



SPRING 2009

GENERAL EDUCATION PROGRAM COURSE OFFERINGS

The General Education Program provides "core courses" in *World Civilizations*, *American Pluralism*, and *Great Discoveries in Science* to all students enrolled at the University at Buffalo.

General Education focuses on a broad array of skills, knowledge, and issues that the University's faculty considers being particularly important for all college graduates. The program is intended to help students prepare for success and fulfillment in a continually changing world. General Education complements the departmental major. The major provides depth of study in a particular area of specialization and prepares students for particular careers or for advanced study.



University at Buffalo *The State University of New York*

College of Arts & Sciences • General Education Program
608 Clemens Hall
<http://gened.buffalo.edu>

About General Education Courses...

World Civilizations. The World Civilizations course is about the people, forces and ideas which have shaped the way people have experienced (and still do experience) the world. The perspective of this course is global; its focus is on the origins and development, geographical context and interactions of world culture.

World Civilizations courses are designed and intended to serve a fundamental purpose of university education – to broaden one’s view and extend one’s comprehension of the variety of cultural experiences which surround us. These courses serve this purpose by “instilling a greatly expanded sense of time and space, of values, history and geography.” This is accomplished by challenging the students to investigate, analyze, interpret and, ultimately, to integrate their unique cultural heritage with the diversity which surrounds us.

-- Professor Thomas Barry, World Civilizations Instructor

It is highly recommended that World Civ I be taken prior to World Civ II.

American Pluralism. The American Pluralism course examines the multicultural, multi-ethnic nature of American society. It introduces students to five important areas of American experience and culture: race, gender, ethnicity, class and religious sectarianism. Writings by and about Americans of color, women, and people from diverse ethnic, class and religious groups provide background and context for discussions of contemporary issues.

A diverse faculty selected from many of the University's departments teaches American Pluralism. Students learn from a variety of contemporary and historical sources, including literature, art, journalism, research articles, guest lecturers, films, and the experiences of their classmates.

Great Discoveries in Science. Students must complete UGC 302 or UGC 303, "Great Discoveries in Science", or a Cognate (an approved equivalent course). These courses focus on selected great discoveries of science, presenting a particular body of scientific facts and concepts and connecting them with the process of science, related history and philosophy, and the interdependence of science and technology. The courses emphasize the central ideas that set the framework for a discipline and its “great discoveries.” The examples are selected from diverse fields to provide a breadth that complements the depth offered in the prerequisite introductory-level science course.



WORLD CIVILIZATIONS I UGC 111

UGC 111 A
Mon & Wed, 12 - 12:50 pm

Professor Vance Watrous
Department of Visual Studies

This course is a historical introduction to the great civilizations of the world before 1500 A.D. We have two main goals: 1) to demonstrate how we as Americans today have been formed by achievements and events in the past, and 2) to give an introduction to non-Western cultures.

UGC 111 S
Tues & Thurs 2:00-2:50 pm

Professor James Lawler
Department of Philosophy

Many states and influential movements today are energetically renewing their allegiance to non-Western traditions. There is a renewal of Confucianism in the Far East, of Hinduism in India, and of Islam in the Middle East and elsewhere. Orthodox Christianity in Russia is in a period of revival. Even the animistic spirituality of the tribal societies of Africa and North America, as well as traditions such as that of the ancient Mayans in Mexico is an object of contemporary significance. Buddhism is a rallying point among Tibetan exiles, but it is also an increasingly powerful spiritual movement in Western countries. Fundamentalist Christianity, too, has become a dynamic force, especially in the United States.

To understand the contemporary world, it is more necessary today than ever before in history to comprehend the great civilizations of the past. This course will provide general historical overviews stressing the various styles of the great civilizations and major structural changes. Study of the socio-economic and political histories will be combined with readings in classic texts of the great religions and philosophies of the East and the West, the North and the South.

There will be short weekly quizzes, one comprehensive final exam, and one short paper. Students will keep a journal, and will be able to participate in e-mail discussions of topics relevant to the course.



