

FALL 2005

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
708 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 B Section
Wed & Fri, 2:00-2:50 pm

Professor Roger DesForges
History

This course attempts to understand and interpret continuities and changes in the human experience by tracing the origins and development of global civilization from the earliest recorded times through the fifteenth century of the common era. It suggests that we may usefully divide this long story into three epochs, each defined by its own principal center that interacted in various ways with sub-centers and peripheries. It argues that each major center—Sub-Saharan Africa, Mesopotamia-Mediterranean, and South and East Asia—made contributions to world history that were at once distinctive in style, equal in value, and of universal significance. In the first period, human beings (homo sapiens) first appeared in what came to be known as sub-Saharan Africa, developed various hunting and gathering cultures, and eventually spread throughout most of the world. In the second period, people multiplied in the region between the Tigris and Euphrates rivers (Mesopotamia) and around the Mediterranean (middle of the earth) sea by engaging in agriculture, pastoralism, and urbanization, and establishing city-states, federations of states, and empires, forms of economic, social, and political organization that spread rather quickly to much of the rest of the globe. In the third period, people concentrated in the Indus and Ganges valleys and in the Yellow and Yangzi valleys developed cultural concepts and political institutions that enabled them to unify large numbers of disparate peoples into single or at least compatible polities that attempted to establish various kinds of world order. All three kinds of centers also contributed to the development of later centers, including the national empires of Western Europe and North America that arose gradually after 1500 and therefore lies outside the scope—but not the theory—of this course. The course will feature readings in a book of documents and in two “classics” drawn from eight possibilities (including the epics Gilgamesh and Son Jara, the political treatises The Republic and The Prince, the religious/ethical texts The Koran, The Analects, The Dao De Jing, and the play The Romance of the Western Chamber. Students will be exposed to slides and videos depicting archaeological, architectural, and artistic evidence of various cultures, and lectures by the principal instructor, who specializes in Chinese history, and by experts in other areas of the world. All students will participate in discussions in the recitation sections and take a mid-term examination; all students will choose between writing a final, ten-page paper comparing and contrasting two of the classics and taking a final examination that will include one question calling for knowledge of two classics. Grades will be based one-quarter on participation in sections, one-quarter on the mid-term, and one-half on the final paper or examination

UGC 111C Section
Mon & Wed, 11:00-11:50 am

Professor Thomas Barry
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 111 D Section
Tues & Thurs, 8:30-9:20 am

Professor Jack Meacham
Psychology

The emphases in this section of World Civilizations will be upon questions such as the following: Who and what are we as humans? How should we interact with each other, including those from whom we differ? What is our relationship to the environment? What role does religion play in human life and civilization? There will be relatively less coverage of political, military, and economic history and on the history of technology. Students will have opportunities to strengthen their writing and public-speaking skills.

UGC 111 E Section
Tues & Thurs, 9:30-10:20 am

Professor Timothy Boyd
Classics

My focus in UGC 111 is upon attempting to understand how various strands which make up history, including technology, economics, geography, military, religion, and sexuality, among many, are woven together in so many different and in so many similar ways from the ancient Egyptians to the Middle Ages. Along the way, we will examine everything from developments in architecture to what gives women power within a society, even a society which appears, on the surface, to be completely male-dominated. Requirements will include weekly recitations, quizzes in lectures and recitations, and four hour exams with both objective and essay components.

Prof. Timothy W. Boyd, who has taught at the Universities of Massachusetts, Princeton, Southern Illinois University, Harvard, Brandeis, and Holy Cross, holds degrees in Classics, Creative Writing, English, and Comparative Literature. His main interests are in classical epic and novel, ancient mythologies, folktale, classical language instruction, translation, Victorian to modern English and American literature, detecting fiction, and military history.

