

**NOTE: Please use the UK Core search filter located on the online course catalog page to view current offerings of UK Core courses.**

## The UK Core – General Education Requirements

The University of Kentucky's general education program – the UK Core – is foundational to a university education at the University of Kentucky. A university education is more than simply learning a set of skills in a specific area in preparation for a job or career. A university education is designed to broaden the students' understanding of themselves, of the world we live in, of their role in our global society, and of the ideals and aspirations that have motivated human thought and action throughout the ages. It must help individuals effectively put into action their acquired knowledge, to provide the bases for critical thinking and problem solving, and to develop life-long learning habits.

The UK Core is composed of the equivalent of 30 credit hours in 10 course areas that address four broad learning outcomes. Depending on choice of major or courses, some students may take more than 30 credit hours to complete the UK Core.

### The UK Core Learning Outcomes

The UK Core curriculum is based on a comprehensive set of student learning outcomes that all students are expected to be able to demonstrate upon completion of a baccalaureate degree at the University of Kentucky. All UK Core courses are designed to meet one or more of the following learning outcomes:

- I. Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry. [12 credit hours]**

Students will be able to identify multiple dimensions of a good question (i.e., interesting, analytical, problematic, complex, important, genuine, researchable); determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; explore multiple and complex answers to questions/issues/problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/physical/mathematical sciences; evaluate theses and conclusions in light of credible evidence; explore the ethical implications of differing approaches, methodologies or conclusions; and develop potential solutions to problems based on sound evidence and reasoning. Students will take four 3-credit courses, one in each of the four broad knowledge areas defined above.
- II. Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information. [6 credit hours]**

Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes) and deliver those messages effectively in written, oral, and visual form. Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts. Students will take one 3-hour course focusing on the development of effective writing skills, and one 3-hour integrated communications course focusing on oral and visual communication skills, along with continued development of written communication skills.
- III. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning. [6 credit hours]**

Students will (a) demonstrate how fundamental elements of mathematical, logical and statistical knowledge are applied to solve real-world problems; and (b) explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science, and appraise the efficacy of statistical arguments that are reported for general consumption. Students will take one 3-hour course on the application of mathematical, logical and statistical methods, and one 3-hour course devoted to a conceptual and practical understanding of statistical inferential reasoning.
- IV. Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world. [6 credit hours]**

Students will recognize historical and cultural differences arising from issues such as ethnicity, gender, language, nationality, race, religion, sexuality, and socioeconomic class; students will demonstrate a basic understanding of how these differences influence issues of social justice, both within the U.S. and globally; students will recognize and evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making. Students will take two courses, each with a topical or regional focus. The first course will include critical analysis of diversity issues as they relate to the contemporary United States. The second will be a non-US based course that includes critical analysis of local-to-global dynamics as they relate to the contemporary world. In addition, each course must address at least 2 of these 4 topics: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

### The Curricular Framework and Relationship to the Learning Outcomes

Students must take one course from each of the areas listed below in order to complete the UK Core. A course taken to satisfy a requirement in one area of the UK Core cannot be used to satisfy a requirement in another area, even if a specific course is present in more than one area (e.g., some courses are designed to meet the learning outcomes in more than one area).

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Course Areas by Learning Outcome	Credit Hours
<b>Learning Outcome I: Intellectual Inquiry</b>	
The Nature of Inquiry in Arts and Creativity .....	3
The Nature of Inquiry in the Humanities .....	3
The Nature of Inquiry in the Social Sciences .....	3
The Nature of Inquiry in the Natural, Physical and Mathematical Sciences .....	3
<b>Learning Outcome II: Written, Oral and Visual Communication</b>	
Composition and Communication I .....	3
Composition and Communication II .....	3
<b>Learning Outcome III: Quantitative Reasoning</b>	
Quantitative Foundations .....	3
Statistical Inferential Reasoning .....	3
<b>Learning Outcome IV: Citizenship</b>	
Community, Culture and Citizenship in the USA .....	3
Global Dynamics .....	3
<b>UK Core Credit-Hour Total*</b> .....	<b>30</b>

*\*The UK Core is designed to provide the equivalent of 30 credit hours. Some courses in the UK Core require more than three credits, resulting in more than 30 credits in some cases.*

Please consult your advisor for a complete list of options.