WORLD CIVILIZATIONS II UGC 112

UGC 112 B
Tues & Thurs, 12:30 – 1:20 pm

Professor Theresa McCartney
Department of American Studies

This course traces the history of globalization from the interdependent world of 1500 to the globalized world of the 21st century. The course will delineate the forces that have simultaneously integrated and differentiated the contemporary world. It will examine the emergence of the world economy; the struggles between states as well as between rulers and subjects; the conflicts between dominant and alternative forms of modernity; the challenge of nationalism, anti-colonialism, socialism, and other responses to the market economy, changing global order, and the continuing processes of global integration. The format of the course is lectures, document analyses, video screenings, and class and small group discussions.

UGC 112 D
Tues & Thurs, 2:00 – 2:50 pm

Professor Timothy Boyd
Department of Classics

This is the continuation of UGC 111, in which we traveled from the Paleolithic Era, through the rise of early civilizations west and east, all the way to the Middle Ages in Western Europe. In the second half of the sequence, we begin with a very brief survey of the Renaissance, then move immediately into the Age of Exploration, in which Europe spreads its influence across the world - and other civilizations influence Europe in return. As Europe grows throughout this era, we will follow scientific, philosophical, and technological trends which stimulate the process by which the old feudal, feuding medieval kingdoms move towards the huge nations which clash during the 18th century in the first two real world wars -- the Seven Years War (1756-1763) and the Napoleonic Wars (1792-1815). With the coming of the Industrial Revolution at the end of the 18th century, we will watch the great changes and events, from the birth of the United States to the invention of the steam engine to the Race for Africa, which bring about our modern world even as they drive countries around the world into the horrors of the Great War of 1914-1918. Along the way, we'll spend time discussing the Enlightenment, Romanticism, Darwinism, and Communism and their effects upon civilization, and we'll sample the changes in the arts of the period 1400 to 1914.

UGC 112 E
Mon & Wed, 12:00 – 12:50 pm

Professor Victoria Razak
Department of American Studies

This course is a survey of world history from the fifteenth to the twenty-first centuries. We will explore four big questions:

- 1) How did different parts of the world become increasingly connected during the early modern and modern era?
- 2) To what extent has human diversity persisted despite these connections, and why?
- 3) What explains the rise of European and American power during this time? What is the Eurocentric myth, and what alternate picture do we gain from studying history globally?

4) How does the history of people's relationship to the natural environment challenge our assumptions about human progress?

The format of the course includes lectures, a few films, and weekly discussion sections. Readings are from historical documents from past periods and from contemporary authors who write about particularly compelling events related to the big questions of the course .

UGC 112 G

Mon & Wed, 12:00 – 12:50 pm

Professor Andrew Wise

Department of American Studies

Course Description: The UB Undergraduate Catalog states that this course “concerns the peoples, forces and ideas that have shaped the way individuals have experienced (and still do experience) the world. The course’s perspective is global and focuses on the origins and development, geographical context, and interactions of world cultures.

UGC 112 H

Tues & Thurs, 3:30 – 4:20 pm

Professor Timothy Boyd

Department of Classics

This is the continuation of UGC 111, in which we traveled from the Paleolithic Era, through the rise of early civilizations west and east, all the way to the Middle Ages in Western Europe. In the second half of the sequence, we begin with a very brief survey of the Renaissance, then move immediately into the Age of Exploration, in which Europe spreads its influence across the world - and other civilizations influence Europe in return. As Europe grows throughout this era, we will follow scientific, philosophical, and technological trends which stimulate the process by which the old feudal, feuding medieval kingdoms move towards the huge nations which clash during the 18th century in the first two real world wars -- the Seven Years War (1756-1763) and the Napoleonic Wars (1792-1815). With the coming of the Industrial Revolution at the end of the 18th century, we will watch the great changes and events, from the birth of the United States to the invention of the steam engine to the Race for Africa, which bring about our modern world even as they drive countries around the world into the horrors of the Great War of 1914-1918. Along the way, we'll spend time discussing the Enlightenment, Romanticism, Darwinism, and Communism and their effects upon civilization, and we'll sample the changes in the arts of the period 1400 to 1914.

UGC 112 J

Tues & Thurs, 930 – 10:50 am

Professor Claude Welch

Department of Political Science

In the past 500 years, dramatic transformations – indeed revolutions – have marked our globe. Major changes occurred around 1500 in technology (particularly military), communications (with the spread of printing and literacy), foodstuffs (the “great gene exchange” after the “discovery” of the “New World”), beliefs (the Renaissance and Reformation), and power. All these developments helped pave the way later for democracy, nationalism, capitalism and socialism, environmental awareness, the rise of colonial empires and globalization, and destructive forms of conflict (world wars, terrorism, civil wars).