UGC 111F Section
Tues & Thurs, 9:30-10:20 am

Professor John Larkin
History Department

By 1500 C.E. humankind had moved from a culture of predominately hunter-gatherers to a set of civilizations on the edge of the modern age. This course considers how humans (*homo sapiens, sapiens*) made this transition. The focus will be on three of those civilizations that have particularly influenced modern ways of thinking. While other traditions were contemporary with the West, India, and China, these three made especially important contributions to thought about modern religion, science, social order and politics. If only because they encompassed and influenced so many people, Western, Indian, and Chinese thought played a major role in the transition to the world we live in. Through lectures, recitation sessions and written exercises, students will become acquainted with these traditions and how they shaped the way people think today.

UGC 111 G Section
Tues & Thurs, 2:00-2:50 pm

Professor James Lawler
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 are objects 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.

UGC 111 H Section
Tues & Thurs, 1:00-1:50 pm

Professor Warren Barbour
Anthropology

A description is not available at this time. Please check the website at: <http://gened.buffalo.edu>. This document will be updated daily.

UGC 111 J Section
Tues & Thurs, 11:00-11:50 am

Professor William Baumer
Philosophy

The development and interactions of societies from the dawn of recorded history through 1550 AD are surveyed in this approach to World Civilization I. The course considers the changes and interplay of societies' major components: agriculture, arts and crafts, technologies and sciences, economic systems, social and political structures, religious and philosophical beliefs. The impacts of these components and of various societies on one another and the consequences for the shape and state of present societies and the world in the 21st century are the foci of this overview. Grades are based on three exams and a research

UGC 111 JSI Section
Mon, Wed, Fri, 10-10:50 am

Professor Joel Siepierski
General Education Program

This course is a survey of major world civilizations from the earliest dawn of human communities to 1400. As a pragmatic matter, the entirety of world history cannot be related in a fifteen-week course. For that reason, the content of the course focuses on several specific chronological and geographical areas. These include: ancient India, Confucian China, Classical Greece, Christian Rome, the origins of Islam, medieval Japan, and late-medieval Europe. In most of these areas, a core group of issues will be discussed primarily revolving around religion, politics, and society. How did human beings understand their world, their society, and their universe in different parts of

the world? Students will be required to read seven texts chosen to explore these areas and issues, compose one essay, and complete two mid-terms and a final exam.

UGC 111 K Section
Tues & Thurs, 9:30-10:20 am

Professor J. Meacham
Psychology

The World Civilization course is about the peoples, forces, and ideas that have shaped the way people have experienced the world. The perspective of this course is global; its focus is on the origins and development, geographical context, and interactions of world cultures. The student learning objectives include knowledge of the broad outline of world history and the distinctive features of "Western" and "non-Western" civilizations and their interactions with each other. Students will have opportunities to strengthen their teamwork, writing, discussion, and public speaking skills. Professor Meacham, whose academic discipline is developmental psychology, is particularly interested in historical and contemporary issues of religion, ethnicity, race, identity, nationalism, citizenship, and the environment.

UGC 111 L Section
Mon & Wed, 10-10:50 am

Professor Al Price
Architectre & Urban Planning

This is Part I of a two-course sequence that utilizes the city—its people, its activity patterns, its physicality (that is, its space and form)—as the object of analysis in seeking to understand human cultures. In our language, the words “city,” “citizenship,” “civic,” “civil,” and “civilization” share the same Latin root. The course will attempt to trace changes in the physical pattern of permanent human settlements from their earliest known sites up to 1500 CE, emphasizing the connections between built form and the historic social, economic, political, and cultural forces which shaped it and gave it meaning. Formal lectures will be heavily illustrated with slides, with special attention given to examples of formal city planning, urban architecture, and civil engineering.

UGC 111 M Section
Tues & Thurs, 12-12:50 pm

Professor Timothy Boyd
Classics

My focus in UGC 111 is upon attempting to understand how various strands which make up history, including technology, economics, geography, military, religion, and sexuality, among many, are woven together in so many different and in so many similar ways from the ancient Egyptians to the Middle Ages. Along the way, we will examine everything from developments in architecture to what gives women power within a society, even a society which appears, on the surface, to be completely male-dominated. Requirements will include weekly recitations, quizzes in lectures and recitations, and four hour exams with both objective and essay components.

