



# Human Artifacts, Processes & Interactions Themes

(Fall 2009)

**iFoundry**

THE ILLINOIS FOUNDRY FOR INNOVATION  
IN ENGINEERING EDUCATION

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## Human Artifacts, Processes & Interactions (HAPI) Themes

One of iFoundry's core principles is that a broad understanding of human beings and society is an integral part of engineering education. To paraphrase Max Weber, we aim to cultivate specialists who have both the "vision and the heart" to be thoughtful practitioners of engineering, capable of dealing with the complex challenges ahead in their careers. We encourage our students to approach their campus and college general education requirements in this spirit, by exploring coherent themes within their campus and college general education requirements, known as HAPI themes. This document details how this thematic treatment of requirements helps students explore other disciplines, and cross-disciplinary connections to enrich and deepen their engineering education. This document starts by defining and structuring the HAPI themes. It continues with a brief discussion of the rationale for the choices made and concludes by discussing two types of HAPI themes at opposite ends of the spectrum: Traditional Disciplinary Themes and Mixed Interdisciplinary Themes. It concludes with a number of sample themes. As iFoundry grows, we expect that students will grow with it and make these humanistic pursuits their own, by defining interdisciplinary and disciplinary HAPI themes custom-tailored to their own passions and interests.

### Definition and Structure

**HAPI Theme.** A *HAPI theme* is a *voluntary, named grouping* of student-selected courses in *substantially non-technical* areas with a *coherent subject, aim, or purpose*.

**Voluntary.** Currently, students are not required to have a HAPI theme, and the addition of HAPI themes will be entirely voluntary at the election of the student. HAPI themes are to be initiated with the iFoundry entering class for FA09.

**Named grouping.** Named groupings arise in one of three ways. First, certain names and course groupings (so-called *preapproved HAPI themes*) are preapproved by the HAPI Themes Committee. This documentation will be available in June 2009. Second, students may design their own HAPI theme (so-called *customized HAPI themes*) using a HAPI theme petition submitted to the HAPI Themes Committee for approval. Third, students may adopt previously adopted customized HAPI themes through the petition process (so-called *HAPI Themes by precedent*). A grouping of courses must be at least **nine hours** in total. Names should be selected to describe the subject, aim, or purpose of the course grouping.

**Substantially non-technical.** HAPI themes aim to organize non-technical undergraduate coursework in the College of Engineering. Generally, coursework for the HAPI theme will be drawn from the 12 hours of general education humanities and social science courses, the 6 hours of "engineering" humanities and social science coursework, or from free elective hours.

**Coherent subject, aim, or purpose.** The notion of a theme aims to provoke College of Engineering students to take their nontechnical coursework purposefully. Themes may be disciplinary or interdisciplinary, and the degree of coherency required should be broadly interpreted. In approving or denying theme names and course groupings, the HAPI Themes Committee should consider (1) that prior to this initiative, all individual humanities and social science course choices within the general education and college guidelines were permitted, and (2) that HAPI themes are voluntary.

## Rationale

The definition and structures above embody a number of design decisions that satisfy numerous constraints and concerns that might not be immediately obvious. This section attempts to articulate the rationale behind the choices made.

**Student choice.** The key notion behind themes is that students will embrace structure of their choosing. The success of the secondary field of concentration in the General Engineering curriculum is a longstanding example of this. Experience has taught that students will make interesting and appropriate choices without excessive constraints or direction. Experience has also shown that roughly 80% of students will make their choices from pre-approved or precedent HAPI themes.

**9 hours or more.** Less than 9 hours barely satisfies the ordinary English meaning of the term “theme.” Requiring more than 9 hours may cause difficulty for students in meeting their other Gen Ed requirements (6 hum + 6 SS + 1 Western + 1 NW). Certain themes may specify more than 9 hours as desired by the theme designer. 9 hours allows the resourceful student to have two HAPI themes, and the current popularity of double majors and the like suggests that this might be a popular option.

**Voluntary.** No themes are currently required. Requiring themes would constitute a curriculum change. Adding themes on a voluntary basis permits their rollout without a vote and with minimal bureaucratic effort.

**Substantially nontechnical.** HAPI themes are not a backdoor to putting more technical requirements into College of Engineering undergraduate curricula. For interdisciplinary HAPI themes involving technical coursework, the technical coursework would be added above the 9 hour minimal nontechnical level.

**Utilitarian versus liberal arts.** Some engineering faculty may seek HAPI themes as a way to make the humanities and social science coursework more relevant to the practice of engineering, and they may wish to see more coursework of a directly applicable nature. Other faculty may wish to preserve or strengthen the liberal arts nature of the humanities/social science courses taken by College of Engineering students. This proposal is carefully crafted to appeal to both. Intentionally biasing the proposal toward one pole or another goes against the spirit of this proposal.