How were these transformations perceived during those times? What were the key strains, uncertainties and challenges? What were the consequences of change? Who gained and who lost? How have people from thousands of different societies been brought together economically and politically to varying degrees, if not necessarily culturally and socially? These questions we will probe together. I hope we can learn how the “old” vitally affects our early 21st century life,

particularly how societies deal with the challenges of change. We will use one text, Volume II of the SEVENTH (2006) edition of McKay, Hill, Buckler and Ebry, *A History of World Societies* – a book that is both challenging and rewarding.

UGC 112 J
Tues & Thurs, 11 – 11:50 am

Professor William Baumer
Department of Philosophy

This survey of the development of societies from 1500 to 1990 considers the changes and interplay of their major components: agriculture, arts and crafts, technologies and sciences, economic systems, social and political structures, religious and philosophical beliefs. Their impacts on one another, their consequences for the shape and state of present societies, and their significance for understanding the world in the 21st Century are the foci of this overview. The goals of the course are to provide knowledge of major developments in the history of societies since 1500 and the consequences of these in the 21st Century.

Course requirements: attendance at lectures and recitations; weekly recitation discussion paragraphs; 3 one-hour exams; research essay.

UGC 112 L
Mon & Wed, 1000-1050 am

Professor Ferdinand Lewis
Department of Urban And Regional Planning

In order to bring the wide-ranging subject matter of this course into focus, we use the City as our lens. In *World Civilizations I*, this instructor advanced the argument that the city and civilization are closely related words and ideas. Indeed, it is impossible to discuss human civilization without discussing the city, since cities are the largest and most complex artifacts of human creation. One of the motifs of this course is that the provision of, and the designed quality of, the public space of the city is itself a principal expression of civilization. The objective of this course is to familiarize undergraduate students with the historic social, cultural, economic, and political forces which have shaped modern life, and its physical crucible, the city. We will cover the period of time from the Renaissance up to the contemporary period; and, insofar as possible, the themes developed in the course will be presented from a cross-cultural perspective. At the end of the semester, we will speculate about those late 20th century cultural trends which will play a role in shaping cities and world civilizations in the 21st century. Wherever possible, the lecturer will supplement the lectures with slides and other visual material in the hope of enriching students' understanding of the phenomena under study. Occasional guest lecturers have been incorporated into the outline of study to enliven our discussions, and to lend their unique expertise.

UGC 112 M
Mon & Wed, 12:00 – 12:50 pm

Professor Shaun Irlam
English

This course will cover *World Civilizations* from 1500 to present day.

A more complete description is not available at the time of printing. Please visit our website, <http://gened.buffalo.edu> for updated descriptions.

UGC 112 N Section
Tue & Thurs, 12:30 - 1:20 pm

Professor Andreas Daum
Department of History

This course addresses some major features of the modern world since 1500. It focuses on developments that have contributed to creating what we today call “globalization”, which includes processes through which people and their natural environment, societies and states, non-state actors and ideas have become intertwined across borders.

First, we will look at the centuries from 1500 to ca. 1780, and will address the following questions: How did states and empires come into existence and interact with one another? How did ideas, goods, and people travel across the globe, and to what ends? Second, we will focus on the “long” nineteenth century (1780-1918): How and why did new nation-states come into being? Why and to what ends did nations develop imperial ambitions and dominate parts of the world? How did people and societies communicate across national boundaries? Third, we will take a look at the twentieth and the beginning of the twenty-first century. We will highlight the rise of authoritarian regimes, address the international dimension of World War II and the Cold War, as well as America’s role in the world. Finally, we will deal with accelerated trends toward globalization. Both the lecture and the recitation sections present exemplary sources taken from the fields of visual arts, architecture, literature, and music. The recitation sections are an integral part of this course and have been designed to deepen the lecture’s topics, provide additional information, respond to questions, and test your knowledge.