Prof. Timothy W. Boyd, who has taught at the Universities of Massachusetts, Princeton, Southern Illinois University, Harvard, Brandeis, and Holy Cross, holds degrees in Classics, Creative Writing, English, and Comparative Literature. His main interests are in classical epic and novel, ancient mythologies, folktale, classical language instruction, translation, Victorian to modern English and American literature, detecting fiction, and military history.

UGC 111R Section
Tues & Thurs, 2-2:50 pm

Professor Jonathan Dewald
History Department

This course examines a handful of societies, spread across the globe, as they developed between about 700 BCE and about 1400. Covering more than 2,000 years, the course is necessarily selective; it examines moments in these societies' development, rather than attempting a complete overview of them. We will approach these societies primarily through studying their literatures. The course will give close attention to eight major works, all of them to be purchased in the bookstore. On the other hand, there will be no textbook in the course. Basic information and background to the assigned readings will be presented in lectures. Regular attendance at both lectures and discussion sections will thus be necessary for passing the course.

UGC 111 S Section
Mon & Wed, 12-12:50 pm

Professor Kalliopi Nikolopoulou
Comparative Literature

The principal objective of this course is to introduce us to the rich diversity of human culture from prehistory to the Middle Ages. Given the enormity of such a project, we will limit ourselves to the study of several chronological and geographical areas, while focusing on the specific theme of law and ethics as a foundation to each culture. We will examine the ways in which law becomes the site where the ethical, religious, and philosophical values of a culture converge or contest each other. In other words, we are going to see how each civilization understands the concept of law not only in its narrow legal sense, but also in its broader moral sense. How does divinity relate to law, legitimacy, and justice? Is there a separation between divine and human law, should there be one, and what are the consequences of this separation? Is law always just? How do the great epic and tragic heroes of world literature exemplify, in their quests, this powerful stronghold of law? Primary texts include *Gilgamesh*, Hammurabi's laws, Leviticus, *The Iliad*, *Antigone*, *The Bhagavad Gita*, Paul's Epistle to the Romans, the Quran, and the *Inferno*. We will also refer to *Arts and Culture* as our textbook.

UGC 111 SIE Section
Mon, Wed, Fri, 11-11:50 am

Professor Joel Siepierski
General Education Program

This course is a survey of major world civilizations from the earliest dawn of human communities to 1400. As a pragmatic matter, the entirety of world history cannot be related in a fifteen-week course. For that reason, the content of the course focuses on several specific chronological and geographical areas. These include: ancient India, Confucian China, Classical Greece, Christian Rome, the origins of Islam, medieval Japan, and late-medieval Europe. In most of these areas, a core group of issues will be discussed primarily revolving around religion, politics, and society. How did human beings understand their world, their society, and their universe in different parts of the world? Students will be required to read seven texts chosen to explore these areas and issues, compose one essay, and complete two mid-terms and a final exam.

UGC 111 T Section
Tues & Thurs, 3:30-4:20 pm

Professor John Mohawk
Center for the Americas

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WORLD CIVILIZATIONS II UGC 112

UGC 112 A Section
Tues & Thurs, 9:30 – 10:20 am

Professor Jean Claude Thill
Geography

This section will cover World Civilizations from 1500 to the twenty-first century. During this 500-year period, most human societies underwent tremendous transformations shaped by powerful forces of increasing control over the natural surroundings (development), increasing contacts and interactions with other societies (trade, transportation, communication, and the information society), and increasing technological mastery (science and discoveries). The perspective of this course is that of diversity based on geography and of the historical convergence between region-based societies.