**HAPI++.** The addition of courses to the College of Engineering HSS list that are nontechnical and more applicable to an engineering career (law, leadership, emotional intelligence, etc.) is in the spirit of this proposal, and on the iFoundry website this is the ++ in the [HAPI++ project](#). The addition of these courses is being considered in another committee; however, the courses added and the HAPI themes that might use them should be considered in a coordinated manner.

**HAPI Theme Committee.** The committee should be small and agile and it should have student representation.

## Sample Themes

There are a number of ways of characterizing themes. Some are *disciplinary*, drawing from a single department or rubric, and others are *interdisciplinary*, drawing across departmental boundaries. Some draw from coursework in *traditional* humanities and social science departments and some draw from coursework outside those departments. Some utilize courses from courses approved for *gen ed* credit, some utilize coursework with CoE *HSS credit*, and some are *mixed*.

The simplest themes to create are disciplinary in nature, from traditional disciplines of humanities and social science, with substantial coursework drawn from those courses that meet gen ed requirements.

### ***Traditional Disciplinary Themes***

This document proposes the creation of a family of traditional disciplinary themes as follows. A TDT is constructed from 9 or more hours of coursework drawn from a traditional discipline of humanities or social science in which general education credit is routinely granted. Normally 6 hours of coursework will be chosen from those courses that count for general education credit, although this is not a strict requirement. Normally, 3 hours of the coursework will depend upon one of the gen ed requirements as a prerequisite course, although this is not a strict requirement.

**Examples.** A number of examples are given; however, these are used as illustrations and are not designed to be limiting.

**Anthropology.** Choose three course from Anth, including two that meet gen ed.

**Interactions.** May require some combination of two of HUM and SBS requirements, W, and NW requirements. **For the engineer.** Anth 221, Materials and Civilization; Anth 230, Sociocultural Anthropology; Anth 280, Personal Anthropology; Anth 421, Social Organization; Anth 423, Economic Anthropology.

**Classic Civilization.** Choose three courses from CLCV, including two that meet gen ed.

**Interactions.** Will require 2 SBW and 1 NW course. **For the engineer.** CLCV 231, Development of Ancient Cities.

**Communication and Speech Communications.** Choose three courses from Comm or SpCom of which two meet gen ed. **Interactions.** Will require 2 HUM courses, 1W and 1 NW. **For the engineer.** Comm 201, Info Technology and Orgs; Comm 202, Social Aspects of Info Systems; SpCom 230, Intro to Interpersonal Comm.

**Economics.** Econ 102 & 103 plus upper-level econ course. **Interactions.** To meet gen ed requirements, student would need to take two gen ed humanities, including one W and one NW as well as one other course. Avoid Econ statistics. **For the engineer.** Econ 440, Economics of Labor Markets; Econ 441, Economics of Human Resources; Econ 483, Economics of Innovation and Technology.

**History.** Choose three courses from History offerings, including two that meet gen ed requirements. **Interactions.** To complete gen ed, student will require two SBW courses and remaining of W and/or NW. Many history courses satisfy W or NW. **For the engineer.** Hist 264, Technology in Western Society; Hist 265, Science in Western Civilization I; Hist 265, Science in Western Civilization II; Hist 363, Scientific Thought I; Hist 366, Scientific Thought II; Hist 451, Industrial Revolution in Europe

**Philosophy.** Choose three courses from Philosophy offerings, including two that meet gen ed requirements. **Interactions.** Student will require two SBW courses, and 1W & 1NW. Taking Phil 108, 109, 110 will satisfy one W or NW leaving one remaining. **For the engineer.** Phil 270, Philosophy of Science; Phil 316, Engineering Ethics; Phil 317, Scientific Thought I; Phil 318, Scientific Thought II; Phil 421, Ethical Theories; Phil 439, Philosophy of Mathematics; Phil 471, Contemporary Philosophy of Science.

**Political Science.** Choose three courses from PS offerings, including two that meet gen ed requirements. **Interactions.** Students will require two HUM courses, 1NW, and 1W. **For the engineer.** PS 220, Intro to Public Policy; PS 225, Environmental Politics & Policy; PS 480, Energy & Security.

**Psychology.** One of Psyc 100, 103, or 105, one other Psych that meets SBS requirements, and one other Psych course. **Interactions.** Student will require two HUM courses, 1W, 1NW. **For the engineer.** Psyc 201, Introduction to Social Psychology; Psyc 245, Intro to Org Psych; Psyc 358, Human Factors; Psyc 429, Hum Comp Interaction Lab; Psyc 457, Human Error; Psyc 456, Hum Perf and Eng Psych. Psyc 497, Aviation Psych.

### ***Mixed Interdisciplinary Themes***

Traditional disciplinary themes are the easiest to construct, because (1) their coherence is assured by respecting disciplinary boundaries, (2) the gen ed impacts are straightforward and minimal, and (3) they require a minimum of search across the catalog. By way of contrast, mixed, interdisciplinary themes are harder to construct. This section, starts to assemble some sample themes that might be appealing to engineers. The list here is meant to be merely suggestive, not exhaustive.

