

# General Education Tier One:

## Course Descriptions

### Individuals & Societies

- [XXX 150A](#)
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### Traditions & Cultures

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### Natural Sciences

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## Individuals & Societies

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

### Course Numbers & Titles:

Offering  
Department:  
Agricultural  
Education

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

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

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

Anthropology

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

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

Art

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

#### HUMS 150A1 – Video Game Sights, Sounds and Stories

Humanities

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

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

Linguistics

All human communities have language that is central to our lives. We use language not only to communicate with each other, but to communicate in our dreams, in our art, and (some would argue) for thought itself. This course introduces concepts and methods in linguistics - the scientific study of language - along with important concepts and tools from psychology, anthropology, biology, computation, and philosophy. Students learn to understand their own everyday language behavior and that of others as regular, creative, productive and rule-governed. Students develop understanding and appreciation of the complexity, intricacy and beauty of human language by learning about real languages - including spoken and signed languages, thriving and endangered languages, local and remote languages - and consider whether non-human animal communication systems might, or might not, qualify as 'languages.' Students learn about language in the brain, and the complex interplay of 'nature' and 'nurture' in language acquisition and development, understand the normal and healthy roles that multilingualism play in human development and society, recognize the rich and diverse linguistic heritage of Arizona, the U.S. and the world, analyze their own innovative language use and linguistic repertoires, and practice applying the tools of the linguist to the languages they see and hear every day, as well as those they've never before experienced.

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

Management  
Information  
Systems

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

#### PHIL 150A1 – Philosophical Perspectives on the Individual

Philosophy

This course addresses questions about humans and their relationship to the universe at large. What can we know? Indeed, can we know anything at all? What is the relationship between the mental aspects of our lives and our physical,

bodily aspect? Could I still be “me” if I lost all my memories and all my character traits? What is free will? Does anyone ever have free will? This class will not teach you the "right" answers to these questions. But it will teach you the different answers that can be given and how best to defend those.

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

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

**Political  
Science**

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

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

**Psychology**

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

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

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

**Offering  
Department:**

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

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

**Africana  
Studies**

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

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

**Anthropology**

### **ART 150B2 – Asian Art and Visual Culture**

Social Interactions and Relationships - This course will introduce students to Asian art and visual culture, focusing on the art and architecture of South, Southeast, and East Asia. Students will explore the artistic and cultural traditions of these areas, beginning in ancient times and continuing up to the 19th century, and they will gain a deeper understanding of Asian world-views, life styles, and related cultural practices and traditions. Students then are expected to apply this fundamental understanding to examining Asian arts, crafts, cultural practices, and aspects of popular culture that are ubiquitous and observable in current U. S. contexts.

**Art**

### **EDP 150B1 – Current Issues in the Psychology of Gender**

An in-depth exploration of societal and familial influences on gender development along with considerable self-exploration of individual conceptions of gender.

**Educational  
Psychology**

### **ENGL 150B1 – Lesbian and Gay Studies**

A study of issues related to sexual identity of individuals, communities, and whole societies. Special attention to norms and categories and to conceptual binaries such as Natural/Unnatural, Health/Illness, Knowledge/Ignorance, Public/Private, Same/Different, Hetero/Homo. The course is interdisciplinary with units drawn from sciences and arts as well as from the social studies.

**English**

### **ESOC 150B1 – Social Media and Ourselves**

This course examines how social media sites influence and are impacted by us, as well as the role of social media in our relationships. With a focus on social media sites in particular, we will examine the various implications and functions of social media in contemporary times. The study of new media takes place across disciplinary divides and from multiple theoretical perspectives. This course will thus explore social media research from across academic traditions. With a focus on both theory and practical applications, this course gives learners opportunities to think intellectually about how mobile technologies and being online impacts daily living, personal health, individual success, and interpersonal relationships.

**School of  
Information**

### **FCSC 150B2 – Consumers, Environment and Sustainable Consumption**

Social Interactions and Relationships - This course is dedicated to the exploration of consumer attitudes and behavior related to the sustainable consumption of goods, services and natural resources, as well as the role of retailers, manufacturers, and regulators in promoting environmental sustainability. Students are expected to participate verbally in class discussions about assigned readings, videos, and online activities exploring how consumerism impacts individuals within societies around the world, as well as global climate change. Students will write reflective essays and take individual assessments about their own consumption practices, and have the opportunity to discuss their thoughts and questions on sustainable consumption with retail executives and other class presenters. Additionally, students will complete a service learning team project with a UA/Tucson community organization.

**Family &  
Consumer  
Science**

### **FREN/ ITAL 150B1 – The Holocaust in France and Italy**

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

**French &  
Italian**

### **FSHD 150B1 – Men, Fatherhood and Families: Biocultural Perspective**

Social Interactions and Relationships - This course provides a synthesis of our understanding of men in their role as fathers in families from biological and cultural perspectives. The biological perspective explores the evolutionary history and adaptive dimensions of human fatherhood, including comparisons with forms of parenting and family life in other primate