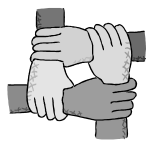
The central theme of the course is the stress between the increasing globalization of human societies and natural habitats, and their idiosyncratic traits. By looking at the dynamics of this process as it unfolded in different forms in different parts of the world, one acquires a better appreciation for the contemporary world and how distance or proximity shapes communities, nations, and regions. An awareness of the geographic features that underlie spatial interrelationships is emphasized at a range of geographic scales, from the local to the national and the global scales. The course is deeply rooted in the changing face of the world. It sheds light on the challenges of today's world by retracing their historico-geographic contexts.

UGC 112 B Section
Mon & Wed, 1-1:50 pm

Professor Nina Cichocki
Art History

This course will investigate the major events, figures, ideas and movements which have shaped our world in the past five hundred years. We will cover important political, economic, social, cultural and intellectual developments primarily in terms of how they affected human beings in their everyday life. Since it is impossible to cover all important events and developments, we will focus on those which have contributed significantly to shaping the world as it is today.

An important component of this course is the work with primary sources, in the form of texts as well as objects. Students will learn to engage with and to critically evaluate sources, asking questions such as: what was/is the function of the text/object within its cultural context? How can we use the text/object in order to learn something about the culture from which it emerged?



AMERICAN PLURALISM UGC 211

UGC 211 ASH
Mon, Wed, Fri, 9-9:50 am

Professor Mark Ashwill
World Languages Program

This course examines the multicultural and multiethnic nature of American society by exploring five important and often intersecting areas of American experience and culture: race, gender, ethnicity, social class and religious sectarianism. We will work with and learn from a variety of sources, including books, essays, guest speakers, film and Internet resources. The course invites you to engage in an individual and collective exploration of your upbringing, past and present educational experiences, values and priorities, career aspirations and life goals. Since I have a background in education, both domestic and international, the impact of education on our lives and on society, as well as views of America from abroad, are focal points of the course. Another overarching theme is the American Dream as part cultural mythology, part reality.

Think of American Pluralism as an opportunity to:

- reflect on what it means to be American;
- critically examine our own prejudices and ignorance about people who are different from ourselves and with whom we have had little personal contact;
- develop a deeper understanding of the challenges inherent in a diverse society;
- better appreciate the value and strength of diversity; and
- acquire valuable skills and knowledge that will help you to live a more productive, rewarding and fulfilling life in the United States and the world of the 21st century

UGC 211 BRO
Thurs, 6-8:40 pm

Professor Peggy Brooks-Bertram
African American Studies

This course will examine the health disparities of African Americans and other people of color in the United States. These disparities will be explored within the framework of environmental racism and environmental injustice. Special emphasis will be placed on hazardous wastes dumping in African American communities and other communities of color. Major issues of urban sprawl, transportation discrimination, landfill siting in Black communities, racism in interstate highway development and the contributions of each to ill health in minority communities will be examined. The relationship between the political decision-making that creates the above problems and their contribution to specific health problems for African Americans; e.g., asthma, lead poisoning, cancer, Lupus and other disorders will be examined. Numerous research projects both in the Buffalo community and at University of Buffalo are ongoing and will be integral to the study of these problems in various locales, e.g., Hickory Woods, East Buffalo, communities near the Peace Bridge and others.

UGC 211 CAR
Tue & Thurs, 2-3:20 pm

Professor Wesley Carter
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 DIO
Tue & Thurs, 3:30-4:50 pm

Professor Yvonne Dion-Buffalo
American Studies

We will examine readings about popular American ideas around issues of race, class, gender, ethnicity, etc. Readings include articles that will investigate various topics ranging from long-held versions of history and national myths and, through their interrogation, we will come to understand the “simplified” and/or “complicated” explanations about American culture. Besides paying attention to articles and specific themes, you will be required to read a text that deals with some of the same topics but explanations are in greater detail; for example, I will assign texts pertaining to education, history, social constructions, etc. during the second class. In addition, we will examine newspaper articles that deal with different topics; i.e., the intersections of classism and legal public policies and how they work to benefit a few under the rubric of “reform”. Videos will be shown in class on different topics as time permits.