**Business & Technical Communications & Media** use Comm, SpComm, BTW, CW, MS, and ADV courses.

**Environmental Studies.** Take three courses from ENVS. **Interactions.** ENVS 161 (Global Environmental Change) is HUM/NW, ENVS 210 (Env Econ) is SBS and ENVS 201 (Env Hist) is HUM. Taking at least one of those courses will permit student to complete gen ed and W/NW requirements without additional coursework.

**Education Studies.** Use selected course from Ed

**Global Labor Studies.** Use LER courses.

**Global Studies.** Use GLBL courses.

**Organizations, Culture, and Society**

**Engineering, Technology, and Culture**

**Technology, Science, and Ideas.** Phil/Hist Science & Tech broadly drawn

**Engineering Organizations and Behavior.** Psych, Organizational behavior broadly drawn.

**Fine and Applied Arts.** Any ART, ARCH, ARTH, DANC, THEA, UP permitted to non-majors.

**Law, Policy, and Technology**

## Anthropology Theme

**Suggested**                    **103 GEd non western**  
    **221 GEd**  
**One of**                         **230, 373, or 279**

Course	GED H/SS	Western	Non-Western	CoE H/SS
Anth 103	SS	N	Y	
Anth 221	SS	N	N	
Anth 230, 373, or 379				Y

### ANTH 103

#### Anthro in a Changing World

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a**

Non-Western Cultures, UIUC Social Sciences, and Western Compary Cult course.

Presents the fundamental areas of anthropological analysis through a series of comparative cases that emphasizes social and cultural relations in global contexts. Directs attention to the anthropological history of global empires and colonial states, their cultural exchanges, and contemporary studies of culture, society, and globalization. This course can be used to fulfill either Western or Nonwestern general education categories, but not both.

### ANTH 160

#### Contemporary Social Issues

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a**

US Minority Culture(s) course.

Course considers how anthropological theory and methods enhance our understanding of contemporary social and political issues, including immigration, education, affirmative action, and welfare. It examines the relationship between social policy and social science knowledge, and the juxtapositioning of anthropological, policy, and other analytical approaches to contemporary issues. It assesses the strengths and limits of anthropological knowledge (its qualitative, ethnographic, and narrative character) for addressing these issues.

### ANTH 221

#### Materials and Civilization

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a**

UIUC Social Sciences course.

Introduction to the instrumental methods used to analyze archaeological and museum artifacts to solve questions of dating, authenticity, composition, provenience, and technology. Both organic and inorganic materials are considered in their cultural contexts, using examples from both Old

and New World archaeology. Lecture/discussions are supplemented with visits to campus laboratories and museums

### ANTH 230

#### Sociocultural Anthropology

**Credit:** 3 hours.

Introduction to the anthropological study of contemporary human societies; emphasis on the comparative study of social organization, interpersonal relations, cultural ecology, and processes of sociocultural change, but also includes some consideration of the method and theory of ethnological field research. Prerequisite: [ANTH 103](#) or consent of instructor.

### ANTH 280

#### Personal Anthropology

**Credit:** 3 hours.

Anthropological approaches and methods related to the student's everyday life situation; explanation and use of ritual, ideology, myth, communication, media images, rites of passage, structure, symbols, and other concepts so that the student may develop a more critical understanding of contemporary American society and his or her position in it.

### PSYC 373

#### Culture & Psychology

**Credit:** 3 hours.

Centers on cross-cultural study of substantive areas such as personality, motivation, socialization, interpersonal behavior, psychological environments, cognition and cognitive development, ethnocentrism and stereotypes, and visual perception; emphasis on methodological limitations and contributions of cross-cultural study; and discussion of current problems and research. Same as [ANTH 373](#). Prerequisite: Six hours of psychology or anthropology, or consent of instructor.

### ANTH 379

#### Medical Anthropology

**Credit:** 3 hours.

Introduction to concepts and social aspects of health, illness, and curing in different cultures with consideration also of the interaction between folk and modern medicine in developing nations and the delivery of health care as an international social problem. Prerequisite: [ANTH 230](#) or [ANTH 260](#), or consent of instructor.

### ANTH 410

#### Research Design in Anth

**Credit:** 3 or 4 hours.

Examines the design of anthropological research; covers the philosophical basis of research design, different approaches to framing questions and designing research, sampling, questionnaire design, data collection techniques, research ethics, coding, and general problems of measuring quantitative and qualitative data. 3 undergraduate hours. 3 or 4 graduate hours.

Prerequisite: [ANTH 220](#), [ANTH 230](#), [ANTH 240](#), [ANTH 270](#), or [ANTH 271](#) and a course in statistics; or consent of instructor.