## I. Intellectual Inquiry in Arts and Creativity

Courses in this area are hands-on courses that allow students to engage actively with the creative process. Students will define and distinguish different approaches to creativity, demonstrate the ability to critically analyze work produced by other students, and evaluate results of their own creative endeavors. In general education, a focus on creativity adds to the vitality and relevance of learning and will translate into graduates who are better prepared to face the challenges of a dynamic society.

To fulfill the Arts and Creativity requirement, complete **one** of the following:

<b>A-E 120</b>	<b>Pathways to Creativity in the Visual Arts</b>	<b>ENG 180</b>	<b>Great Movies (Subtitle required)</b>
<b>A-S 102</b>	<b>2D</b>	<b>GEO 109</b>	<b>Digital Mapping</b>
<b>A-S 103</b>	<b>3D</b>	<b>HON 252</b>	<b>Honors Arts and Creativity (Subtitle required)</b>
<b>A-S 130</b>	<b>Drawing</b>	<b>ICT 200</b>	<b>Information Literacy and Critical Thinking</b>
<b>A-S 200</b>	<b>Digital Art</b>	<b>IS 200</b>	<b>Information Literacy and Critical Thinking</b>
A-S 245	Introduction to Web Design	<b>LA 111</b>	<b>Living on the Right Side of the Brain</b>
A-S 270	Ceramics for Non-Majors	LIN 200	How to Create Your Own Language
<b>A-S 280</b>	<b>Introduction to Photographic Literacy</b>	MCL 250	Photography and Writing
<b>A-S 285</b>	<b>Lens Arts</b>	<b>MCL 311</b>	<b>Autobiography and World Literature</b>
<b>A-S 300</b>	<b>Digital Photography</b>	MCL 312	The Art of Adaptation
<b>A-S 380</b>	<b>Black &amp; White Darkroom Photography</b>	<b>ME 411</b>	<b>ME Capstone Design I</b>
AAS 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy	MNG 592	Mine Design Project II
<b>BAE 402†</b>	<b>Biosystems Engineering Design I</b>	<b>MUS 123</b>	<b>Beginning Classroom Guitar</b>
BAE 403†	Biosystems Engineering Design II	<b>MUS 130</b>	<b>Performing World Music (Subtitle required)</b>
<b>CME 455*</b>	<b>Chemical Engineering Product and Process Design I</b>	MUS 200	Music for Living
<b>DES 100</b>	<b>Design in Your World</b>	<b>MUS 222</b>	<b>Creativity and Innovation in Rock Music</b>
DST 200	Digital Literacy	PHI 193	Circus and Philosophy
EE 101	Creativity and Design in Electrical and Computer Engineering	<b>PHI 315</b>	<b>Philosophy and Science Fiction</b>
<b>EGR 101**</b>	<b>Engineering Exploration I</b>	PHI 393	Philosophy of Film
<b>EGR 103**</b>	<b>Engineering Exploration II</b>	<b>PLS 240</b>	<b>Introduction to Floral Design</b>
<b>EGR 215**</b>	<b>Introduction to the Practice of Engineering for Transfer Students</b>	<b>TA 110</b>	<b>Theatre: An Introduction</b>
<b>ENG 107</b>	<b>Writing Craft: Introduction to Creative Writing</b>	<b>TA 120</b>	<b>Creativity and the Art of Acting</b>
<b>ENG 130</b>	<b>Literary Encounters</b>	<b>TA 150</b>	<b>Creativity and the Art of Design and Production</b>
ENG 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy	TA 220	Shakespeare Page to Stage
		TA 370	Staging History
		<b>TAD 140</b>	<b>Introduction to Dance</b>
		<b>UKC 100</b>	<b>A&amp;C Inquiry</b>
		WRD 307	Writing Comics
		<b>WRD 312</b>	<b>Introduction to Documentary</b>

† To fulfill the Arts and Creativity requirement, students must complete both BAE 402 and BAE 403.

\* Chemical Engineering students only.

\*\* To fulfill the Arts and Creativity requirement, students must complete both EGR 101 and EGR 103 (freshmen students) or EGR 215 (transfer students). In addition, EGR 102 is a prerequisite for EGR 103.

## II. Intellectual Inquiry in the Humanities

These courses develop students' skills in *interpretation* and *analysis* of creations of the human intellect such as art and literature (including folklore, popular culture, film and digital media), philosophical and religious contemplation and argumentation, language systems, and historical narratives. In these courses, students gain the ability not only to analyze the works themselves but to *evaluate* competing interpretations of such works.