UGC 211 DUR
Tues & Thurs, 3:30-4:50 pm

Professor Henry Durand
EOP

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 JOH
Tues & Thurs, 12:30-1:50 pm

Professor David Johnson
Comparative Literature

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UGC 211 LUL
Tues, 7-9:40 pm

Professor Y. G. Lulat
African-American Studies

The U.S. is truly one of the most pluralistic countries on this planet. In addition to the obvious diversity of sex, class, and religion, the U.S. has a diversity of races and ethnic groups that is representative of almost the entire humanity. On one hand, this circumstance has been instrumental in the evolution of a robust democratic political system that only few countries can rival; yet on the other, it has been the basis, historically, of some of the most severely egregious forms of oppression

(to put it mildly) that continue to persist to the present day. Against this backdrop, and in keeping with the mandate of an American Pluralism course, we will do our best to accomplish the following within the limitations of a one semester course: Provide an overview of the general history of the United States from the perspective of the evolution of democracy; explore how such social categories as class, race, ethnicity, sex, etc. affects democracy; grapple with racial and other stereotypes by looking at cultures of some of the groups that make up U.S. society; and work on developing critical thinking skills. From a structural point of view, the course has three parts to it: (1) class lectures; (2) course readings; and (3) audio-visual material. While each of these parts will of course be related, they, however, will not have identical content. For example: class lectures will not be a regurgitation of material in course readings. All general education courses are required to have a writing component; therefore, a library-based written research project will be among the assignments in this course.

UGC 211 MOY
Mon, Wed, Fri, 11-11:50 am

Professor Susan Moynihan
English

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UGC 211 NEV
Mon & Wed, 6-7:20 pm

Professor Barbara Seal Nevergold
African-American Studies

This course analyzes the connections between and among classism, racism, and sexism, their mutually reinforcing nature, and the tensions arising from their interrelations. The course will examine the ideological and personal aspects of these phenomena and their institutional guises in the United States and South Africa. The course is designed to help students develop an understanding of structural inequality and group oppression from several different perspectives.

The class format will emphasize active, participatory, and empowering ways of learning based on presentations by the instructors, class discussion and student writing projects. It will not be a course in which students simply listen to the lectures of the instructors and repeat the content of the lectures back on exams. Instead, the course is designed to emphasize the importance of students critical thinking skills, active participation, and the open exchange of ideas. We will be attempting the difficult tasks of integrating theory and practice, analysis and experience. This course requires that, for each class, students complete a series of readings, which will form the foundation for our class sessions.

UGC 211 PAP
Tues, 3-5:40 pm

Professor James G. Pappas
African American Studies

This course is a continuation of your studies in World Societies. For those of you who have taken World Civilizations at this University, the knowledge you acquired in your studies should have provided you with insights in cultures throughout the world. For those of you who may be new to this environment, the knowledge you acquired from your personal endeavors, interactions and

experiences with people of a different race, class, culture, sex, should be a frame of reference to the topics that will be discussed in this course. This semester, though the medium of film, we will focus on the multicultural experiences of specific groups who are a part of the American sociopolitical, socioeconomic, historical framework for which this country has established itself for over 200 years. Through the lens of the camera, we will examine the experiences of African/American, Asian, Latino & Caribbean, Native American cultures to the challenges they face within the American panoptical scope. We will explore how movies can shape our perceptions of how these dynamic groups are represented. The films seen in class will act as a geopolitical landscape for viewing these cultures. As we share these experiences in the classroom context, it is hoped that a range of ideas and thoughts come from an increased awareness of the social dynamic of American society as a pluralistic experiment in human understanding.