ANTH 413

Qualitative Analysis in Anth

**Credit:** 4 hours.

Examines strategies for the exploration and analysis of anthropological data in the form of words and documents. Emphasizes the hands-on application of these strategies to the analysis and interpretation of real data sets collected by the students. Covers data reduction; text management and retrieval; coding; within-, between-, and cross-case analyses; data matrices; critical analysis of anthropological documents; content analysis; validity and reliability issues; and the preparation of research reports. Prerequisite: [ANTH 410](#).

## Classical Western Civilizations Theme

### Suggested

CLCV 120- The Classical Tradition

CLCV 160- Ancient Greek and Roman Religion\*

CLCV 221- Heroic Tradition\*

Course	GEd H/SS	Western	Non-Western	CoE H/SS
HIST 241- History of Ancient Rome	H			
CLCV 115 - Mythology of Greece and Rome	H			
CLCV 120- The Classical Tradition CLCV 160- Ancient Greek and Roman Religion* CLCV 221- Heroic Tradition*	H			Yes
or Phil 351				Yes

## Economics Theme

**Suggested**                **Econ 102 (GEd – Social & Behavioral Science)**  
                                  **Econ 103 (GEd – Social & Behavioral Science)**

**One of**                      **Econ 340**  
                                  **Econ 220**

**This theme is intended to improve students’ understanding of economics of business by exposing concepts of micro and macro economics, labor relations, and international economics. This can be supplemented by exposure to introductory economic studies of major world industry foci, such as Asia, South East Asia, America, and Europe, as well as the historical connection of politics and economics.**

Course	GEd H/SS	Western	Non-Western	CoE H/SS
Econ 102	Y	N	N	Y
Econ 103	Y	N	N	Y
Econ 340	N	N	N	Y
Econ 220	N	N	N	Y

### ECON 102

#### Microeconomic Principles

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a UIUC Social Sciences course.**

Introduction to the functions of individual decision-makers, both consumers and producers, within the larger economic system. Primary emphasis on the nature and functions of product markets, the theory of the firm under varying conditions of competition and monopoly, and the role of government in prompting efficiency in the economy.

### ECON 103

#### Macroeconomic Principles

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a UIUC Social Sciences course.**

Introduction to the theory of determination of total or aggregate income, employment, output, price levels, and the role of money in the economy. Primary emphasis on monetary and fiscal policy, inflation, unemployment, economic growth, and international economics.

### ECON 220

#### International Economic Principles

**Credit:** 3 hours.

Principles-level course in international economics for non-majors. The first half of course, international trade, covers such topics as comparative advantage, protectionism (tariff and

nontariff), impact on income distribution, and industrial policies. The second half, international finance, covers topics such as balance of payments, exchange-rate determination, currency crises, dollarization, and macroeconomic policy in an open economy. Issues relating to globalization will be covered in both halves. Prerequisite: ECON 101; or ECON 102 (or ACE 100) and ECON 103.

#### ECON 340

##### Labor Problems

**Credit:** 3 hours.

Survey of the problems and analysis of U.S. labor markets and unions; topics include labor force participation, occupations, hours, wage determination, development and attributes of U. S. labor unions, and overview of collective bargaining and the effects of unions, unemployment, wages and inflation, and racial and sex discrimination; and selected current policy problems

Prerequisite: ECON 102 or equivalent.

#### *Supplemental/Alternative Courses*

#### ECON 331

##### American Economic History

**Credit:** 3 hours.

Traces the course of growth and development of the economy from the colonial period to World War I; emphasizes conceptualization of key issues of the American experience and analysis of significant episodes and turning points. Prerequisite: ECON 102 and ECON 103 or consent of instructor.

#### ECON 332

##### European Economic History

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a Hist&Philosoph Perspect course.**

Economic structure and development of Europe since 1000 with respect to agriculture, industry, trade, technology, finance, and government; emphasis on those forces which contribute to the economic development of Europe and on the spread of these forces throughout the world.

Prerequisite: ECON 102 and ECON 103 or consent of instructor.

#### ECON 333

##### History of Economic Thought

**Credit:** 3 hours.

The development of economics; the examination of contributions of individual writers and schools of thought as they influenced economic thought and national policy. Prerequisite: ECON 102 and ECON 103 or equivalent.

### ECON 356

#### The Economy of China

**Credit:** 3 hours.

Discusses changes in the patterns of production, exchange, and distribution in Communist China, with emphasis on their relation to social transformation; survey of Chinese economic history over the past century, dealing with the institutional background to and the structure of economic activities in China. Prerequisite: ECON 102 and ECON 103 or consent of instructor.

### ACE 270

#### Consumer Economics

**Credit:** 3 hours.

Introduction to the study of the consumer in the American economy; sources of consumer information and consumer protection; and examination of current consumer issues within an economic framework. Prerequisite: ACE 100 or ECON 102 or consent of instructor.