**Family Studies  
& Human  
Development**

<p>species, male life history strategies, and the contributions of genetic, developmental, physiological and ecological factors to fatherhood. The cultural perspective examines the ways in which fatherhood, marriage, and families vary across cultures, in relation to differences in social traditions and practices, socio-political systems, and modes of subsistence. The synthesis of these two perspectives consists of understanding socio-cultural variability in human paternal behavior in the context of human evolutionary adaptations to past and ongoing social and ecological pressures. Through in-class group activities and homework assignments students will apply current theories and data concerning fatherhood to their own lives, and will pursue their implications for society at large.</p>	
<p><b>FTV 150B1 – The Haunted Screen: Understanding the Horror Film</b></p> <p>The horror film is often considered lowbrow and disreputable due to its frequent emphasis on simple shock effects and explicit violence. However, horror films can help us answer many important questions: what has scared us throughout history? How do our individual backgrounds shape what scares us? What can similarities and differences among horror films from different parts of the world tell us about cultures? How do filmmakers employ film style and narration to scare us? And why do we like to be scared in the first place? To help answer these questions, we will study a variety of horror films from different countries and time periods. <i>Approved as: General Education Diversity Emphasis</i></p>	<p><b>Theatre, Film &amp; Television</b></p>
<p><b>GEOG 150B1 – Your Place in the World: Geography and Global Issues</b></p> <p>This course introduces students to fundamental issues and concepts pertinent to the study of individuals and societies. In focusing on models and explanations of how things are interrelated in earth space, students are given a clearer understanding of the economic, social, and political systems with which individuals live and operate.</p>	<p><b>Geography &amp; Regional Development</b></p>
<p><b>GER 150B1 – Becoming Transcultural: Maximizing Study Abroad</b></p> <p>Through case studies on a wide variety of cross-cultural encounters, the complexities and potency of study abroad are analyzed using theories from applied linguistics, intercultural communication, and sociology. Students will learn how to apply these theories to their own international experiences/goals.</p>	<p><b>German Studies</b></p>
<p><b>GWS 150B1 – Gender &amp; Contemporary Society</b></p> <p>This course will encourage students to consider the ways in which gender influences issues of self-identity, social differences, and social status. It will provide students with an understanding of the connections between the individual and institutions such as mass media, the disciplines of science, and political and economic systems.</p>	<p><b>Gender &amp; Women's Studies</b></p>
<p><b>GWS 150B2 – Sex, Health &amp; AIDS</b></p> <p>Recognizing that HIV/AIDS, has irretrievably changed the lives of individuals and societies across the globe, this course sets out to explore this social and disease phenomenon from a number of perspectives. Most importantly, the course approaches the topic with the recognition that most areas of concern surrounding HIV and AIDS are controversial and under debate, including the origins of the virus, ways to change behavior and conditions of sexual exchange, the social and economic causes of HIV transmission, funding allocations for research, and foreign policy concerning AIDS testing and aid.</p>	<p><b>Gender &amp; Women's Studies</b></p>
<p><b>GWS 150B3 – WWW.GENDER.COM: Individuals &amp; Information from Manuscript to Modem</b></p> <p>This course will encourage students to think about how information technologies shape self-identity, social difference, and social status; to theorize about how information technologies function politically to affect social systems, governments, and economies; and to form substantive opinions about the relationship between information and social identity based on a familiarity with a range of scholarly theories on the history and significance of such technological revolutions.</p>	<p><b>Gender &amp; Women's Studies</b></p>
<p><b>GWS 150B4 – Lesbian, Gay, Bisexual, Transgender and Queer Studies</b></p> <p>Introduction to the study of sexual identities, communities and politics as they relate to gender, race and class in different cultural contexts. Special attention is given to social justice perspectives. Course is interdisciplinary in its approach, using literature, history, arts, and social science.</p>	<p><b>Gender &amp; Women's Studies</b></p>
<p><b>GWS 150B5, Sport, Sex, Identity: Cultural &amp; Institutional Issues in Sports</b></p> <p>This course is an exploration of the ways in which sports, as a reflection of society, are shaped by differences in social power, especially ideas about gender and race. Topics include access to and conduct of youth and high school sports; access to and outcomes of participation in collegiate and professional sports, institutions and occupations and achievement in sports. How do sports reflect, reinforce, and challenge conventional ideas about health, bodies, sexuality, inequality, and identity? Explore new ideas about sports and related activities as they intersect with popular culture and science. Core topics include race, gender, sexuality, and national identity projects, and basic landmarks in the history of sport in the US. Secondary topics will vary but may include eating disorders/obesity, college sports finance and participation, injuries and risk, fitness crazes, sports participation and economic inequality, ability/disability, health disparities and physical activity, and related topics.</p>	<p><b>Gender &amp; Women's Studies</b></p>
<p><b>HNRS 150B1 – Place and Context: Social Scientific Perspectives on Community</b></p> <p>This course examines the politics (understood broadly as differential access to material and symbolic resources) of difference (understood as institutionalized social hierarchies that oppress individuals.) We will focus on the hierarchies of ethnicity/race, class, gender and sexualities and how these interact to shape individual and collective experience.</p>	<p><b>Honors</b></p>
<p><b>HNRS 150B2 – Exploring Electronic Presence: From the Telegraph to Twitter</b></p> <p>This course examines communication technologies and the history of electronic communication, and their relationship to the social sphere. We will examine the social impact of these technologies, especially how they disrupted established social relations, unsettling customary ways of dividing the private person and family from the more public setting of the community. At the same time, we will focus on the persistent cultural beliefs that have been linked with communications technologies. Throughout the semester we will be comparing and contrasting our contemporary experience of ubiquitous</p>	<p><b>Honors</b></p>

communication and computing with how electronic presence has been experienced and imagined in the past.

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

Humanities

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

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

Landscape  
Architecture

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

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

Latin  
American  
Studies

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

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

Mexican  
American  
Studies

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

### **MAS 150B2 – Introduction to Social Justice**

Mexican  
American  
Studies

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

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

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

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

Management  
Information  
Systems

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

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

Public  
Administration  
& Policy

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

<b>PHIL 150B1 – Personal Morality</b> Students will explore the nature of morality in general and examine opposing sides of particular moral debates. Topics may include: abortion, animal rights, the ethics of immigration, genetic enhancement, and euthanasia. This course aims to help students become more reflective and open-minded about morality, while also providing them with the skills to successfully defend their own moral beliefs.	<b>Philosophy</b>
<b>POL 150B1 – Black &amp; White: The Causes &amp; Consequences</b> Race remains, as Thomas Jefferson feared and Alexis de Tocqueville predicted, the most incendiary and intractable issue in American politics. It was a divisive issue when the Constitution was drafted in 1787; it was the central issue in a series of compromises that ultimately failed to hold the nation together in 1860; it was the most visible issue in both the Civil War and the worst riots in the nation's history that followed in the present century. In his Second Inaugural speech on January 20, 1997, President Bill Clinton correctly described racism as America's "constant curse." The purpose of this course is to identify and explain why this is so.	<b>Political Science</b>
<b>RCSC 150B1 – Money, Consumers and the Family</b> This course describes the prominent characteristics of consumption behavior, societal change that has influenced consumer-driven societies and pressures for change in the future. The course will examine the important economic variables that, on the one hand, have led to a rapidly growing worldwide consumer demand for goods and services and, on the other hand, have resulted in increased debt, overspending and an inability to achieve long term personal financial goals. An objective analysis of both personal and global consumption habits will provide the transition into sustainable strategies to increase personal financial solvency. The course will not provide you with the answers to achieving your personal financial goals, but rather will examine our consumer society and expose you to the major reasons why people spend and save. The aim of the course is to provide you with sufficient information to make judgments for yourself about your consumption patterns and long-term financial health.	<b>Retailing &amp; Consumer Science</b>
<b>RSSS 150B1 – Eastern European Cinema in Social Context</b> Introduction to cinema for Eastern Europe and Russia from the end of the 19th century to the present with a focus on how film presents social problems and historical events.	<b>Russian &amp; Slavic Studies</b>
<b>RSSS 150B2 – Multicultural Russia</b> This course explores the diverse ethnic, linguistic, religious, and cultural identities of Russia's population, including the history of how such identities evolved. We will discuss encounters between mainstream and minority cultures, as well as the ways such encounters are viewed on the global stage and within Russia. By analyzing works of literature, films, historical documents, works of art, musical recordings, and scholarship from the humanities and social sciences, students will become familiar with the most pressing debates on diversity and plurality in contemporary Russia. <i>Approved as: General Education Diversity Emphasis</i>	<b>Russian &amp; Slavic Studies</b>
<b>SOC 150B1 – Social Issues in America</b> The primary objective of the course is to provide students with an opportunity to become conversant with and think critically about various contemporary social problems that bear directly on aspects of their lives and futures and that are relevant to their communities and the nation more broadly.	<b>Sociology</b>
<b>SOC 150B2 – Sex and Gender</b> This course provides a general overview to the sociology of gender. The course examines the impact of social structures, conditions, and ideologies on our attitudes and beliefs about gender. The course also analyzes how competing theories account for gender inequality and their application to specific substantive issues in the sociology of gender.	<b>Sociology</b>
<b>SPAN 150B1 – The Latina/o Stories</b> This course introduces students to the nationally, linguistically, geographically, culturally, and ethnically diverse Latino experience in the United States. Students will learn about the transnational heritages embedded within the broad category encompassed by the term "Latino" and discuss how this heritage impacts Latino culture specifically and the United States in general today. This course will explore a wide-range of themes, from race relations to gender norms, in a variety of contexts including higher education, politics, and popular culture. <i>Approved as: General Education Diversity Emphasis</i>	<b>Spanish &amp; Portuguese</b>
<b>SPAN 150B2 – The Politics of Language: U.S. Latinos, Language, and Society</b> This course provides an interdisciplinary overview of key issues within the U.S. Latino language experience. The course introduces concepts such as language ideologies, language attitudes, language shift, language maintenance, the politics of language, and language contact in the context of Spanish and English use among Latinos in the United States. <i>Approved as: General Education Diversity Emphasis</i>	<b>Spanish &amp; Portuguese</b>
<b>TLS 150B1 – Sport, Leisure &amp; Consumer Culture</b> Explores the economic, technological, political and socio-cultural forces that shape sport and leisure consumption, and how such consumption shapes individual and collective identities and differences.	<b>Teaching, Learning &amp; Sociocultural Studies</b>