To fulfill the Humanities requirement, complete **one** of the following:

<b>A-H 101</b>	<b>Introduction to Visual Studies</b>	HIS 119	War and Society, 1350-1914
<b>A-H 105</b>	<b>World Art Before 1400</b>	<b>HIS 121</b>	<b>War and Society, 1914-1945</b>
<b>A-H 106</b>	<b>Renaissance to Modern Art</b>	<b>HIS 130</b>	<b>Drugs and Alcohol in Western Civilization, 1492 to the Present</b>
A-H 334	Reframing Renaissance Art	HIS 191	A History of World Religions (Subtitle required)
AAS 253	History of Pre-Colonial Africa	HIS 202	History of the British People to the Restoration
<b>AAS 254</b>	<b>History of Colonial and Post-Colonial Africa</b>	HIS 203	History of the British People Since the Restoration
<b>AAS 264</b>	<b>Introduction to Black Writers</b>	HIS 207	History of Modern Latin America, 1810 to Present
<b> AIS 228</b>	<b>Islamic Civilization</b>	<b>HIS 229</b>	<b>The Ancient Near East and Greece to the Death of Alexander the Great</b>
AIS 320	Modern Arabic Literature and Film in Translation	HIS 230	The Hellenistic World and Rome to the Death of Constantine
AIS 345	Islamic Mysticism	HIS 253	History of Pre-Colonial Africa
<b>ARC 314*</b>	<b>History and Theory III: 20th Century and Contemporary Architecture</b>	<b>HIS 254</b>	<b>History of Colonial and Post-Colonial Africa</b>
<b>CHI 330</b>	<b>Introduction to Chinese Culture, Pre-Modern to 1840</b>	HIS 296	East Asia Since 1600
CHI 331	Introduction to Chinese Culture, 1840 to Present	HJS 100	Introduction to the Old Testament/Hebrew Bible
<b>CLA 135</b>	<b>Greek and Roman Mythology</b>	<b>HON 151</b>	<b>Honors Humanities (Subtitle required)</b>
CLA 190	Introduction to the New Testament	<b>ID 161</b>	<b>History and Theory 1</b>
CLA 191	Christianity, Culture, and Society: A Historical Introduction	ID 162	History and Theory 2
<b>CLA 229</b>	<b>The Ancient Near East and Greece to the Death of Alexander the Great</b>	ITA 263	Studies in Italian Culture (Subtitle required)
CLA 230	The Hellenistic World and Rome to the Death of Constantine	LIN 209	The Structure and Use of English
CPH 309	Health, History, and Human Diversity	MCL 135	Vampires: Evolution of a Sexy Monster
EGR 201	Literature, Technology, and Culture	MCL 270	Introduction to Folklore and Mythology
ENG 142	Global Shakespeare	<b>MCL 343</b>	<b>Global Horror</b>
<b>ENG 191</b>	<b>Literature and the Arts of Citizenship</b>	MCL 360	Catastrophes and Calamities in the Greco-Roman World and Afterwards
ENG 209	The Structure and Use of English	<b>MUS 100</b>	<b>Introduction to Music</b>
<b>ENG 230</b>	<b>Introduction to Literature (Subtitle required)</b>	<b>PHI 100</b>	<b>Introduction to Philosophy: Knowledge and Reality</b>
<b>ENG 260</b>	<b>Introduction to Black Writers</b>	<b>PHI 260</b>	<b>History of Philosophy I: From Greek Beginnings to the Middle Ages</b>
<b>ENG 280</b>	<b>Introduction to Film</b>	<b>PHI 270</b>	<b>History of Philosophy II: From the Renaissance to the Present Era</b>
<b>ENG 290</b>	<b>Introduction to Women's Literature</b>	<b>PHI 310</b>	<b>Philosophy of Human Nature</b>
EPE 350	Town and Gown in Fact and Fiction: Campus and Community as Local History	PHI 317	Existentialist Thought and Literature
<b>FR 103</b>	<b>French Cinema</b>	<b>PHI 380</b>	<b>Death, Dying and the Quality of Life</b>
FR 205	The French Graphic Novel	RUS 275	Russian Film
FR 225	French Film Noir	<b>RUS 371</b>	<b>The Russian Cultural Imagination: 900-1900</b>
GER 103	Fairy Tales in European Context	RUS 372	Experiments in Life and Art: Russian Culture 1900-Present
GER 305	German Film Today	SPA 262	Hispanic Literatures in Translation (Subtitle required)
<b>GWS 201</b>	<b>Gender and Popular Culture</b>	SPA 330	Spanish and Globalization
GWS 309	Health, History, and Human Diversity	<b>SPA 371</b>	<b>Latin American Cinema (Subtitle required)</b>
<b>HIS 104</b>	<b>A History of Europe Through the Mid-Seventeenth Century</b>	SPA 372	Spanish Cinema (Subtitle required)
HIS 105	A History of Europe from the Mid-Seventeenth Century to the Present	<b>TA 385</b>	<b>World Theatre I</b>
<b>HIS 108</b>	<b>History of the United States Through 1876</b>	TA 386	World Theatre II
<b>HIS 109</b>	<b>History of the United States Since 1877</b>	TA 388	History of the American Musical
HIS 112	The Making of Modern Kentucky	<b>WRD 210</b>	<b>Social Media: Theory, Culture, Politics, Practice</b>
		<b>WRD 320</b>	<b>Rhetorical Theory and History</b>