### ACE 310

#### Natural Resource Economics

**Credit:** 3 hours.

Economic principles are used to analyze a broad range of natural resource policy and management issues. Economic concepts developed include public goods, social welfare, discounting, dynamic efficiency, and resource scarcity. Natural resources examined include biodiversity, fisheries, forests, minerals, soil, and water resources. Prerequisite: ACE 100 or ECON 102.

## Environmental Theme

**Suggested**            **ENVS 161**  
                              **ENVS 210**  
                              **ENVS 330 or AGCM 330**

**The intent of this HAPI is to give students a perspective on environmental issues related to engineering.**

<b>Course</b>	<b>GEH H/SBS</b>	<b>Western</b>	<b>Non-Western</b>	<b>CoE H/SS</b>
HIST 101	SS	Yes		
ACE 210	SS			
AGCM 330				Yes

### **HIST 101**

#### **Global Environmental Change**

Credit: 3 hours.

This course satisfies the General Education Criteria for a Non-Western Cultures, UIUC Social Sciences, and Western Compary Cult course. History of the twentieth century emphasizing globalization and environmental change. It pays particular attention to petroleum, to struggles, both international and popular, to control its sources, and to the impact of its multiple applications on agriculture and on the global commons-oceans and atmosphere. Examples will include both states who command the centers of globalization and the responses of non-Western states whose relationship with the process is more ambiguous and problematic. Same as [ENVS 161](#) and [NRES 161](#). This course can be used to fulfill either Western or Nonwestern general education categories but not both.

### **ACE 210**

#### **Environmental Economics**

Credit: 3 hours.

This course satisfies the General Education Criteria for a UIUC Social Sciences course. Economic issues surrounding environmental quality, including: costs and benefits of environmental protection; economics of environmental policies (such as those dealing with toxics, water, and air pollution, and municipal solid waste); and economics of international environmental problems (such as ozone depletion and climate change). Same as [ECON 210](#), [ENVS 210](#), [NRES 210](#), and [UP 210](#). Prerequisite: [ACE 100](#) or [ECON 102](#).

### **AGCM 330**

#### **Environmental Communications**

Credit: 3 hours.

Basics of communicating about environmental issues to various audiences, emphasizing communication to lay publics. Gathering information about a current environmental issue,

analyzing interests of groups involved, and examining strategies for communicating clearly to different groups. Same as [ENVS 330](#) and [NRES 330](#).

## Foreign Affairs Theme

**Suggested** PS 180 (GEd – Social Science; Non-Western)  
PHIL 110 (GEd – History; Western OR Non-Western)

**One of** PS 282 (GEd – Social Science; Advanced Comp)  
PS 281 (GEd – Social Science; Advanced Comp)

**This theme is intended to improve students’ understanding of global politics, economics, and cultural interplays in preparation for working in a global economy and diverse workplace.**

Course	GEd H/SS	Western	Non-Western	CoE H/SS
PS 180	SS	N	Y	Y
PS 282	SS	N	N	Y
PS 281	SS	N	N	Y
PHIL 110	H	Y	Y	Y

### PS 180

Intro to Politics of Globalization

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a Non-Western Cultures, UIUC Social Sciences, and Western Comparative Culture course.**

Introduction to the politics of globalization; identification of the principal actors, properties, and patterns of the politics of globalization that distinguish global politics from other forms of politics between and within groups, communities, states, and international organizations.

### PS 282

Governing Globalization

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a Advanced Composition, and UIUC Social Sciences course.**

Examines the historical, socio-economic, political, and moral dimensions associated with the rise of a global society and its governance. Prerequisite: Completion of campus Composition I general education requirement; completion of one course in a social science or consent of instructor.

### PS 281

Intro to International Relations – ACP

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a Advanced Composition, and UIUC Social Sciences course.**

This course is identical to PS 280 except for the additional writing component that fulfills the campus' advanced composition requirement. Credit is not given for both PS 280 and PS 281. Prerequisite: Completion of campus Composition I general education requirement.

## PHIL 110

### World Religions

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a Hist&Philosoph Perspect, Non-Western Cultures, and Western Compary Cult course.**

Survey of the leading living religions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam; examination of basic texts and of philosophic theological elaborations of each religion. Same as RLST 110. This course can be used to fulfill either Western or Nonwestern general education categories, but not both.

### *Supplemental/Alternative Courses*

## MS 398

### International Communications

**Credit:** 3 hours.

Provides an interdisciplinary approach to international communications; its structure and content; the role of international communications in conflict and conflict resolution; the semantics of international communication; the technical and economic aspects of international mass communications; and government-industry relations in communications.