UGC 211 STA
Tue & Thurs, 11 am-12:20 pm

Jonathan Stalling
Asian Studies

This section of American Pluralism will concentrate on many of the major themes in Asian American Studies (ethnic identity, culture, Diaspora, gender roles, sexuality, history / memory, immigration, class, nationalism and citizenship, the Japanese- American internment etc) from the beginning of Asian immigration to the United States to the present. Through historical, critical, and literary texts, we will explore the idea of "American-ness" and the constant negotiations Asian Americans undertake to both expose and challenge the stereotypes this social construction has historically depended upon: the "yellow peril" at one extreme and the "model minority" on the other. In addition to Robert G Lee's book *Orientalism*, which will be our primary text, we will also engage a variety of films, documentaries, and additional texts (poetry, essays, legal documents etc.) Additionally, we will engage current issues regarding topics pertaining to Asian American Studies that surface during the duration of our class. This course will reveal how the story of one minority group (although this group is by no means a homogeneous one) is inextricably linked to the stories of all other groups, and therefore sheds light on the enormously complex nature of this nation's history, present, and possible futures.

Students will have to write three short papers (2-3 pages); two Quizzes (one of which counts as the mid-term). One group presentation (10-15 minutes); and a final exam. Naturally, class attendance and participation is required.



GREAT DISCOVERIES IN SCIENCE

UGC 302 DOM
Tues & Thurs, 1-2:20 pm

Professor Darlene M Dombroski
Microbiology And Immunology

Great Discoveries in Science: Microworld

This course will examine important issues in human health and disease focusing on microbiology and immunology. We will delve into what is a "good" bacteria vs a "bad" bacteria and what causes a "good" bacteria to go "bad" - (Possibly hanging around with bad bacterial influences?) The lecture topics will focus on the current issues of the day - SARS, Mad Cow Disease, anthrax, bioterrorism, overusage of antibiotics etc. Also we will discuss such pertinent topics or urban legends such as - what is the most dangerous item in your kitchen; hidden hazards associated with summer barbecues; who is in the hot tub with you?; and when you hear "Singing in the Rain" at a local grocery store - is that stream of water really safe for the vegetables? There will be guest lecturers from the Microbiology and Immunology department and also from the local hospitals. The presentations will be informal with student participation encouraged. The topics presented will change dependent upon the current events. Contributing to the course grade will be attendance, class participation, and a short presentation by each student of a noteworthy (microbiology/immunology) news item.

UGC 303 A
Mon, Wed & Fri, 1-1:50 pm

Professor Jorg Maletz
Geology

Great Discoveries in Science: Macroworld

This course will introduce students to great discoveries in science in sufficient detail that the student will acquire an understanding of how the discoveries were made, what factors influenced the discoveries, the scientific methods used in making the discoveries and in the research that followed the discoveries, and the general science that pertains to the discoveries.

UGC 303 M
Tues & Thurs, 9:30-10:50 am

Professor Patricia McCartney
School of Nursing

Great Discoveries in Science: Macroworld

This course presents basic facts about the biological structure and function of the female body across the life span. Normal processes and disease processes relevant to women are addressed. Women's physical and mental health issues are presented in the context of women's personal lives, social and cultural influences, and scientific discoveries. Emphasis is placed on the scientific basis of current knowledge, including research and clinical trials in women's health. The role of women as consumers, practitioners and scientists in women's health care is discussed. (Content examples include: anatomy & physiology, menstrual disorders, contraception & hormonal therapies, STDs, prevention, genetics, cancer, heart disease, osteoporosis, childbirth).

The course format includes lecture, a good deal of class discussion, online exercises and use of UBLearn. Assignments include midterm & final exam, 2 short papers and short out of class worksheets. **Attendance, including the first week of classes, counts toward grade.** is available to assist with course work: <http://ublib.buffalo.edu/libraries/units/hsl/women/>



COGNATE COURSES
Approved Equivalent Courses for American Pluralism

HIS 161 – US History I
Mon & Wed, 8-8:50 am

Professor Richard Ellis
Department of History

This is a survey of American history to 1865. Stress will be placed on the interaction of social, political, intellectual, and constitutional developments. No attempt will be made to cover every aspect of the period. Instead, certain topics will be treated with some depth: seventeenth-century New England, the American Revolution and the United States Constitution, the growth of democracy and capitalism, the Old South, slavery, and the coming of the Civil War.