\* Architecture students only.

### III. Intellectual Inquiry in the Social Sciences

These courses promote an understanding of the relationships between individuals and society and how scholars have come to understand these relationships using conceptual models and processes of inquiry. Through a discipline-based study of social problems or themes, students will learn to critically evaluate the variety of social situations with which they may be confronted in their everyday lives.

To fulfill the Social Sciences Requirement, complete **one** of the following:

AEC 110	Current Issues in Agricultural Economics	EPE 374	Theories of College Student Development and Mentoring
AIS 430	Islam in America	<b>GEO 172</b>	<b>Human Geography</b>
<b>ANT 101</b>	<b>What Makes Us Human? Intro to Anthropology</b>	GEO 210	How the Internet Works: Understanding Digital Places and People
<b>ANT 102</b>	<b>Archaeology: Mysteries and Controversies</b>	GEO 372	Health Environment Futures
<b>ANT 103</b>	<b>Sports, Culture, and Society</b>	<b>GWS 200</b>	<b>Sex and Power</b>
ANT 335	Religion in Everyday Life	<b>HON 251</b>	<b>Honors Social Sciences (Subtitle required)</b>
ANT 339	Human Rights in Global Perspective	<b>HP 101</b>	<b>Historic Preservation: How the Past Informs the Future</b>
BSC 251	The Enemy Within: Culture and Health Behavior	<b>ICT 150</b>	<b>Experience ICT</b>
<b>CLD 102*</b>	<b>The Dynamics of Rural Social Life</b>	<b>KHP 230</b>	<b>Human Health and Wellness</b>
<b>COM 101</b>	<b>Introduction to Communications</b>	MCL 135	Vampires: Evolution of a Sexy Monster
<b>COM 311</b>	<b>Taking Control of Your Health: Patient-Provider Communication</b>	MCL 270	Introduction to Folklore and Mythology
<b>COM 313</b>	<b>Interpersonal Communication in Close Relationships</b>	<b>PCE 201</b>	<b>Introduction to Peace Studies</b>
COM 314	The Dark Side of Interpersonal Communication and Relationships	<b>PPL 201</b>	<b>Introduction to Public Policy</b>
COM 317	Communication in Family and Marital Relationships	<b>PS 230</b>	<b>Introduction to International Relations</b>
<b>CPH 201</b>	<b>Introduction to Public Health</b>	<b>PSY 100</b>	<b>Introduction to Psychology</b>
CPH 202	Public Health Through Popular Film	PSY 160	Human Sexuality
<b>CPH 203</b>	<b>Sexual Health</b>	RUS 370	Russian Folklore (in English)
<b>ECO 101</b>	<b>Contemporary Economic Issues</b>	<b>SOC 101*</b>	<b>Introduction to Sociology</b>
<b>EGR 120</b>	<b>Technology: Blessing or Curse</b>	<b>UKC 130</b>	<b>Social Sciences Inquiry</b>
EPE 174	The College Student		

\* Students may not receive credit for both SOC 101 and CLD 102.