## LER 200

### Globalization and Workers

**Credit:** 3 hours.

Is globalization good for working people in the United States and around the world? Globalization is the driving force in the world economy but it is also provoking tremendous debate and popular resistance. Students will learn the basics about globalization and its institutions from the perspective of workers' right in the U.S. and the Third World. Analyzes the debate over free trade and sweatshops, trade agreements such as the North American Free Trade Agreement, and institutions such as the World Trade Organization and the International Monetary Fund. Closely examines working conditions in several Third World countries, and explores the role of the global justice movement.

**Health Theme****Suggested****Soc 162****CHLC 101****One of:**

**The intent of this HAPI is to give students a perspective health issues as they relate to engineering. The sequence draws from Sociology and Community Health.**

<b>Course</b>	<b>GEd H/SBS</b>	<b>Western</b>	<b>Non-Western</b>	<b>CoE H/SS</b>
Soc 162	S/BS	Yes		
CHLC 101	S/BS			
<b>One of the Following</b>				
CHLC 304	S/BS			
CHLC 274				Yes
SOC 269 or ANTH 209	S/BS			
SOC 350	S/BS			

**SOC 162****Intro to Intl Health Policy**

Credit: 3 hours.

This course satisfies the General Education Criteria for a UIUC Social Sciences, and Western Comparty Cult course.

Introduces students to international health policy. Students will learn about data sources, basic analytical techniques, and theoretical frameworks for understanding international health policy. From a sociological perspective, students will explore why health issues are essential components to discussion of globalization, immigration, and migration. Students also will learn how health policy and foreign policy decisions in the developed world influence health policy and health care delivery in the developing world.

**CHLH 101****Introduction to Public Health**

Credit: 3 hours.

This course satisfies the General Education Criteria for a UIUC Social Sciences course.

Introduction to the nation's public health system; includes an overview of the basic concepts and core functions of public health practice, the scope of applications, and the variety of service organizations (both public and private) that shape public health.

**CHLH 304****Foundations of Health Behavior**

Credit: 4 hours.

This course satisfies the General Education Criteria for a Behavioral Sciences, and Advanced Composition course.

Examination of the application of the social and behavioral sciences to health and health behavior. Psychological, social psychological, and sociological approaches to health behavior are analyzed. Topics covered include development of health attitudes and behaviors, perceptions of health and illness, methods of changing health behavior and patient-provider interaction.

Prerequisite: [CHLH 100](#), or consent of instructor; completion of the campus Composition I requirement.

### **CHLH 274**

#### **Introduction to Epidemiology**

Credit: 3 hours.

This course satisfies the General Education Criteria for a Quant Reasoning I course.

Basic concepts and methods of epidemiology; patterns of disease occurrence; applications of epidemiology to health education, health services administration and planning, health policy, and environmental health.

### **ANTH 209**

#### **Food, Culture, and Society**

Credit: 3 hours.

This course satisfies the General Education Criteria for a UIUC Social Sciences course.

Introduces basic anthropological and sociological methods, concepts and approaches to the study of the social and cultural dimensions of food. Explores issues including gender roles, religious influences, family relationships, community sharing, nationalist rituals and global processes in the production, distribution and consumption of food. Film, ethnographies, and other social science studies will be examined. Same as [SOC 269](#).

### **SOC 350**

#### **Technology and Society**

Credit: 3 hours.

This course satisfies the General Education Criteria for a UIUC Social Sciences course.

Examines the social and cultural origins of modern technology and technological innovation; the effects of technology and its change on society. Topics include the impact of technology on beliefs and values, accommodation and resistance to change, and technology and the Third World.

**Law, Policy, and Technology Theme**

**Suggested**                      **PS 101 (GEd – Social Science)**  
**PHIL 110 (GEd – History; Western OR Non-Western)**

**One of**

Course	GEd H/SS	Western	Non-Western	CoE H/SS
PS 101	SS	N	N	Y
PS 220	N	N	N	N

PS 101  
Intro to US Gov't & Policy

**Credit:** 3 hours.  
**This course satisfies the General Education Criteria for a UIUC Social Sciences course.**

Examines the organization and development of national, state, and local governments in the U.S.; the federal system; the U.S. Constitutions; civil and political rights; the party system; and the nature, structure, powers, and procedures of national political institutions. This course may require limited participating as a subject in research.

PS 220  
Intro to Public Policy

**Credit:** 3 hours.  
 Surveys the policy process including adoption, implementation, and evaluation. Topics may include reviews of substantive policy issues such as crime, energy, environment, poverty, foreign policy, civil liberties, or economic regulation. Prerequisite: PS 100 or PS 101, or consent of instructor.

***Supplemental/Alternative Courses***

PS 222  
Ethics and Public Policy

**Credit:** 3 hours.  
 Examination of the moral issues in public policy that arise in a in a democratic setting, utilizing conceptual tools from political and moral theory to evaluate policy decisions involving means and ends between conflicting goals. Prerequisite: PS 100, PS 101, or consent of instructor.