**XXX 150C -- Societal and Institutional Systems (3 units)**  
 Check the [Schedule of Classes](#) for current offerings.

<b>Course Numbers &amp; Titles:</b>	<b>Offering Department:</b>
<b>A ED 150C1 – Food, Fiber &amp; Natural Resources</b> Societal and Institutional Systems - Students will explore American agriculture, specifically the food, fiber, and natural	<b>Agricultural Education</b>

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

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

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

**Agricultural & Resources Economics**

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

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

**Agricultural & Resources Economics**

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

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

**Economics**

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

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

**Geography & Regional Development**

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

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

**History**

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

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

**History**

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

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

**History**

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

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

**History**

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

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

**History**

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

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

**History**

### **HNRS 150C1 – Politics of Nature**

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

**Honors**

<p><b>HPS 150C1 – Disease and Public Health in History</b></p> <p>Health is a necessary condition for living, working and participating in a society. In this course, we will examine how infectious diseases like plague, smallpox, tuberculosis, influenza and AIDS have shaped Western society from medieval to modern times. We will examine how disease has shaped geography, politics, religion and culture and how developments in science and medicine have influenced responses to disease over time. We will also trace the development of the field of public health, with a focus on the U.S. public health system, as a means of controlling disease and promoting population health.</p>	<p><b>Health Promotion Sciences</b></p>
<p><b>JOUR 150C1 – News in a Digital Age</b></p> <p>From the days of hieroglyphics to today's hypertext, human beings have craved news and information. More than at any other time in history, the news media are in the midst of an information revolution, affecting social, cultural, economic, and individual change. This course examines the role of news media in a democracy, for individuals, groups, and institutions. The course explores where the ideological assumptions for a free press originate, how institutional structures for independent information operate, and how the media will face the challenges brought by unprecedented technological change. Pre-Journalism majors should not take this course but should take JOUR 105 instead.</p>	<p><b>Journalism</b></p>
<p><b>MAS 150C1 – Popular Culture, Media, &amp; Latina/o Identities</b></p> <p>This course provides a broad-based introduction to the growing interdisciplinary field of popular culture and media studies with an emphasis on the Latina/o experience. Students will explore current theoretical ideas and debates about popular culture and chart its growing importance in all aspects of life. It is a central course for students interested in the social sciences, as well as for students interested in cultural and media studies.</p>	<p><b>Mexican American Studies</b></p>
<p><b>MENA 150C1 – Islamic Civilization: Traditional &amp; Modern Middle East</b></p> <p>This course will introduce students to the basic principles of the religion of Islam and its historical development from the seventh century to the present day. We will focus on Islam as a culture by asking how it spread and changed, how it produced traditions and institutions, and how it has both shaped and adapted to the realities of the modern world. The course will ask students to consider the religion and civilizations of the Islamic world as dynamic processes by looking for patterns of structure formation, institutionalization, change and decline in the political, economic, military and cultural realms. While the main focus will be on the Middle East heartland of classical Islam, the spread of Islam to Africa, South and Southeast Asia and the west will also be examined. Students will be expected to illustrate mastery of basic geographical, historical and doctrinal information, as well as to show increasing ability to critically evaluate certain central questions with regard to a variety of historical and geographical contexts and to mobilize evidence in defense of their views.</p>	<p><b>Middle East and North Africa Studies</b></p>
<p><b>NSC 150C1 – Sustainable Nutrition and Food Systems</b></p> <p>This course provides an introduction to the U.S. food system and examines the relationships between food systems and nutritional science, public health, the environment, and society. Topics include food system outcomes on nutritional and ecological health, drivers of the food systems - including food policy and economics - and food in communities and on tables, such as dietary patterns and creating healthy food environments.</p>	<p><b>Nutritional Sciences</b></p>
<p><b>PHIL 150C1 – Philosophical Perspectives on Society</b></p> <p>This course examines fundamental questions about the ethical organization of society and social life. These questions include: What is the basis of the state? What is the nature of social justice? What are our obligations to others around the world? We will aim to develop clear thinking about issues that are of great importance to the contemporary world and that each of us will face as a citizen of a modern democratic state.</p>	<p><b>Philosophy</b></p>
<p><b>PLS 150C1 – Mushrooms, Molds, &amp; Man</b></p> <p>An overview of how organisms in the Kingdom Fungi (mushrooms, molds, yeasts, rusts, mildews) impact individuals and society. Content will include contemporary and historical contributions of fungi or fungal products as they relate to food, medicine, religion, famine, industry, and basic science, and how these contributions have changed the way we live, the quality of our lives, and cultural development.</p>	<p><b>Plant Science</b></p>
<p><b>POL 150C1 – Globalization &amp; Global Governance</b></p> <p>Globalization refers to rapidly increasing levels of political, economic and cultural interconnectedness among the world's separately constituted states, societies and economies. This course examines the causes and consequences of globalization and the transnational institutions established to cope with this process.</p>	<p><b>Political Science</b></p>
<p><b>POL 150C2 – What is Politics?</b></p> <p>Issues in contemporary political analysis, human values and political goals, how governments differ and why they change, how nations differ from one another.</p>	<p><b>Political Science</b></p>
<p><b>POL 150C3 – The Politics of Happiness</b></p> <p>This course provides a cross-national, comparative analysis of political systems, institutional arrangements, elite-mass relations, and public policies as they pertain to the consolidation and promotion of societal and individual happiness, welfare, and well-being. A representative array of developing and developed countries is surveyed.</p>	
<p><b>RNR 150C1 – Sustainable Earth: Natural Resources &amp; The Environment</b></p> <p>Life support systems on Earth are challenged by a growing global population. We will explore through lectures and discussion, the strategies humans might develop to become effective stewards of our natural resources and achieve a sustainable Earth.</p>	<p><b>Renewable Natural Resources</b></p>
<p><b>SOC 150C1 – Private, Public, or Profit? The Organization of Social Life</b></p> <p>Why is it illegal to sell your vote but legal to sell your ideas? Should we reform Social Security, privatize retirement savings, or count on families and charities to take care of the elderly? All these questions point to the diverse ways in which</p>	<p><b>Sociology</b></p>

modern societies are organized.