UGC 112 P
Mon & Wed, 1 – 1:50 pm

Professor Thomas Barry
Department of Classics

This section is designed to create an awareness of the world’s history as a coherent and meaningful process of which we are all a part. To this end, we shall study the most important political, economic, social, and religious occurrences which illuminate the universal history of this sphere. Thus, the first goal of the course is to instill a greatly expanded sense of time and space, of history and geography. Even more, the students will confront the very diverse ways by which cultures express their values, form their basic assumptions, and relate to other societies. Yet we shall also investigate underlying communities of values which we share, the identity of which is often hidden by surface appearance. In this way, we shall meet the second goal of the course: to demonstrate the ways world history is a common experience of shared values. Students will analyze and interpret original source documents and materials, especially works of art where values are best concentrated, in order to participate directly in the struggle to understand world civilization through its own evidence.

UGC 112 R
Mon & Wed, 3 – 3:50 pm

Professor Warren Barbour
Department of Anthropology

The goal of the course is to have you understand in a broad sense the major forces over the last 500 years that have shaped the world in which you live. Specifically, to help you critically evaluate historical events and put them in the context of current events. My perspective comes from the field of Anthropology which means that lectures are not repetitions of the reading material but rather

expands, augments or goes into depth on reading topics with additional material from historical archaeology, and anthropology.

UGC 112 V
Mon & Wed, 11 – 11:50 am

Professor Patrick McDevitt
Department of History

Course Description: The UB Undergraduate Catalog states that this course “concerns the peoples, forces and ideas that have shaped the way individuals have experienced (and still do experience) the world. The course’s perspective is global and focuses on the origins and development, geographical context, and interactions of world cultures. All sections of the course share common goals. Different sections emphasize different themes and perspectives.”

In this section, we will focus on two key themes of modern world history:

1) the ways in which global connections have developed; and 2) the ways in which different peoples at different times have resisted homogenization, instead seeking to preserve their distinct cultural traditions.

Student Learning Objectives: After completion of this course, students will be able to:

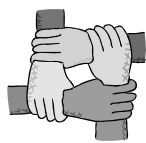
1. Identify key events and developments in modern world history.
2. Explain how historical events and developments are the result of multiple and integrated causes.
3. Evaluate and prioritize the causes of historical events and developments.
4. Analyze and synthesize data from a variety of written and visual sources.
5. Evaluate the meaning of secondary and primary sources.
6. Display proficiency in written skills in paper assignments and essay exam questions.
7. Display proficiency in oral communication skills through recitation discussions.

Required Reading: 1) Robert Tignor, et al., *Worlds Together, Worlds Apart*. 2) Kevin Reilly, *Worlds of History: A Comparative Reader. Volume Two: Since 1400* (2nd edition).

UGC 112 W
Tues & Thurs 9:30-10:20 am

Professor Ray Barker
Department of History

A more complete description is not available at the time of printing. Please visit our website, <http://gened.buffalo.edu> for updated descriptions.



AMERICAN PLURALISM UGC 211

UGC 211 CAJ
Tue & Thurs, 12:30 - 1:50 pm

Professor Jessie Carter
Department of African American Studies

A more complete description is not available at the time of printing. Please visit our website, <http://gened.buffalo.edu> for updated descriptions.

UGC 211 CAW
Tue & Thurs, 3:30 - 4:50 pm

Professor Wesley Carter
Department of African American Studies

At no time in our nation's history has it been more important to understand the man next door or the nation in the furthest hemisphere. The world is growing smaller every day. We have only to turn on our TVs and there is France, South Africa, Iraq: all very much in the news. But we will never understand the individuals in those "foreign" hemispheres if no attempt is ever made to understand the individuals in our own society. What we do with the people next door, if they happen to be of another color or religion, will largely determine our response to others like them in our parts of the world. Through this course, you will be given the opportunity not only to examine your levels of tolerance and understanding, but also to acknowledge the prejudices, biases, and related misconceptions that you may have about a variety of ethnic groups. The future is in your hands, but it comes with ever increasing responsibility to fashion that future for the securing of rights and freedoms for all.