HIS 161 – US History I
Tues & Thurs, 12:30-1:20 pm

Professor Tamara Thornton
Department of History

This course is an introduction to American history from the first contacts between Europeans and Native Americans through the Civil War. We cover major events like the American Revolution, but the main emphasis is on the way Americans of diverse backgrounds and outlooks experienced change and perceived their world. In addition to tests, students will be expected to write a number of brief papers geared to the weekly readings in recitation sections and to attend all lectures and section meetings.

HIS 162 – US History II
Mon & Wed, 10-10:50 am

Professor Susan Cahn
Department of History

This course is an introduction to the history of the United States from the post-Civil War Reconstruction period to the 1980s. History 162 fills two General Education requirements, Cultural Pluralism and the one-semester of American history mandated by the SUNY Board of Regents. As a Cultural Pluralism course, we will focus on issues of race, ethnicity, gender--and other forms of diversity over the course of modern U.S. history--as they enter into and shape major historical developments. The course will be thematically oriented around a set of simple questions that center around the nature and promise of democracy in U.S. history. As we look at major trends, key events, and important transitions we will examine these questions:

- 1) How has democracy been defined, and by whom, in any given time period?
- 2) How has the meaning of democracy been contested by various groups and key individuals?
- 3) Has the nation lived up to its founding ideal of providing liberty and equality for all? Why or Why not? Are personal liberty and social equality compatible goals?
- 4) Today, in light of 9/11 and other possibilities of war and terrorism, we see tensions between ideals of liberty, equality, opportunity and the need to protect the nation from harm. Can we see these same tensions in the past? When should liberty and equality be sacrificed in the name of national safety? Who decides?

As we explore U.S. history, these will be the questions we frequently return to, but there are no easy answers. The class is designed for you to THINK about history--its interpretations, its

significance, its contradictions and its relevance to current events and you personally. Hopefully, this will be fun as well as informative and challenging. You will get various perspectives during the course: my own, your section instructor, those of other historians and of your classmates. It's your job to understand these points of view and to come to your own conclusions, supporting your interpretation with evidence and clearly articulated arguments. With this in mind, the course emphasizes critical reading, critical thinking, discussion, and writing skills. We will have occasional discussions in the Monday-Wednesday lecture periods, but the real discussion will occur in your recitation section where you will be discussing the readings for that week. In order to fully understand the material and develop your own skills and ideas, it is necessary that you attend your recitation section.

SOC 211 – Sociology of Diversity
Tues & Thurs, 2-3:20 pm

Professor Michael Farrell
Department of Sociology

The objective of this course is to deepen our understanding of the ways that families from a variety of ethnic, racial, and religious backgrounds have experienced American society. Two central questions of the course are 1) Why have some groups assimilated rapidly into the middle-class mainstream, while others have lagged behind? 2) What part has family culture and structure played in slowing or accelerating the rate of assimilation?

We will first examine theories about families and assimilation, with a particular focus on Functionalism, Conflict, and Symbolic Interaction theories. Then we will examine some of the social class differences in marriage and families in post-modern America. Once we have examined the basic theories and research on families and assimilation, we will examine how well the theories account for the experiences of families from 10 different ethnic, racial, or religious subcultures. With each ethnic group we will examine: 1) how they came to America, how they were received, where they settled, what occupations they found; 2) how family culture, human capital, enclaves, economic opportunities, segregation, and other factors facilitated or impeded assimilation; 3) how assimilation changed family culture and structure; 4) the current degree of assimilation of the group; 5) the part that religion played as the center of the Ethnic Village and as the “melting pot” channeling intermarriage between ethnic groups, and 6) how the ethnic group's experience compares to other groups.