### IV. Intellectual Inquiry in the Natural, Physical and Mathematical Sciences

These courses engage students in the fundamental processes of science through the exploration of an area in science. Students will be expected to use their knowledge of scientific concepts to formulate predictions, collect and analyze data, and construct explanations for the questions posed.

To fulfill the Natural, Physical and Mathematical Sciences requirement, complete **one** of the following:

ABT 120	Genetics and Society	<b>EES 150</b>	<b>Earthquakes and Volcanoes</b>
ANT 105	Human Origins	EES 170	Blue Planet: Introduction to Oceanography
<b>ANT 230</b>	<b>Introduction to Biological Anthropology</b>	<b>EES 180</b>	<b>Geology of the National Parks</b>
ARC 333	Environmental Controls II	EES 190	A Climate for Change
<b>AST 191</b>	<b>The Solar System</b>	<b>ENT 110</b>	<b>Insect Biology</b>
<b>BIO 102</b>	<b>Human Ecology</b>	ENT 209	Bees and People
<b>BIO 103</b>	<b>Basic Ideas of Biology</b>	<b>FOR 100</b>	<b>Forests and Forestry</b>
<b>BSC 152</b>	<b>You, Me, Myself, and I: Psychosocial Influences on Health</b>	<b>GEO 130</b>	<b>Earth's Physical Environment</b>
<b>CHE 101</b>	<b>Molecular Science for Citizens</b>	<b>GEO 135</b>	<b>Global Climate Change</b>
<b>CHE 103</b>	<b>Chemistry for Health Professionals</b>	<b>HON 152</b>	<b>Honors STEM (Subtitle required)</b>
<b>CHE 105†</b>	<b>General College Chemistry I</b>	MI 120	Microbes and Society
<b>CHE 109*</b>	<b>General Chemistry 1A</b>	<b>MUS 140</b>	<b>Acoustics of Music</b>
<b>CHE 110*</b>	<b>General Chemistry 1B</b>	PHY 120	How Things Work
<b>CHE 111†</b>	<b>General Chemistry I Laboratory</b>	PHY 130	Science and Technology for the Future
CPH 310	Disease Detectives: Epidemiology in Action	PHY 140	Quantum Theory for Everyone
EE 167	Fundamentals of Nanotechnology and Applications in Renewable Energy	<b>PHY 211</b>	<b>General Physics</b>
<b>EES 110</b>	<b>Endangered Planet: An Introduction to Environmental Geology</b>	<b>PHY 231**</b>	<b>General University Physics</b>
EES 120	Sustainable Planet: The Geology of Natural Resources	<b>PHY 241**</b>	<b>General University Physics Laboratory</b>
		<b>PLS 104</b>	<b>Plants, Soils, and People: A Science Perspective</b>

† CHE 105 and 111 are paired courses. To earn UK Core credit, both courses must be completed. CHE 111 may be taken concurrently with CHE 105 or after CHE 105 has been completed. Students must sign up for them separately.

\* CHE 109 and CHE 110 are equivalent to CHE 105. To earn UK Core credit, students must complete CHE 109, CHE 110 and CHE 111. Students must sign up for them separately.

\*\* PHY 231 and 241 are paired courses. To earn UK Core credit, both PHY 231 and PHY 241 must be completed. They may be taken in either order and students must sign up for them separately.

## V. Composition and Communication I

In this course, students are introduced to the process of writing, speaking, and visually representing their own ideas and the ideas of others; they also practice basic interpersonal communication skills and the ability to communicate with multiple audiences.

To fulfill the Composition and Communication I requirement, complete **one** of the following:

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|--|--|
| • <b>CIS 110</b> <b>Composition and Communication I</b>                    | • <b>ICT 114</b> <b>Composition and Communication in the Digital Age I</b> |
| • <b>CIS 112</b> <b>Accelerated Composition and Communication II (CIS)</b> | • <b>WRD 112</b> <b>Accelerated Composition and Communication II (WRD)</b> |
| • <b>WRD 110</b> <b>Composition and Communication I</b>                    |  |

**Placement in CIS/WRD 112** – Students who have a score of **32 or above** on the English component of the ACT; a score of **720 or above** on SAT I Verbal; or a standard score of **4 or 5** on the AP English Language Exam receive placement in CIS/WRD 112. No credit for CIS/WRD 110/111 is awarded.