PS 225

Environmental Politics & Policy

**Credit:** 3 hours.

Examinations of the political, economic, ecological, and cultural trade-offs between the use and the preservation of the environment, with particular emphasis on the preservation of land and water resources in national parks, forests, and other reserved lands.

**Philosophy Theme**

**Suggested**            **101 GEd**  
                               **102 GEd**  
**One of**                **203, 206, 250, 270, or 351**

Course	GEd H/SS	Western	Non-Western	CoE H/SS
Phil 101	H			
Phil 102	H			
Phil 203, 206, 250, or 270	H			Yes
or Phil 351				Yes

**Philosophy and Ethics Theme**

**Suggested**            **105 or 106**  
                               **210**  
                               **316**

Course	GEd H/SS	Western	Non-Western	CoE H/SS
Phil 105 or Phil 106	H SS			
Phil 210	H			
Phil 316 same as ECE 316	H			

PHIL 101  
Introduction to Philosophy

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a Hist&Philosophy Perspect course.**

Consideration of some main problems of philosophy concerning, for example, knowledge, God, mind and body, and human freedom. Credit is not given for both [PHIL 101](#) and [PHIL 100](#).

PHIL 102  
Logic and Reasoning

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a Hist&Philosophy Perspect course.**

Practical study of logical reasoning; techniques for analyzing and criticizing arguments, with emphasis on assessing the logical coherence of what we read and write.

PHIL 105  
Introduction to Ethics

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a**  
Hist&Philosoph Perspect course.

Some basic questions of ethics, discussed in the light of influential ethical theories and with reference to specific moral problems, such as: what makes an action morally right? are moral standards absolute or relative? what is the relation between personal morality and social morality, and between social morality and law? Credit is not given for both [PHIL 105](#) and either [PHIL 104](#) or [PHIL 106](#).

PHIL 106  
Ethics and Social Policy

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a**  
UIUC Social Sciences course.

Examination of the moral aspects of social problems, and a survey of ethical principles formulated to validate social policy. Credit is not given for both [PHIL 106](#) and either [PHIL 104](#) or [PHIL 105](#).

PHIL 202  
Symbolic Logic

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a**  
Quant Reasoning I course.

Introduction to the techniques of formal logic, dealing primarily with truth-functional logic and quantification theory.

PHIL 203  
Ancient Philosophy

**Credit:** 4 hours.

**This course satisfies the General Education Criteria for a**  
Hist&Philosoph Perspect course.

Introduction to ancient philosophy, concentrating on Plato and Aristotle, dealing with such topics as metaphysics, ethics, and the theory of knowledge.

PHIL 206  
Early Modern Philosophy

**Credit:** 4 hours.

**This course satisfies the General Education Criteria for a**  
Hist&Philosoph Perspect course.

The history of philosophy from Descartes to Kant.

PHIL 210

Ethics

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a Hist&Philosoph Perspect course.**

Problems in ethical theory; the nature of right and wrong, justice, conscience, moral feelings, etc.

PHIL 250

Conceptions of Human Nature

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a Hist&Philosoph Perspect course.**

Comparative examination of important historical and contemporary conceptions of human nature.

PHIL 270

Philosophy of Science

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a Hist&Philosoph Perspect course.**

Investigation of the nature of scientific knowledge by examining archetypal examples from physical science (e.g., Ptolemaic and Copernican astronomy); nature of scientific truth, validation of theories, nature of scientific theories, evolution of theories, experimental procedure, role of presuppositions, scientific revolutions, etc.

PHIL 316

Engineering Ethics

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a Advanced Composition, and Hist&Philosoph Perspect course.**  
Same as [ECE 316](#). See [ECE 316](#).

PSYC 351

Thinking and Reasoning

**Credit:** 3 hours.

An overview of historical and contemporary research on thinking, reasoning, and problem-solving. Topics will include normative systems of logic, defeasible/non-monotonic reasoning, psychological models of reasoning, heuristic problem-solving, insight and creativity, Bayesian decision-making, decision-making biases, and fast-and-frugal heuristics. Same as [PHIL 351](#). Prerequisite: Either [PSYC 100](#) and [PSYC 224](#), or [PHIL 101](#) and [PHIL 102](#), or consent of instructor.

## “The Power of Story” Theme

**Suggested**                    **RHET 105 (GEd – Comp 1) Required Separate from HAPI Theme**  
**RHET 233 (GEd – Adv Comp)**  
**CW 208**  
**CMN 231 (GEd – Social & Behavioral Science)**

**This theme is intended to improve students’ communication skills by increasing the ability to articulate detailed arguments and develop “convincing skills” that may be pivotal in achieving business goals. Motivation for this theme is derived from books such as:**

- *The Story Factor* by Annette Simmons
- *Whoever Tells the Best Story Wins* by Annette Simmons
- *Improving Your Storytelling* by Doug Lipman

Course	GEd H/SS	Western	Non-Western	CoE H/SS
RHET 105	N	N	N	N
RHET 233	N	N	N	Y
CW 208	N	N	N	Y
CMN 231	SS	N	N	Y

### RHET 105

Principles of Composition

**Credit:** 4 hours.

**This course satisfies the General Education Criteria for a Freshman Composition I course.**

Study of the methods of exposition, the problems of argument, the use of evidence, and style; practice in expository writing.