## SOC 150C2 – The Good Society

Sociology

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

## Traditions & Cultures

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

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

*Approved as: General Education Diversity Emphasis*

#### Course Numbers & Titles:

Offering  
Department:

#### AFAS 160A1 – The Africana Experience

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

African  
American  
Studies

#### AFAS 160A2 – African Diaspora: Religion & Culture

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

African  
American  
Studies

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

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

American  
Indian Studies

#### ANTH 160A1 – World Archaeology

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

Anthropology

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

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

Art

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

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

East Asian  
Studies

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

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

East Asian  
Studies

#### EAS 160A3 – Chinese Civilization

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

East Asian  
Studies

#### EAS 160A4 – Confucian Asia

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

East Asian  
Studies

#### EAS 160A5 – Languages & Cultures of East Asia

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

East Asian  
Studies

<b>ENGL 160A1 – Colonial &amp; Post-Colonial Literatures</b> A study of non-western texts (from Africa, India, or the Caribbean) that use English as a literary language while incorporating indigenous materials.	English
<b>ENGL 160A2 – Food Writing: Exploring Food Cultures through Literature</b> This course explores the literature of food and food issues and their relationship to cultural values. Students will analyze food as personal and cultural symbol and investigate food writing to explore connections between food traditions and social justice, culture creation, and worldview. The course will consider all types of food writing and, in honor of Tucson's designation as a City of Gastronomy, there will be an emphasis on local community foods, food writing, and food culture. Through research and through personal memories, narratives, and field study, students will compose essays formulating their own arguments about culture using various rhetorical strategies common in food writing.	English
<b>FREN 160A1 – The French-Speaking World</b> This course will consider the development of the French-speaking world from the Renaissance to the twentieth century. The first half of the course will present a historical perspective on the evolution and exportation of French language and culture from 1500 to 1900, while the second half will emphasize the cultural and artistic expressions of modern French-speaking countries other than France.	French
<b>HIST 160A1 – Colonial Latin America</b> This course examines 1) the history of Spanish and Portuguese exploration, conquest, settlement, and state-building in the Americas; 2) the impact of European colonization on indigenous American cultures and civilizations, especially the acts of native resistance, accommodation and adaptation that shaped the consequences of this cultural encounter; 3) the forced migration of African peoples to the Americas, including the development of slave societies, and the emergence of regional African-Latin American cultural traditions; and 4) the growth of multiracial social groups who developed new and distinctive cultural forms of their own and eventually came to challenge the cultural and political hegemony of Spain and Portugal.	History
<b>HIST 160A2 – Asia and the World</b> This course explores social, cultural, and political currents in Asia from the fifteenth century to the present. Asia is far too large and diverse to be studied thoroughly in one single semester, and thus this course will serve as an introduction to a number of important themes and topics in the study of East, South, and Southeast Asia. In particular, we will focus on the dynamic movement of people and ideas to investigate multiple sites of interaction within Asia and between Asia and other parts of the world. We will begin with an exploration of the Mughal and Manchu empires in the fifteenth and sixteenth centuries and conclude with the popularity of Indian Bollywood and Japanese Anime in the twenty-first-century United States.  Because this is a course that traces both the outlines of Asian history but also, and perhaps more importantly, the interaction of Asian cultures with global trends and patterns as well as the construction of 'Asia' in the rest of the world, the texts we will read are not restricted to archival sources from Asia. You will use first-hand accounts, film, literature, and material artifacts to trace the development and significance of various trans-cultural connections that have shaped histories and identities within Asia and around the world.	History
<b>MAS 160A1 – American Indian Medicine &amp; Wellness</b> This course is an overview of historic and contemporary ways that American Indians approach healing, illness and wellbeing. In traditional Native American healing, wellness and illness and result from conditions created by equilibrium/imbalance among individuals, kin, social order and the natural world. We will examine some shared values regarding health and illness (such as illness expressing an imbalance) as well as tribal specific methods of healing and American Indian traditional medicine. American Indian medicine will also be contextualized by social and historical processes that have impacted American Indian wellbeing.	Mexican American Studies
<b>MENA 160A1 – The Religion of Islam</b> This course provides an overview of the Qur'an, life and teachings of Muhammad, and the differences between Sunni and Shi'i Islam. Students also receive an introduction to Islamic intellectual traditions and cultures.	Middle East and North Africa Studies
<b>MENA 160A2 – Middle Eastern Humanities</b> Introduces students to the values, traditions, and development of Middle Eastern (Islamic) culture and civilization. This course is designed to familiarize students with the principal achievements in art, architecture and literature of Islamic civilization, to help students understand these achievements in their social and cultural contexts, and to consider the historical evolution of our knowledge and understanding of these achievements.	Middle East and North Africa Studies
<b>MENA 160A3 – Ancient Civilizations of the Near East</b> The purpose of this course is to examine the rich and fascinating history of the Ancient Near East. It will familiarize students with the principal social, cultural, religious, and material achievements of the major political entities of the region. Our survey begins with the rise of the first civilization in Mesopotamia and ends with the rise of Islam. The assumptions underlying archaeological reconstruction and textual interpretation will be examined and critiqued. Contacts between traditions, mutual accommodations, and reciprocal influences will be discussed. The different experiences of men and women, rulers and ruled, urban dwellers, and rural and pastoral populations will also be considered.	Middle East and North Africa Studies
<b>POL 160A1 – Colonialism &amp; Native Peoples</b> Cultural studies of indigenous groups in the Americas, Eurasia, Africa and the Pacific Rim and how these have been shaped by the colonial process.	Political Science
<b>RELI 160A1 – Gods, Goddesses, and Demons: Divinity in South Asia</b>	Religious