## VI. Composition and Communication II

In this course, students research public controversies and work in teams to analyze and argue for a solution to these controversies in oral, written, and visual/digital forms for multiple audiences.

To fulfill the Composition and Communication II requirement, complete **one** of the following:

- |  |   |
|--|---|
| • <b>CIS 111</b> <b>Composition and Communication II</b>                   | • <b>ICT 115</b> <b>Composition and Communication in the Digital Age II</b> |
| • <b>CIS 112</b> <b>Accelerated Composition and Communication II (CIS)</b> | • <b>WRD 111</b> <b>Composition and Communication II</b>                    |
| • <b>CIS 184</b> <b>Communicating Arguments</b>                            | • <b>WRD 112</b> <b>Accelerated Composition and Communication II (WRD)</b>  |

**Placement in CIS/WRD 112** – Students who have a score of **32 or above** on the English component of the ACT; a score of **720 or above** on SAT I Verbal; or a standard score of **4 or 5** on the AP English Language Exam receive placement in CIS/WRD 112. No credit for CIS/WRD 110/111 is awarded.

## VII. Quantitative Foundations

These courses are concerned with the application of mathematical concepts and skills to solve real-world problems. In order to perform effectively as professionals and citizens, students must become competent in reading and using quantitative data, in understanding quantitative evidence and in applying basic quantitative skills to the solution of real-life problems.

**NOTE:** Students must have demonstrated basic proficiency in math skills as determined by a minimum Math ACT of 19 or the appropriate math placement test to take these courses.

To fulfill the Quantitative Foundations requirement, complete **one** of the following:

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|--|---|
| <b>CS 261</b> Social Networks: Methods and Tools                   | <b>MA 109</b> <b>College Algebra</b>                                |
| <b>EES 151</b> <b>Quantitative Planet</b>                          | <b>MA 111</b> <b>Introduction to Contemporary Mathematics</b>       |
| <b>EES 155</b> Earthquakes and Quantitative Reasoning              | <b>MA 113</b> <b>Calculus I</b>                                     |
| <b>EES 185</b> Quantifying the Bluegrass Water Supply              | <b>MA 123</b> <b>Elementary Calculus and Its Applications</b>       |
| <b>FOR 200</b> <b>Basics of Geospatial Technology</b>              | <b>MA 137</b> <b>Calculus I With Life Science Applications</b>      |
| <b>GEO 310</b> Data Explorations and Applications in Everyday Life | <b>PHI 120</b> <b>The Art of Thinking: An Introduction to Logic</b> |

### VIII. Statistical Inferential Reasoning

These courses will encourage students to evaluate claims based on statistical principles by providing an understanding of the conceptual and practical applications of statistical reasoning and thinking. Students will receive an introduction to the science of statistics, and while students will be expected to reason with statistical ideas and make sense of statistical information, computations are not the focus.

To fulfill the Statistical Inferential Reasoning requirement, complete **one** of the following:

ANT 360	Statistics in Anthropology	PSY 215*	Experimental Psychology
BAE 202	Statistical Inferences for Biosystems Engineering	PSY 216*	Applications of Statistics in Psychology
<b>BST 230</b>	<b>Statistical Thinking in Public Health</b>	SOC 303	Quantitative Sociological Analysis
<b>EDP 557</b>	<b>Gathering, Analyzing, and Using Educational Data</b>	STA 210	Making Sense of Uncertainty: An Introduction to Statistical Reasoning
<b>EPE 557</b>	<b>Gathering, Analyzing, and Using Educational Data</b>	STA 296	Statistical Methods and Motivations
<b>FOR 250</b>	<b>Statistics and Measurements I</b>	STA 381	Engineering Statistics – A Conceptual Approach
MNG 335	Introduction to Mine Systems Analysis		

\* PSY 215 and 216 are paired courses and are restricted to Psychology majors and minors. To earn UK Core credit, both PSY 215 and PSY 216 must be completed. They may be taken in either order and students must sign up for them separately.

### IX. Community, Culture and Citizenship in the USA

These courses promote a student's understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class; engage students in grappling with conflicts, compromises, and/or ethical dilemmas stemming from the complex and diverse cultural contexts of US communities; and foster effective and responsible participation in a diverse community or society in the United States.

