

General Education Program

General Education

College of Arts and Sciences
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North Campus
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Overview

**Not a baccalaureate degree program*

Courses offered with a UGC prefix meet general education program requirements. The faculty who teach these courses are drawn from many academic departments of the university, where they continue to teach courses and conduct research in their own disciplines. For more information on UB's general education requirements, see <http://gened.buffalo.edu>.

UGC 111: World Civilizations I

Credits: 3
Semester(s): Fall
Type: LEC/REC

This course is a limited enrollment (impacted) course. Students who have previously attempted the course and received a grade other than W may not register for this course during the fall or spring semester.

[UGC 111](#) is usually completed before [UGC 112](#). Introduces students to the development of world civilizations from prehistory to about 1500, and concerns the peoples, forces, and ideas that have shaped the way individuals have experienced (and still do experience) the world. Features global perspectives, focuses on the origins and development, geographical context, and the interactions of world cultures. All sections of the course share common goals. Different sections emphasize different themes and perspectives. This course is a controlled enrollment (impacted) course. Students who have previously attempted the course and received a grade other than W may repeat the course in the summer or only in the fall or spring semester with a petition to the College of Arts and Sciences Deans' Office.

UGC 112: World Civilizations II

Credits: 3
Semester(s): Spring
Type: LEC/REC

This course is a limited enrollment (impacted) course. Students who have previously attempted the course and received a grade other than W may not register for this course during the fall or spring semester.

[UGC 112](#) is usually completed after [UGC 111](#). Introduces students to the continuing development of world civilizations from about 1500 to the present, and concerns the peoples, forces, and ideas that have shaped the way individuals have experienced (and still do experience) the world. Features global perspectives, focuses on the

origins and development, geographical context, and the interactions of world cultures. All sections of the course share common goals. Different sections emphasize different themes and perspectives. This course is a controlled enrollment (impacted) course. Students who have previously attempted the course and received a grade other than W may repeat the course in the summer or only in the fall or spring semester with a petition to the College of Arts and Sciences Deans' Office.

UGC 211: American Pluralism and the Search for Equality

Credits: 3
Type: LEC/REC

[UGC 211](#) is usually completed after [UGC 111-UGC 112](#). Focuses on the changing nature of American society, examining the rich diversity of cultural experiences in America and issues associated with diversity. Introduces students to five important areas of American experience and culture: race, gender, ethnicity, class, and religious sectarianism. Examines writings by and about Americans of color; women; and people from diverse ethnic, class, and religious groups. Approaches their experiences through a number of traditional academic disciplines.

UGC 302: Great Discoveries in Science: the Microworld

Credits: 3
Type: LEC

A one-year sequence of introductory-level science and general education mathematics, computer sciences, or statistics is recommended.

The Microworld focuses on experimental studies of microscopic phenomena, including such areas as quantum theory, molecular theory, DNA, etc. [UGC 302](#) and [UGC 303](#) focus upon 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. These courses engage non-science

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students in a meaningful analysis of scientific developments and methodology, building on the student's prior knowledge of science, social science, arts and literature. These courses emphasize the central ideas that set the framework for a discipline and its great discoveries. Selected examples from diverse fields provide a breadth that complements the depth offered in the prerequisite introductory-level science course. The course focus varies by section. Coverage may include the biology of women, microbiology in our daily lives, the solar system, or medical implant controversies. Whether the matters be medical, environmental, or issues of national defense, students must be able to sort fact from fantasy, accident from design, research from quackery. They must feel secure enough in the world of science to participate in those decisions which will determine the quality of their lives, and that of their world. Either [UGC 302](#) or [UGC 303](#) meets the general education Depth requirement.

UGC 303: Great Discoveries in Science: the Macroworld

Credits: 3

Type: LEC

The Macroworld involves larger and longer-term phenomena such as evolution, plate tectonics, astrophysics, etc. [UGC 302](#) and [UGC 303](#) focus upon 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. These courses engage non-science students in a meaningful analysis of scientific developments and methodology, building on the student's prior knowledge of science, social science, arts and literature. These courses emphasize the central ideas that set the framework for a discipline and its great discoveries. Selected examples from diverse fields provide a breadth that complements the depth offered in the prerequisite introductory-level science course. The course focus varies by section. Coverage may include the biology of women, microbiology in our daily lives, the solar system, or medical implant controversies. Whether the matters be medical, environmental, or issues of national defense, students must be able to sort fact from fantasy, accident from design, research from quackery. They must feel secure enough in the world of science to participate in those decisions which will determine the quality of their lives, and that of their world. Either [UGC 302](#) or [UGC 303](#) meets the general education Depth requirement.