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

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

Course Numbers & Titles:	Offering Department:
<b>CLAS 160B1 – In the Beginning: Roots of Western Culture</b> The roots of "western" tradition(s) are often traced to the Classical Greeks. However, by the time that work on the Parthenon had begun, the peoples of the Near East and Northeastern Africa had already witnessed the rise and fall of a series of great civilizations for over ten thousand years. In fact, many of the elements of "classical" civilization can be traced to experiments made in this distant past.	Classics
<b>DNC 160B1 – Drama &amp; Dance in Western Cultures: Origins to 1603</b> Drama and dance are modes of creative expression used to communicate ideas, values, stories and myths which help define a community or culture. Both art forms employ the human body as the medium through which an audience may be engaged. Through ever-changing conventions, drama and dance reshape human experience into patterns which help us order our perceptions about the world in which we live. This course will focus primarily on principal themes in western culture as expressed in drama and dance.	Dance
<b>ENGL 160B1 – Books in Dialogue: Classical to Medieval</b> This course aims to provide solid grounding in the Western intellectual and cultural tradition through pairing of central literary, philosophical, and theological works. The second work in each pair will be studied as a response to the first: e.g., The Aeneid to The Odyssey and Aristotle's Ethics to Plato's. Students will be encouraged to deal with each of the paired texts individually and comparatively and to compare members of different pairs, e.g., Augustine with Plato, and non-scriptural works of the Christian era with the selections from the Bible.	English
<b>HIST 160B1 – History of Western Civilization: From the Rise of Cities to the Counter Reformat</b> This course explores the civilizations of the West by considering the development of the ideas and ideologies that shaped the institutions of the West, development directed by Human interaction and conflict on a social, political, religious, and cultural level, in addition to the intellectual. Themes of particular interest include the structure and dynamics of power, competing configurations of deity and ritual, image and architecture as tools in the acquisition of authority, and the construction of a social normative on the grounds of class, culture and gender.	History
<b>HIST 160B2 – World History to 1600</b> Survey of topics in world history to 1600.	History
<b>ITAL 160B1 – Italian Perspective: Antiquity through Middle Ages</b> From Antiquity through the Middle Ages. Taught in English.	Italian
<b>POL 160B1 – Democracy in Theory &amp; Practice: The Greek Experience</b> Investigation of the history and growth of democratic institutions, values and ideas in ancient Greece, with some reference to contemporary relevance.	Political Science

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

Course Numbers & Titles:	Offering Department:
<b>ARC 160C1 – Architecture &amp; Society</b> The built environment has, 'a permanent and profound impact on (our) personal health, productivity and happiness, and on community life.' The purpose of this course lay the foundation of architectural literacy. The basis of this knowledge is found in understanding the relationship between a society and the forms it creates. This is accomplished through studying the major components that effect architecture: region, culture, and technology. the course follows these factors through the history of western civilization, from ancient Greece to contemporary Europe and America. Greater emphasis is given to the contemporary period because radical changes in technology and resources make this information more pertinent to the present.	Architecture
<b>DNC 160C1 – Drama &amp; Dance in Western Cultures: 1603 to Present</b> Drama and dance are modes of creative expression used to communicate ideas, values, stories and myths which help define a community or culture. Both art forms employ the human body as the medium through which an audience may be engaged. Through ever-changing conventions, drama and dance reshape human experience into patterns which help us order our perceptions about the world in which we live. This course will focus primarily on principal themes in western culture as expressed in drama and dance.	Dance
<b>ENGL 160C1 – Books in Dialogue: Early Modern &amp; American</b> This course will study four pairs of works: Thomas More's Utopia and Machiavelli's The Prince; Shakespeare's Tempest and Swift's Gulliver's Travels; Benjamin Franklin's Autobiography and Thoreau's Walden; and Twain's Huckleberry Finn and	English

Ralph Ellison's *The Invisible Man*. The aim will be to explore the ways in which the works respond to one another. Such exploration will entail the study of the satire, autobiography, and novel--and how the author develops his thematic interests through the manipulation of the literary forms.

### **GER 160C1 – German Speaking World**

**German Studies**

This course will introduce the history and culture of the German-speaking world from the Middle Ages to the present. There will be reading about the historical events and developments that have shaped this part of Europe, and some literary and other cultural texts that reflect those developments. No knowledge of German is required, and all readings, lectures, and discussions will be in English.

### **GWS 160C1 – Technology & Society: Introduction to Science, Technology & Society**

**Gender & Women's Studies**

This course is an introduction to the social, historical, and ethical contexts of knowledge, science and technology. Although science and technology are perhaps the defining features of contemporary Western society, all cultures have distinct forms of knowledge and technical practices, which reflect their relationships to the natural world and other peoples. In this course we will discuss a range of questions relevant to scientists, engineers, and the general public, about the causes and contents of scientific and technical information, basing these discussions on a broad historical understanding of science and technology in various cultures.

### **HIST 160C1 – The Making of American Cultures, 1600-1877**

**History**

This course introduces students to the history of the United States before 1877. It focuses on the creation of a distinctive set of American cultures. Central themes include the colonial meeting of Spanish, French, English, native American, and African American cultures; the development of distinctly American Creole cultures in the eighteenth century; race and conquest; the American Revolution and the creation of a republican political culture; the transformation of that political culture through struggles over industrialization and wage labor, slavery, and women's rights; and the revolution in American political culture and social relations during the Civil War and Reconstruction.

### **POL 160C1 – Democracy & Its Limits: The Modern Experience**

**Political Science**

This course examines some difficulties stemming from the theory and practice of modern democratic life, especially in the context of American democracy. The course examines such issues by a careful and intensive reading of some classic writings on democracy. In addition, attention will be paid to the historical circumstances and contemporary conditions of democracy in the United States. The aim is for the student to acquire a more well-rounded and critical perspective on the situation of democracy in modern life.

### **RSSS 160C1 – Russia: From Empire to Federation**

**Russian & Slavic Studies**

This course is designed to familiarize students with Russia--its culture, history, politics, economy, peoples, languages, traditions, and role in the world today. Upon completion of the course students will be able to understand and discuss intelligently past and current events relating to Russia. They also will have gained a familiarity with the many perspectives available for studying a country that continues to play a significant role in world events. And beyond all this, they should have a good background for discussion of major events relating to Russia and problems in the twentieth-century world.

### **RSSS 160C2 – Contemporary Russia in a Historical and Global Context**

**Russian & Slavic Studies**

This course examines contemporary Russian culture and politics in a historical context, determining how the country's past influences present day culture and politics. We will learn of Russia's recent cultural and artistic triumphs within the context of Russia's rich history. In discussing Russian literary and cinematic works of the early 21st Century, we will assess the impact of history on Russian consciousness and identity, noting how Russia presents itself around the world, and how it is perceived by other nations.

### **SPAN 160C1 – The Arts & Politics in Latin America**

**Spanish**

A study of the interrelationships between cultural forms and their socio-historical contexts in the development of Latin America from pre-colonial times to the present.

