Courses approved for General Education provide perspectives that encourage students to integrate knowledge and develop skills that will enable them to pursue further knowledge effectively. A large proportion of General Education coursework is intended to introduce students to the wide range of human inquiry and accomplishment, divided into three Groups: Arts and Letters, Social Science, and Science. The criteria that courses in each of these Groups should meet are given below.

1. **Required features of all Group-satisfying courses**
   - **1.1** Group-satisfying courses must be numbered at the 100, 200, and 300 levels.
   - **1.2** Approved courses must be at least 4 credits each.
   - **1.3** Approved courses cannot be repeatable for credit.
   - **1.4** Lower division courses must be offered annually, and upper division courses at least every other year. All Group-satisfying courses should be offered in time periods that are standard for regular academic terms, and in no case may be offered for a period shorter than three weeks.
   - **1.5** Courses that are offered for majors only are excluded from Group-satisfying status, but courses that are designed for both majors and other students may qualify.
   - **1.6** Descriptions for Group-satisfying courses should be posted electronically in the Schedule of Classes. The posted course information should be substantially expanded over those provided in the catalog, should be understandable to someone unfamiliar with the field, and should emphasize the questions or issues that reveal, by their breadth and significance, why the course has earned Group-satisfying status.

2. **Group-specific criteria**
   - **2.1** Group-satisfying courses in Arts and Letters must create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. Proposed courses must be broad in scope and demonstrably liberal in nature (that is, courses that promote open inquiry from a variety of perspectives). Though some courses may focus on specialized subjects or approaches, there must be substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.
   - **2.2** Group-satisfying courses in the Social Sciences must be liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They must cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad, e.g. involving more than one issue, place, or time. Courses with an emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.
   - **2.3** Group-satisfying courses in the Sciences should introduce students to the foundations of one or more scientific disciplines, or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses should introduce students to the process of scientific reasoning. Although laboratory courses are not automatically excluded from Group-satisfying status in the sciences, to acquire this status, the courses must not focus primarily on techniques or data collection.
3. Additional criteria for upper division Group-satisfying courses:

Upper division Group-satisfying courses must serve as broad introductions to fields with which students are unfamiliar and provide depth and rigor beyond that of typical lower division General Education courses. To achieve this dual purpose, such courses should do the following:

3.1 Introduce students to the perspectives of a discipline and engage them in substantial application of its fundamental ideas. Courses may be focused on a single text or period, but should use the examples provided by that focus to illuminate the larger discipline; and,

3.2 Educate students about the way knowledge is created in a discipline by identifying its significant questions and showing how those questions can be answered. For instance, a course might analyze the design of particular experiments, show how modeling is done and when it is informative, or introduce specific kinds of data analysis. The use of primary sources is encouraged where appropriate, that is, in fields where this information is accessible to a non-specialist; and,

3.3 Encourage integration of perspectives, as well as specific application of general principles, through synthesis and analysis of course material, including concepts from other courses. These courses should also employ evaluation methods that measure this high level of understanding; and,

3.4 Assume that students are capable of advanced university-level intellectual engagement as a result of having completed substantial lower division work, although not necessarily in the subject of the course. Some upper division Group-satisfying courses may also have specific prerequisites in the form of other courses whose content provides an essential foundation in the subject.

Examples of hypothetical course designs that could achieve these ends are below:

3.1. Introduce students to the perspectives of a discipline and engage them in substantial application of its fundamental ideas:

   a. In a Humanities course, the political, economic and religious influences on particular artists might be used to examine the kinds of forces that shape personal taste and distinctive artistic style in all periods and places.

   b. In a Literature course, texts from a specific period, genre, or individual might serve to represent larger cultural trends and developments.

   c. A course on Environmental Economics would further develop the tools and analytical techniques introduced in “principles courses,” and would show how analytical tools applicable to economics, generally, can be applied to environmental issues.

   d. A History course might deal with a short time period, but use it to illustrate patterns of social interaction that can be generalized.

   e. A Biology course might use a specific disease (Mad Cow, for example) to explore the fundamental molecular and genetic principles that explain both the disease and normal cellular function.
3.2 Educate students about the way knowledge is created in a discipline by identifying its significant questions and showing how those questions can be answered:

   a. In the Humanities course on style, students would use a text book, but would also study paintings, sculptures, buildings and musical compositions directly, in an effort to identify common elements of style.