UGC 211 CAR
Tue & Thurs, 12:30 - 1:50 pm

Professor Wesley Carter
Department of African American Studies

See UGC 211 CAW Above

UGC 211 KAS
Tues & Thurs, 11:00 – 12:20pm

Professor Yokuse Kase
Department of Asian Studies

This section of American Pluralism will use the experiences of Asian Americans to examine the multicultural and multiethnic history of the United States. In spite of their significant participation in the building of modern America from its beginning, Asian Americans have been often perceived and treated as foreigners unfit to be active members for American democracy. Their struggles for the full legal and cultural citizenship of the United States have represented key turning points in the history of American pluralism. This course will examine and challenge the dominant images of Asian Americans in the mainstream media and society. In addition, the class will discuss how U.S. military and economic relationships with Asian countries constantly cause demographic and social changes in Asian American communities. Finally, we will explore how Asian Americans have interacted with other ethnic minorities and underprivileged groups in the United States such as

African Americans, Latin Americans and women. Course materials include academic essays, journal articles, documentaries, feature films, novels, poetry and autobiographies to spotlight different issues of Asian Americans and multicultural America.

UGC 211 KOD
Tues & Thurs, 5 - 6:20 pm

Professor Debra Kolodczak
Department of American Studies

American Pluralism is a course designed to explore themes and social history in areas identified as race, class, gender, ethnicity and religion. Each student in this section is responsible for preparing a written summary (3 to 5 pages long) on one of the reading assignments and presenting an oral report. Time permitting; class discussions will follow the oral presentations. Additionally, each student is responsible for completing a ten page final essay (on an additional text), two in-class examinations, and active participation during class and on-line. In this section, students who seek to gain computer-based skills may, as an alternative to certain written assignments, qualify for digital imaging assignments that center on collecting and interpreting images in the public domain pertaining to course themes and social history.

This course has two required textbooks. The required reading assignments average out to about a chapter per class. Additional reading assignments are selected from the course bibliography, available on UB Learns. Textbook readings are "common" to the entire class while additional reading assignments are portioned out to individual students to read and report on. Although not responsible for all additional readings, all students are responsible for ALL material covered during class discussions. Class attendance/participation is, therefore, mandatory and will directly impact the grade you receive for this course. As a general assignment, each student will develop a discussion forum utilizing UB Learns Blackboard as a means to extend class participation, as a repository for written assignments; and as a focal point for our collaborative research. Using resources from the Library of Congress website and equivalent sites, students will select 12 archival images to support their research work.

UGC 211 KOD
Tues & Thurs, 2 – 3:20 pm

Professor Debra Kolodczak
Department of American Studies

See 211 KOL Above

UGC 211GRA
Tues&Thurs, 9:30-10:50 am

Professor Jill Peters Gradwell
American Studies Department

Quite literally, “American Pluralism” means many American people with many views speaking in many voices. The American Pluralism course examines this multicultural, multi-ethnic nature of American society. It introduces students to five important areas of American experience and culture: race, gender, ethnicity, class and religion. Writings by and about Americans of color, women, and people from diverse ethnic, class and religious groups provide background and context for discussions of contemporary issues. UGC 211 provides opportunities for you and challenges you to speak, read, and write about controversial issues related to these aspects of American life, but the course does not push any particular ideology or philosophical position. This course also examines

the history of oppression in the United States and how historical events have affected contemporary issues and your life. Emphasizing active, participatory, and empowering education, the American Pluralism course and your classmates will challenge you to think critically about cultural myths, our society's core values, and your own existing beliefs and prejudices.

UGC 211 GRJ
Tues&Thurs, 11:00am-12:20pm

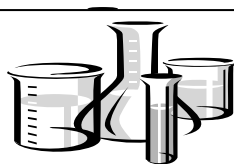
Professor Jill Peters Gradwell
American Studies Department

Quite literally, “American Pluralism” means many American people with many views speaking in many voices. The American Pluralism course examines this multicultural, multi-ethnic nature of American society. It introduces students to five important areas of American experience and culture: race, gender, ethnicity, class and religion. Writings by and about Americans of color, women, and people from diverse ethnic, class and religious groups provide background and context for discussions of contemporary issues. UGC 211 provides opportunities for you and challenges you to speak, read, and write about controversial issues related to these aspects of American life, but the course does not push any particular ideology or philosophical position. This course also examines the history of oppression in the United States and how historical events have affected contemporary issues and your life. Emphasizing active, participatory, and empowering education, the American Pluralism course and your classmates will challenge you to think critically about cultural myths, our society's core values, and your own existing beliefs and prejudices.