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

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

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

**Offering Department:**

### **ACBS 160D1 – Human & Animal Interrelationships from Domestication to the Present**

**School of Animal and Comparative Biomedical Sciences**

This course will examine the relationships of humans with animals throughout the ages. From evolution through domestication, the relationships of animals with humans throughout Europe and the New World will be studied. The modern relationships will also be examined and analyzed and compared to those of ancient and historical times.

### **AFAS 160D1 – Introduction to African American Literature**

**African American Studies**

Introduction to African American literature will explore the linguistic and cultural roots and traditions of literary writing by African Americans in three centuries of American history focusing on select readings in poetry, drama, and fictional prose. The overall goal of the course is to introduce students to the history of the different genres, contexts, and content of literary production by African American writers from the 1700s to the late 20th century.

### **ANTH 160D2 – Origins of Human Diversity**

**Anthropology**

This course explores the biological and cultural evolution of the human species over the last several million years and examines human similarities and diversity globally. Approaches utilized include archaeology, biological anthropology, ecology, genetics, and geology.

### **ANTH 160D3 – Schooling and Culture, and Cultures of Schooling**

**Anthropology**

<p>This course examines Western and non-Western societies' beliefs about children, learning, and schools, from a historical and anthropological perspective.</p>	
<p><b>ARC 160D1 – Sonora</b> Multi-disciplinary intro to the Sonoran Region of Southern Arizona and Northwest Mexico. Through a series of presentations by scientists, poets, historians, folklorists, architects and other passionate observers, the course engages students with meaningful dialogue concerning one's position and obligation to a specific place.</p>	<p><b>Architecture</b></p>
<p><b>ART 160D1 – Art &amp; Society in the Western Tradition</b> Course provides an overview of the relationship between art and western society from the ancient Greek world up to the present, and will address how works of art can also be read as indicators of the shared beliefs and aspirations of the groups which fashioned them.</p>	<p><b>Art</b></p>
<p><b>ART 160D2 – Design: Culture &amp; Language</b> This course examines design and surrounding issues, methodologies, theories of visual language and communications. It focuses on the role designers have in shaping culture, the implications of design and the interconnected relationship to disciplines across the humanities.</p>	<p><b>Art</b></p>
<p><b>ART 160D3 – Museums as Cultural &amp; Community Institutions</b> Museums as Cultural and Community Institutions introduces students to the roles and cultural functions of museums within the United States and beyond, including Europe, Latin America, and Australasia. The course will also examine the influence of museums within local community and environmental settings.</p>	<p><b>Art</b></p>
<p><b>CLAS 160D1 – America &amp; Antiquity</b> Students will examine the history and myths, institutions, literary works, and arts of ancient Greece and Rome that influenced colonial through postrevolutionary America.</p>	<p><b>Classics</b></p>
<p><b>CLAS 160D2 – Classical Mythology</b> The myths, legends, and folktales of the Greeks and their origins. All readings in English.</p>	<p><b>Classics</b></p>
<p><b>CLAS 160D3 – Critical Concepts in Culture</b> This course examines different concepts critical to the shaping of primarily "Western" culture(s), with a glance at similar concepts in "non-Western" cultures. The course addresses the complex relationships between material, literary, and cultural remains. Topics may include crime and punishment in the ancient world; healers and holy men in antiquity; city and country life; the place of religion in ancient societies; the ancient city; food and feasts in antiquity; warfare and migrations; Greeks, Romans, and barbarians.</p>	<p><b>Classics</b></p>
<p><b>ENGL 160D1 – Critical Cultural Concepts</b> This course examines--through literature, film, art, and philosophy--different concepts critical to the shaping of primarily "Western" culture(s), with a glance at similar concepts in "non-Western" cultures. The course is also "critical" in the sense that it asks students, through virtually weekly take-home quizzes, to critique these concepts, taking the wheat and letting the chaff be still. Topics may include the ideology of war or human rights; the problem of evil; the figure of the Trickster; and others.</p>	<p><b>English</b></p>
<p><b>ENGL 160D2 – Subjects: Monsters, Aliens, Ghosts, and Others</b> This course will explore the different cultural meanings and symbolic functions attached to questions of human identity, values, and boundaries that various representations of the 'Nonhuman' bring to bear on culture and civilization, and on the very definition of what it means to be human. Boundary-challenging (or boundary-confirming) imaginary entities like the monster, the alien, ghosts, and other imaginary beings appear often in our ongoing investigation into who and what we are and what meaning life holds for us (and vice versa). The emphasis, though, will not be simply on the kinds of entities/monsters that appear in the forms of expression we study. Instead, we will analyze monsters as indicators of cultural history. Specifically, we will probe how selected Western and non-Anglo uses of monsters make such figures symbolic carriers of "cultural values" at different times and places. These "values" include systems of religious belief, assumptions about the universe and the nature of human being, the differing views of competing cultural groups, distinctions of gender or race or class, notions of social order and disorder, and ways in which cultural groups establish "others" or "the other" in order to seem clearly "themselves." Monsters, we will see, often become symbols in which cultural conflicts are played out at different points in history, conflicts that emerge from fundamental tensions in Western societies or between Anglo-European and other cultural groups in the Western world. It is important for us to understand the history of these conflicts and tensions so that we know more about our cultural roots. It is also vital for us to grasp how symbolic figures and works reflect historical and ideological change and to be able to articulate such relationships with strong textual evidence in well-organized analyses and arguments, orally and on paper.</p>	<p><b>English</b></p>
<p><b>ENTO 160D1 – Insects &amp; Culture</b> Address the numerous ways in which insects (and other arthropods) interact with human culture.</p>	<p><b>Entomology</b></p>
<p><b>GER 160D1 – Eroticism &amp; Love in the Middle Ages</b> Courtly love was a discovery of the High Middle Ages and became the dominant theme in literature, the arts, philosophy, and even in religion. This course will examine the concept of love as discussed by medieval poets from the 11th through the 15th centuries and cover the wide spectrum of European history culture seen through the lenses of the theme of "love."</p>	<p><b>German Studies</b></p>