   b. Students in a Literature course might be called upon not only to exercise interpretive and analytical skills, but also to explore the material and ideological circumstances that contribute to the production of literary texts in a given time and place.

   c. In the Economics course, students would take the fundamental microeconomic concepts and tools used by economists and policy-makers and apply them to a specific problem. Texts, homework assignments, and lectures would all be used to demonstrate how to apply these tools. As an example, students might use models of consumer and producer behavior to predict the economic effects of regulating the price of oil.

   d. A History course would use primary documents for at least part of the course material. For instance, a course on the US involvement in Vietnam might ask students to read a major US newspaper covering a crucial period and try to reconstruct the relationships among: the news reports, public opinion, and events as they are now understood.

   e. The Mad Cow course might examine the experimental logic that led to the heretical idea that proteins, not viruses, cause the disease. Textbooks would be used to present fundamental cellular mechanisms, but students would also read popular science articles (e.g. Scientific American articles by the investigators who had key insights) and a few primary research papers to get a sense of the evidence and reasoning behind scientific conclusions.

3.3 Encourage integration of perspectives, as well as specific application of general principles, through synthesis and analysis of course material, including concepts from other courses:

   a. The Humanities course might ask students to summarize the key ideas in Leonard Meyer’s essay, “A Theory of Style” and then apply these to a particular art form or an individual piece of creative work.

   b. Students in a Literature course might be expected to apply various analytical paradigms, such as a Marxist, Post-Structuralist, or Feminist framework, in their critical writing about literary texts.

   c. The Economics course might ask students to apply the tools they’ve been working with to a problem they haven’t analyzed before. For example, having looked at the effects of oil price regulation, a student might be asked to analyze another instance of price regulation, or to put two types of regulation or price distortion together in a way that wasn’t covered in class -- e.g. what would happen if a price ceiling and a per unit tax were imposed simultaneously?

   d. A History course might ask students to use their understanding of particular philosophical ideas to defend or refute the statement, “Enlightenment philosophy was responsible for the outbreak of the French Revolution.”

   e. The Mad Cow course might ask students to examine other phenomena that appear related (e.g. Alzheimer’s Disease and long term memory) and propose specific molecular mechanisms for them.
Criteria for General Education Multicultural Courses

Category A: American Cultures. The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial or ethnic groups are identified: African American, Chicano or Latino, Native American, Asian American, European American. Approved courses deal with at least two of these groups in a comparative manner. They do not necessarily deal specifically with discrimination or prejudice, although many do.

Category B: Identity, Pluralism, and Tolerance. The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in the American Cultures category, as well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.

Category C: International Cultures. The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B (namely, race and ethnicity, pluralism and monochromaticism, prejudice and tolerance) or explicitly describe and analyze a worldview (i.e., a system of knowledge, feeling, and belief) that is substantially different from those prevalent in the twentieth-century United States.

Multicultural Courses Policy: As part of general education, offerings of multicultural courses at the 100, 200, and 300 levels need to be available to a wide spectrum of students from all across the university. Departments wishing to offer courses to satisfy the multicultural requirement should make these courses available at the more general 100, 200, or 300 levels whenever possible, rather than at the more specialized 400 level.

MULTICULTURAL REQUIREMENTS FOR STUDY ABROAD

Students who participate in University of Oregon sponsored study abroad programs can fulfill one Category C International Cultures-satisfying course through this participation in order to meet Multicultural Requirements.

The UO Foreign Study Programs Committee in collaboration with Study Abroad staff will identify which UO-sponsored programs will meet the International Cultures requirement, based on the following criteria:

- Students must be enrolled full-time and maintain satisfactory academic progress throughout their academic programs abroad.
- Approved study abroad programs must be a minimum of five weeks in length. If the program is between five and nine weeks in duration, it must have substantial cultural immersion, and meet at least two of the following three criteria:
  - Include a home stay or immersion living experience
  - Offer a language-intensive and/or culturally immersive curriculum
  - Include a home stay or immersion living experience
- Offer a language-intensive and/or culturally immersive curriculum
- Provide an internship, service learning, or integrated work or volunteer program
- Programs of ten weeks or longer will automatically satisfy the International Cultures requirement

A student who participates in a program that does not fit any of the criteria above has the option to petition the Academic Requirements Committee under their usual guidelines.