UGC 211 YOU
Mon,Wed,&Fri 9:00-9:50pm

Professor Hershini Bhana Young
Department of English

This class will ask students to think and write critically about globalization. While the class will spend considerable time defining the term, we will begin with the idea of globalization as the historical interplay of cultures, societies, economies, languages and political systems, focusing on how power works to subjugate some cultures and privilege others. We will think about how the world around students reflects the effects of globalization, from the environment to outsourcing. We will think about people's investments in the nation-state and how these investments have always been questioned by the presence of global systems such as slavery and imperialism whose legacy we have inherited today. The class will focus predominantly on race and gender.



GREAT DISCOVERIES IN SCIENCE

UGC 302 D
Tue & Thurs, 9:30 – 10:50 am

Professor Robert Baier and Anne Meyer
Oral Diagnostic Sciences

Great Discoveries in Science: Microworld

This course provides you with the information and vocabulary to understand how and why artificial "parts for people" succeed or fail. Opportunities for better communication among scientists, citizen advocates, and lawmakers are emphasized, using the regulatory and ethical contexts of medical and dental implants as two main themes. The course provides (a) historical context, allowing you to better understand how current implants are developed and used and (b) critical information retrieval skills for evaluation of your own and family options for implanted prosthetic devices.

Goals and Outcomes:

1. Identify the types of materials used in major surgical repairs and cosmetic modifications to the human body, and explain how they were selected.
2. Learn the range of manufactured devices used in different medical and dental operations.
3. Discover the interplay of biological science, engineering, legal, manufacturing, trade, and regulatory skills, and serendipity, leading to new implant concepts.
4. Appreciate the roles and positions of many "stakeholders" in the inspiration, research, production, benefits, and overcoming failures of prosthetic implants.
5. Acquire "educated consumer"-level knowledge of science and engineering concepts that are key to the development and use of safe and effective medical and dental devices.
6. Develop the vocabulary to understand new announcements about inflammation, immune reaction, cancer, and the body's responses to implanted materials.
7. Become better qualified to successfully interview for possible employment or graduate school opportunities in the "regulated" professions (health care, food technology, environmental quality).

Assignments: "Web" assignments and UB Learns resources serve in lieu of a formal text. You are expected to attend and participate in each class session. Reading assignments are provided as photocopies, or as material accessible via the "web" or through the university libraries. A glossary of new key terms to be used that week is provided on the UB Learns site for the course. Periodic, short quizzes reinforce the written handout information and classroom lecture material. A "biomaterial" or "body part implant" is assigned to you to research and describe in a short, written abstract, a brief oral presentation to the class, and a written, 5-page paper. A final essay is assigned and graded on the basis of your ability to logically and factually express an opinion regarding future needs for implant safety and effectiveness.

UGC 303 G
Tues & Thurs 9:30-10:50

Professor Rossman Giese
Geology Department

The subject of this section is our view of the universe (and especially the solar system) from the Neolithic to Aristotle, Ptolemy, Copernicus, Galileo, Newton, Lowell and NASA. Our perceptions have been changed over several thousand years by new ideas and new modes of observation. In spite of much progress, we still do not have all the answers.

UGC 303 M
Tue & Thurs, 2:00 – 3:20 pm

Professor Rosemary Dziak
Oral Biology

A more complete description is not available at the time of printing. Please visit our website, <http://gened.buffalo.edu> for updated descriptions.

The goal of the course is to educate students on several critical aspects of women's biology and health with emphasis on major scientific discoveries that have had major impact on women as well as the general population. Areas of focus will include: women's pharmacology, cardiovascular health, bone biology, reproductive biology, and brain function. The format of the class will be lectures, interactive discussion/exercises with fellow class members based on readings of original papers and viewing of documentaries as well as student presentations of selective topics.

COGNATE COURSES
Approved Equivalent Courses for American Pluralism

U.S. History I and II: U.S. history from Native American settlement to the end of the Civil War.

*HIS 161 THO	LEC	U S History 1	NSC 222	MW	1900-2020
*HIS 162 HAR	LEC	U S History 1	KNOX 104	MW	9:00-9:50
*HIS 162 WEA	LEC	US History 2	ALUMNI 97	TR	1900-2020
*HIS 162 HER	LEC	Us History 2	NSC 210	TR	11:00-11:50

***See the History Department for a specific course description.**

SOC 211 – Sociology of Diversity
Mon, Wed & Fri, 3 - 3:50 pm

Professor Brenda Moore
Sociology

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