**HNRS 160D1 – Honors Quest**

Honors

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

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

Honors

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

**HNRS 160D3 –The Meaning of Place**

Honors

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

**JUS 160D1 – Jewish Thought & Culture**

Judaic Studies

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

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

Music

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

**PHIL 160D1 – Justice & Virtue**

Philosophy

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

**PHIL 160D2 – Mind, Matter, & God**

Philosophy

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

**PHIL 160D3 – Science & Inquiry**

Philosophy

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

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

Political Science

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

**RELI 160D1 – Christianity & Art**

Religious Studies

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

**RELI 160D2 – Comparative Religions**

Religious Studies

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

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

<b>RELI 160D3 – Love in World Religions</b>	Religious Studies
This course investigates the various conceptions of love in world religions. We will explore the conceptions of love in Western traditions including Greek, Jewish and Christian traditions as well as conceptions of love in Islam and Buddhism.	
<b>RELI 160D4 – Introduction to World Religions</b>	Religious Studies
This course explores the diversity of religions and religious experiences across the globe. Religions to be examined include, but are not limited to, Hinduism, Buddhism, Judaism, Christianity, Islam, as well as indigenous traditions. <i>Approved as: General Education Diversity Emphasis</i> <b>NOTE: Due to duplicative content, credit may be earned for RELI 160D2 or RELI 160D4, but not for both.</b>	
<b>RNR 160D1 – Wildlife, Conservation, &amp; American Culture</b>	Renewable Natural Resources
Wildlife, Conservation, and American Culture explores the significance of wild animals in society as reflected in governmental agencies and laws, how people spend their time and money, and in the social controversies that stem from efforts to conserve animal populations in the face of human development.	
<b>RSSS 160D1 – Introduction to Russia Through Music</b>	Russian & Slavic Studies
This course will introduce students to more than 1,000 years of Russian history and culture as reflected in its music. Russian folklore, religion, history/politics, literature, opera, ballet, film, pop, rock, and rap will be examined using music as the overarching theme.	
<b>SPAN 160D1 – Issues in Latin American Society &amp; Popular Cultures</b>	Spanish
This interdisciplinary course will examine popular culture as an approach to understanding 19th and 20th century Latin America.	
<b>TAR 160D1 – Popular Entertainment</b>	Theatre Arts
Survey of historical and contemporary global popular entertainment as cultural events: vaudeville, theatrical spectacle, film and television, heritage festivals, living history, live and televised sports, and music festivals.	

## Natural Sciences

**XXX 170A -- The Earth and Its Environments (3 units)**  
Check the [Schedule of Classes](#) for current offerings.

<b>Course Numbers &amp; Titles:</b>	<b>Offering Department:</b>
<b>ABE 170A1 – Basic Concepts in Water-Related Applications</b>	Agriculture & Biosystems Engineering
This course develops an understanding of natural science concepts and ideas and how they can be used to understand and analyze processes and objects in the everyday world. Water is a central theme. Students examine how it is obtained, stored, distributed, used, polluted, and cleaned. They learn to estimate its quality, quantity, energy, and movement. It is a broad introductory course.	
<b>ABE 170A2 – Science, Technology &amp; Environment</b>	Agriculture & Biosystems Engineering
The environment, scientific method, technology, motion, energy, gases, heat, chemistry, and electricity and magnetism are covered within the context of natural history and technology development. Laboratories and field trips in the in-person sections include aquaponics, biofuels, solar pumping, and drip irrigation.	
<b>ATMO 170A1 – Introduction to Weather &amp; Climate</b>	Atmospheric Sciences
An introduction to the science of weather processes and climate, including the genesis of fronts and cyclones, precipitation processes, the wind systems of the world, severe storms, and weather forecasting. Special emphasis will be given to natural phenomena which have strong impacts on human activities including tornadoes, hurricanes, El Nino, global warming, ozone depletion, and air pollution. The fundamental importance of physics, chemistry, and mathematics to atmospheric science will be stressed.	
<b>CHEM 170A1 – The World We Create</b>	Chemistry
Students will explore central ideas in the physical sciences that can be used to explain and predict the properties and structure of matter as well as the interactions and processes that lead to matter transformations. They will critically reflect on the costs and benefits of the products of science and technology.	
<b>GC 170A1 – Introduction to Global Change</b>	Global Change
The basics of physical science are presented within the context of global environmental change processes (climatic change, global warming, deforestation, etc.) that impact Earth and its inhabitants. Includes hands-on activities, discussions, computer exercises, and a personal interest project.	
<b>GEN 170A1 – Earth Resources &amp; the Environment</b>	Geological Engineering
This is a course about the mineral resources of the Earth, our demand and use of these resources for material goods and energy, and the environmental consequences of our use of these resources.	
<b>GEOG 170A1 – Earth's Environment: Introduction to Physical Geography</b>	Geography & Regional Development
Introduction to fundamental laws of nature as expressed physical processes that govern the spatial distribution of Earth's land, sea, air, and biological environments. Focus on fluxes and feedbacks among these systems, and interactions with humans.	
<b>GEOS 170A1 – Earth: From Birth to Death</b>	Geosciences
Students will learn that a few universal laws describe the behavior of our physical surroundings, from the universe to every action in our daily lives. this interdisciplinary course will cover aspects of the scientific process, astronomy, physics, chemistry, and Earth sciences, with an emphasis on geosciences and society, including earthquakes, mass extinctions in	

geologic history, and global warming. It will give students the ability to read and appreciate popular accounts of major discoveries and important public issues in the physical sciences.

### **HNRS 170A1 – Human Reproduction and the Environment**

Honors

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

### **HNRS 170A2 – Science and Society: Debate-Driven Perspectives**

Honors

This course introduces students to the scientific method and relevant scientific research, in order to explore the changing relationship between science and society. We will consider questions such as the following: Are genetically modified organisms (GMOs) harmful? Will vaccinations harm my child? Does climate change exist? After an extensive introduction to each topic, students will be assigned sides to debate, and will achieve new perspectives while acquiring communication, team-based learning, and diplomacy skills.

### **HWRS 170A1 – Earth: Our Watery Home**

Hydrology &  
Water  
Resources

The Earth and Its Environments - An introduction to the science of water and its movement in and through the earth system and interactions with people and ecosystems. Special emphasis will be given to how the physical properties of water and the complexity of the earth system interact with human societies and ecosystems to create the challenges and opportunities of water resources. The fundamental importance of physics, chemistry, and mathematics to water science will be stressed

### **MSE 170A1 – Connections: A Study of Science, Technology & Innovation**

Materials  
Science &  
Engineering

Basic aspects of physics, chemistry, and astronomy are integrated to show how technology evolves from science, interconnecting events, and accidents of time. Who would have imagined that modern communications, movies, printing presses, and computers have their roots in the stirrup, cannon, 12th century underwear, and the water wheel. We explore the science and technology that has given us today's society and examine opportunities for today and the future.

### **PTYS 170A1 – Planet Earth: Evolution of the Habitable World**

Planetary  
Sciences

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

### **SWES 170A1 – Introduction to Environmental Science**

Soil, Water &  
Environmental  
Sciences

This course will not be confined to one discipline but rather will include information from physics, chemistry, biology and the social sciences such as economics and anthropology. The central theme of the course will be that of change as a normal and natural process. It will consist of four major focus areas: Biodiversity, Pollution, Population, and Resources. Within each major focus area we shall explore how change has and is occurring at the local, regional and global scales. To facilitate the learning process we shall analyze local, national and international case histories. The case histories would include air pollution at the Grand Canyon, TCE groundwater contamination in Tucson, landfill and leaking underground storage tanks in Tucson, Chernobyl, and the Mt. Graham controversy.

