>
<td></td>
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<tr>
<td>Total Credit Hours</td>
<td></td>
<td>9</td>
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</tbody>
</table>

**WGS 1 Gender in Global Context**

This sequence focuses on the analysis of the historical, cultural, socioeconomic, and political contexts of gender relations in various parts of the world. Such a global perspective will be predicated on an understanding of the different debates around gender, race, and class that the variety of transnational feminisms has created. Students will demonstrate the ability to apply the fundamental contexts comparing the ways in which gender is constructed and functions in different countries and regions of the world. Students will develop...
skills of increasing complexity ranging from gender analysis to cross-disciplinary research in international contexts.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>WGS 201</td>
<td>Introduction to Women's Studies</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>WGS 301</td>
<td>Women and Difference: Intersections of Race, Class, and Sexuality</td>
<td></td>
</tr>
<tr>
<td>WGS 309</td>
<td>Native American Women</td>
<td></td>
</tr>
<tr>
<td>or GEO 309</td>
<td>Native American Women</td>
<td></td>
</tr>
<tr>
<td>WGS/POL 346</td>
<td>Global Gender Politics</td>
<td></td>
</tr>
<tr>
<td>WGS/HST 450</td>
<td>Topics in Women's History</td>
<td></td>
</tr>
<tr>
<td>WGS 333</td>
<td>Religion, Dress, and Status</td>
<td></td>
</tr>
<tr>
<td>WGS/GEO 436</td>
<td>Women, Gender and the Environment</td>
<td></td>
</tr>
<tr>
<td>WGS 313</td>
<td>Marriage Across Cultures</td>
<td></td>
</tr>
<tr>
<td>WGS/GEO 406</td>
<td>Indigenous Peoples and Their Sacred Lands</td>
<td></td>
</tr>
<tr>
<td>WGS/ENG/BWS 437</td>
<td>Black Feminist Theory</td>
<td></td>
</tr>
<tr>
<td>WGS/ENG/AAA 351</td>
<td>Cultural Politics of Gender and Sexuality in Asian/America</td>
<td></td>
</tr>
<tr>
<td>WGS/POR/ FST/383/ENG/ BWS 383</td>
<td>Brazilian Women through Literature and Film</td>
<td></td>
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<tr>
<td>WGS 410B or WGS 410E</td>
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</tbody>
</table>

Total Credit Hours 9

Note: Not open to majors in the Department of Women's, Gender, and Sexuality Studies.

WGS 2 Scholarly Studies of Gender and Sexuality

The thematic sequence in Scholarly Studies of Gender and Sexuality provides an opportunity for investigating and analyzing the historical, social, legal, and cultural forces that shape experiences, expressions, and representations of non-normative genders and sexualities including, but not necessarily limited to Gay, Lesbian, Bisexual, Transgendered, Intersex and Queer individuals and communities. Students will receive a broad, interdisciplinary introduction to scholarship in GLBTIQ studies in the foundation course, then focus more specifically on a disciplinary or topical perspective in tier two, ultimately engaging with the philosophical and theoretical aspects of investigating sexuality and gender as meaning-making cultural and social systems.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>WGS 202</td>
<td>Introduction to GLBT Studies 1</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
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<tr>
<td>ENG 237</td>
<td>GLBTQ Literature</td>
<td></td>
</tr>
<tr>
<td>FST 282</td>
<td>Sexualities and Film</td>
<td></td>
</tr>
<tr>
<td>SOC/WGS 203</td>
<td>Sociology of Gender</td>
<td></td>
</tr>
<tr>
<td>SOC/FSW/WGS 221</td>
<td>Sexualities</td>
<td></td>
</tr>
</tbody>
</table>

Select the following:

WGS/ENG 435 Queer Theory 3

Total Credit Hours 9

1 Only one Foundation (MPF) course can count toward both a Foundation requirement and a Thematic Sequence.

Note: Not open to majors in the Department of Women's, Gender, and Sexuality Studies.

Thematic Sequences Available at Dolibois European Center in Luxembourg

For information, contact the Oxford Luxembourg Office, 218 MacMillan Hall, 513-529-5050.

LUX 3 European Culture and Society. (Offered during the semester programs and summer workshop)

This sequence permits students to draw on the variety of European-focused courses available at the Dolibois European Center to develop an in-depth understanding of the complexities of contemporary Europe. Emphasis is on an interdisciplinary perspective which links cultural phenomena and socio-political dynamics. Students must take at least one course from each of the three groupings for a total of at least nine credit hours. Students may include only one course from the department of their major in the sequence.