### RHET 233

Principles of Composition

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for an Advanced Composition course.**

Intermediate level. Practice in exposition, with emphasis on organization, paragraphing, and sentence structure. For the student whose career will require competence in writing clear, precise prose as an adjunct to another professional activity. Prerequisite: Completion of campus Composition I general education requirement.

### CW 208

Creative Nonfiction Writing

**Credit:** 3 hours.

Types of nonfiction prose, including the personal essay, memoir, literary journalism, and historical writing. Prerequisite: RHET 233 or RHET 243, or equivalent, or consent of instructor.

CMN 231

Communication and Conflict

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a Behavioral Sciences course.**

Examines how people experience and manage conflict within both private and public settings.

Units focus on conflict in interpersonal, small group, and organizational contexts.

## Understanding People Theme

**Suggested**                      **Psych 100 or 105**  
    **Psych 201**  
    **GE 361**

**The intent of this HAPI is to give students a perspective on individuals, groups, and an applied course. Many other alternatives could meet these guidelines.**

Course	GEd H/SBS	Western	Non-Western	CoE H/SS
Psych 100 or 105	S/BS			
Psych 201	S/BS			
GE 361				yes

### PSYC 100

Intro Psych

**Credit:** 4 hours.

**This course satisfies the General Education Criteria for a Behavioral Sciences course.**

Study of human behavior with special reference to perception, learning, memory, thinking, emotional life, and individual differences in intelligence, aptitude, and personality; emphasis on the scientific nature of psychological investigations; and discussion of research methods and the relation of their results to daily life and everyday problems. Lectures, discussions, and six hours of participation as a subject in psychological experiments. Credit is not given for both [PSYC 100](#) and either [PSYC 103](#) or [PSYC 105](#).

### PSYC 105

Psych Introduction

**Credit:** 4 hours.

**This course satisfies the General Education Criteria for a Behavioral Sciences course.**

Study of human behavior with special reference to perception, learning, memory, thinking, emotional life, and individual differences in intelligence, aptitude, and personality; emphasis on the scientific nature of psychological investigations; and discussion of research methods and the relation of their results to daily life and everyday problems. Lectures, discussions, and six hours of participation as a subject in psychological experiments. Lectures meet four days per week. See class schedule for enrollment restrictions. Credit is not given for both [PSYC 105](#) and either [PSYC 100](#) or [PSYC 103](#).

### PSYC 201

Intro to Social Psych

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a Behavioral Sciences course.**

Systematic study of social factors in individual and group behavior; attention to social perception, motivation, and learning; attitudes, norms, and social influence processes; the development and dynamics of groups; and the effects of social and cultural factors on the individual. Credit is not given for both [PSYC 201](#) and [SOC 201](#). Prerequisite: [PSYC 100](#) or [PSYC 103](#).

#### PSYC 210

##### The Brain and the Mind

**Credit:** 3 hours.

**This course satisfies the General Education Criteria for a Life Sciences course.**

Survey of current knowledge and speculation regarding the brain's role in perception, motivation, sexual behavior, thinking, memory, and learning, based upon human clinical data and research in animal models. Prerequisite: [PSYC 100](#), [PSYC 103](#), or consent of instructor.

#### PSYC 224

##### Cognitive Psych

**Credit:** 3 hours.

Introduction to the psychological study of human information processing and memory; acquisition, retrieval, and forgetting; and general knowledge, concepts, reasoning, and related issues in cognition. Prerequisite: [PSYC 100](#) or [PSYC 103](#).

#### PSYC 245

##### Industrial Org Psych

**Credit:** 3 hours.

Systematic study of the application of psychological methods and principles in business and industry; emphasis on personnel selection and factors influencing efficiency. Prerequisite: [PSYC 100](#) or [PSYC 103](#); credit or concurrent registration in a statistics course.

#### PSYC 248

##### Learning and Memory

**Credit:** 3 hours.

Survey of basic phenomena in learning and memory emphasizing experimental data from animal and human research. Prerequisite: [PSYC 100](#) or [PSYC 103](#).

#### GE 361

##### Emotional Intelligence Skills

**Credit:** 3 hours.

Understanding emotions in ourselves and others. Assessing and improving interpersonal skills and emotional intelligence competencies including self-regulation, motivation, empathetic listening, communication, influence collaboration and cooperation, conflict management, leadership, teamwork, and managing change. One Saturday laboratory session is required.