## **XXX 170B -- Beyond the Earth in Space and Time (3 units)**

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

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

Offering  
Department:

### **AME 170B1 – Aeronautics: Science & People**

Aerospace &  
Mechanical  
Engineering

Examination of the evolution of flight from birds to space shuttles. The examination of flight will focus on the observations of experimental facts and discussions of physical principles. It will also address historical events and stories of pilots, astronauts, engineers, and scientists. The role of individuals in the development of aeronautics will be emphasized.

### **ASTR 170B1 – The Physical Universe**

Astronomy

This course presents an introduction to the science of Astronomy placed in the broader context of the physical sciences. Our survey of the Universe will include our current understanding of our Solar System, stars, the Milky Way Galaxy, other galaxies, and the large-scale structure and evolution of the Universe. We will also cover the basic principles of physics, chemistry, and geology needed to interpret astronomical observations. The application of the scientific method will be emphasized throughout the course.

### **PTYS 170B1 – Universe & Humanity: Origin & Destiny**

Planetary  
Sciences

This course explores the deep relationships that connect the largest structures in the universe to the world of atoms and subatomic particles. Topics covered begin with the scientific method and tools of science, proceed to fundamental physical concepts and processes that govern the natural world, and move on to a study of features of the natural world based upon fundamental laws of nature. This knowledge is used to create a broad perspective for understanding the origin and evolution of our Milky Way Galaxy, our Solar System, and their common cosmic heritage.

**XXX 170C -- Biological Sciences (3 units)**  
Check the [Schedule of Classes](#) for current offerings.

Course Numbers & Titles:	Offering Department:
<b>ANTH 170C1 – Human Variation in the Modern World</b> Fundamental concepts and principles of human biology emphasizing the evolutionary processes that create organic diversity. An in-depth study of biological differences existing within and between populations of our species focusing on genetic mechanisms and adaptive strategies.	Anthropology
<b>ECOL 170C1 – Animal Sexual Behavior</b> This course will examine ideas of how sexual reproduction came about and the consequences the origin of sex has had on biological diversity. We will explore the diversity of animal courtship and mating behaviors using readings, group discussions, library research, writing, and class presentations, and we will conduct behavioral investigations in the lab.	Ecology & Evolutionary Biology
<b>ECOL 170C2 – The Diversity of Life</b> Students will learn the major groups of living organisms (including bacteria, archaeans, protists, fungi, plants, and animals); their basic morphology, ecology, and diversity; and the evolutionary relationships among these groups (the Tree of Life). Students will also learn about the evolutionary and ecological processes that have generated this diversity, how human activities are threatening this diversity, and what we can do about it.	Ecology & Evolutionary Biology
<b>ECOL 170C3 – Marine Biology</b> In this course students will discover the beauty and wonder of marine life, explore the evolution and diversity of marine organisms and habitats, and consider threats presented to the marine habitat by human impacts such as over-fishing and climate change. <i>NOTE: Due to duplicative content, credit may be earned for ECOL 170C3 or ECOL 183, but not for both.</i>	Ecology & Evolutionary Biology
<b>ENTO 170C2 – Secrets of Success: Evolutionary Ecology of Terrestrial Arthropods</b> Terrestrial arthropods (insects and their relatives, such as spiders, scorpions, and mites) are the most successful and diverse form of life on Earth. In this course we cover the principles of basic their biology, including their structure and function, development, ecology, behavior and reproduction. We also emphasize their diverse array of unique roles in nature, many of which are exceedingly important to the maintenance and functioning of healthy and productive ecosystems. This course will serve as a primer to the basic concepts of biological science directed by our exploration of diversity and adaptations among terrestrial arthropods.	Entomology
<b>GEOS 170C1 – Life on Earth</b> Course examines the evolution of life, how ecosystems work, and aspects of the ecological role of humans in the global ecosystem. Emphasis on modern biological processes as well as the geologic history of those processes.	Geosciences
<b>NSCS 170C1 –Frontiers in Brain Science</b> Explores how scientists are challenging and changing our ideas of how the brain develops and functions over the human lifespan, how it responds to the demands of learning, disease and injury, and how close we are to living with droids and cyborgs.	Neuroscience
<b>N SC 170C1 – Nutrition, Food and You</b> Only for students who have not taken N SC 101 (Introduction to Human Nutrition). Nutrition, Food and You covers the principles of human nutrition. Topics include digestion, absorption, metabolism, vitamins, minerals, life cycle nutrition and food safety.	Nutritional Sciences
<b>MCB 170C1 – Evolution of Modern Biology</b> This course is designed to introduce students to concepts in modern biology, with an emphasis on the cellular processes of life. It is organized around sets of focus questions that will structure the learning experiences in the course. During class discussions and activities, brief lectures, and multiple writing assessments, students will have opportunities to apply their understanding of how cells work to issues regarding human health and diseases, agriculture, bioethics, and environmental problems. As a result of this course, students will be able to: (1) explain basic concepts of how life works at the cellular level, (2) predict consequences when cell processes do not work properly, and (3) describe ways in which biologists can alter living systems at the cellular level.	Molecular & Cellular Biology
<b>PLS 170C1 – Plants &amp; Our World</b> Plants and Our World will cover the principles of plant growth, development, and reproduction from the cellular to the whole organism levels, explore how plants are affected by their environment, and their ecology and evolution. The emphasis of the course is on what makes plants uniquely interesting and different from other organisms, and their importance to life and society.	Plant Science

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

**Plant Science**

Biological Sciences - Is it possible to make 10,000 or even 100,000 clones of the perfect soldier (a Navy Seal) and use these clones to fight our wars (Clone Wars)? While this is illegal in a large number of countries, the answer is yes. Would this be ethical? With more information, you can make an informed decision. What if the millions of deaths that occur every year due to malaria could be prevented by introducing transgenic mosquitos that would breed with the wild populations to disrupt the life cycle of the causative agent? Would this be ethical? Several human organs can now be artificially produced in the laboratory and transplanted to individuals where a replacement is required. It will very soon be possible to transplant “designer” organs from pigs to humans. Is either of these technologies preferable to you when you are in need of an organ? Today in professional sports, players are often tested for performance enhancing drugs. In the future, will there be a test for performance enhancing transplanted or artificial organs/limbs? Biotechnology is the field of applied biology that involves the use of living organisms or their products to modify human health and the environment. This definition encompasses a wide range of technologies for modifying organisms. Local and national newspapers, magazines, and news shows are sprinkled with advances in biotechnology every week. It can be daunting to understand the importance of the stories and how the content will affect your life. You will be presented with many examples of biotechnological advances and given the background to understand them so that you can make informed decisions. Subjects covered include approaches to: making a better beer, remediating contaminated soils, feeding a growing population, developing biofuels, remediating global warming, producing transgenic animals including fish, development of superbugs, producing pharmaceuticals in the milk of various animals or in plants, providing advanced health care for an aging population, and developing cures for the many human ailments. Finally, as 10% of the world’s cropland is planted in Genetically Modified (GM) crops, much higher in the U.S., the positives and negatives of these technologies will be discussed.

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

**Renewable  
Natural  
Resources**

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

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