To fulfill the Community, Culture and Citizenship in the USA requirement, complete **one** of the following:

<b>A-H 360</b>	<b>Visual Culture of Politics</b>	GRN 250	Aging in Today's World
AAS 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy	<b>GWS 301</b>	<b>Crossroads (Subtitle required)</b>
<b>AAS 200</b>	<b>Introduction to African-American Studies</b>	GWS 309	Health, History, and Human Diversity
<b>AAS 235</b>	<b>Inequalities in Society</b>	<b>HIS 108</b>	<b>History of the United States Through 1876</b>
AAS 261	African American History 1865-Present	<b>HIS 109</b>	<b>History of the United States Since 1877</b>
AIS 430	Islam in America	HIS 112	The Making of Modern Kentucky
<b>ANT 221</b>	<b>Native People of North America</b>	HIS 261	African American History 1865-Present
ANT 330	North American Cultures	HIS 315	The U.S. in the Cold War, 1945-1991
<b>APP 200</b>	<b>Introduction to Appalachian Studies</b>	LIN 331	Language in U.S. Society
<b>CLD 360</b>	<b>Environmental Sociology</b>	MCL 335	Democracy – Ancient and American
<b>COM 312</b>	<b>Learning Intercultural Communication Through Media and Film</b>	<b>PHI 130</b>	<b>Introduction to Philosophy: Morality and Society</b>
<b>COM 315</b>	<b>Understanding Workplace Communication in a Diverse U.S. Society</b>	<b>PHI 205</b>	<b>Food Ethics</b>
CPH 309	Health, History, and Human Diversity	<b>PHI 335</b>	<b>The Individual and Society</b>
ENG 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy	PHI 340	Introduction to Feminism and Philosophy
<b>ENG 191</b>	<b>Literature and the Arts of Citizenship</b>	PHI 361	Biology and Society (Subtitle required)
<b>EPE 301</b>	<b>Education in American Culture</b>	<b>PS 101</b>	<b>American Government</b>
<b>GEN 100*</b>	<b>Issues in Agriculture, Food and Environment</b>	<b>PSY 320</b>	<b>Introduction to Forensics: Psychology and Legal Issues</b>
<b>GEO 220</b>	<b>U.S. Cities</b>	<b>SOC 235</b>	<b>Inequalities in Society</b>
<b>GEO 221</b>	<b>Immigrant America: A Geographic Perspective</b>	<b>SOC 360</b>	<b>Environmental Sociology</b>
GEO 320	Geography of the United States and Canada	SPA 208	U.S. Latino Culture and Politics
		<b>SW 124</b>	<b>Introduction to Social Work and Diverse Populations</b>
		<b>SW 325</b>	<b>Social Justice Foundations</b>
		TA 286	Social Action Theatre
		<b>WRD 222</b>	<b>Current Events and Public Engagement: U.S. Citizens, Global Citizens</b>

\* GEN 100 is for College of Agriculture, Food and Environment students only.

## X. Global Dynamics

These courses equip students to participate in a diverse, multiethnic, multilingual world community. Toward this end, students consider issues of equality, ethical dilemmas, global trends, social change, and civic engagement in the context of local cultures outside the U.S.

To fulfill the Global Dynamics requirement, complete **one** of the following:

<b>A-H 304</b>	<b>African Art and Its Global Impact</b>		
<b>A-H 311</b>	<b>The Arts as Soft Power: The Japanese Tea Ceremony</b>		
<b>AAS 100</b>	<b>Introduction to African Studies</b>		
AAS 253	History of Pre-Colonial Africa		
<b>AAS 254</b>	<b>History of Colonial and Post-Colonial Africa</b>		
<b>ANT 160</b>	<b>Cultural Diversity in the Modern World</b>		
ANT 222	Middle East Cultures		
<b>ANT 225</b>	<b>Culture, Environment and Global Issues</b>		
ANT 241	Origins of Old World Civilization		
<b>ANT 242</b>	<b>Origins of New World Civilization</b>		
<b>ANT 311</b>	<b>Anthropology of Globalization</b>		
ANT 321	Introduction to Japanese Culture, Meiji (1868) to Present		
ANT 329	Cultures and Societies of Eurasia and Eastern Europe: Socialism and Post-Socialist Change		
ANT 336	Contemporary Muslim Societies		
ARC 315	History and Theory of Architecture IV: Urban Forms		
CHI 331	Introduction to Chinese Culture, 1840 to Present		
<b>CLD 380</b>	<b>Globalization: A Cross-Cultural Perspective</b>		
COM 390	Communication Education Abroad (Subtitle required)		
EGR 240	Global Energy Issues		
ENG 142	Global Shakespeare		
<b>ENG 171</b>	<b>Global Literature in English</b>		
ENT 220	Plague, Pests, and Pestilence: History and Global Perspective		
FOR 435	Conservation Biology		
GEO 160	Lands and Peoples of the Non-Western World		
GEO 161	Global Inequalities		
<b>GEO 162</b>	<b>Introduction to Global Environmental Issues</b>		
<b>GEO 222</b>	<b>Cities of the World</b>		
<b>GEO 255</b>	<b>Geography of the Global Economy</b>		
GEO 260	Geographies of Development in the Global South		
<b>GEO 261</b>	<b>Global Dynamics of Health and Disease</b>		
<b>GEO 316</b>	<b>Environment and Development</b>		
GEO 362	Global Dynamics Core: Conserving Global Environments		
GER 305	German Film Today		
GER 342	War, Peace, and Terror in Germany and Europe		
<b>GER 361</b>	<b>German Cinema</b>		
<b>GWS 250</b>	<b>Social Movements</b>		
<b>GWS 302</b>	<b>Gender Across the World (Subtitle required)</b>		
<b>HIS 100</b>	<b>Introduction to African Studies</b>		
<b>HIS 104</b>	<b>A History of Europe Through the Mid-Seventeenth Century</b>		
HIS 105	A History of Europe From the Mid-Seventeenth Century		
			to the Present
<b>HIS 121</b>	<b>War and Society, 1914-1945</b>		
HIS 122	War and Society Since 1945		
HIS 191	A History of World Religions (Subtitle required)		
HIS 202	History of the British People to the Restoration		
HIS 203	History of the British People Since the Restoration		
<b>HIS 206</b>	<b>History of Colonial Latin America, 1492-1810</b>		
HIS 207	History of Modern Latin America, 1810 to Present		
HIS 208	History of the Atlantic World		
HIS 253	History of Pre-Colonial Africa		
<b>HIS 254</b>	<b>History of Colonial and Post-Colonial Africa</b>		
HIS 295	East Asia to 1600		
HIS 296	East Asia Since 1600		
<b>HIS 357</b>	<b>Japan at War, 1850 to the Present</b>		
HON 352	Study and Travel Abroad (Subtitle required)		
<b>ICT 205</b>	<b>Issues in Information and Communication Technology Policy</b>		
<b>INT 200</b>	<b>Introduction to International Studies</b>		
ITA 335	Topics in Italian Cinema (Subtitle required)		
<b>JPN 320</b>	<b>Introduction to Japanese Culture, Pre-Modern to 1868</b>		
JPN 321	Introduction to Japanese Culture, Meiji (1868) to Present		
JPN 351	The Japanese Experience of the Twentieth Century		
<b>LAS 201</b>	<b>Introduction to Latin America</b>		
<b>MAT 247</b>	<b>Dress and Culture</b>		
MCL 324	The City in the Twentieth-Century: Tokyo, Shanghai, Paris		
<b>MCL 343</b>	<b>Global Horror</b>		
MCL 360	Catastrophes and Calamities in the Greco-Roman World and Afterwards		
<b>MUS 330</b>	<b>Music in the World (Subtitle required)</b>		
MUS 335	Exploring World Music and Ethnomusicology		
PCE 410	Peace Studies Capstone Seminar		
<b>PHI 343</b>	<b>Asian Philosophy</b>		
<b>PLS 103</b>	<b>Plants, Soils, and People: A Global Perspective</b>		
PPS 104	International Healthcare Experience		
<b>PS 210</b>	<b>Introduction to Comparative Politics</b>		
<b>RUS 275</b>	<b>Russian Film</b>		
RUS 370	Russian Folklore (in English)		
<b>RUS 371</b>	<b>The Russian Cultural Imagination: 900-1900</b>		
RUS 372	Experiments in Life and Art: Russian Culture 1900-Present		
SAG 310	Cultural Perspectives on Sustainability		
SOC 180	Global Societies in Comparative Perspective		
<b>SOC 380</b>	<b>Globalization: A Cross-Cultural Perspective</b>		
SPA 111	The Hispanic Caribbean		

## Foreign Language Requirement

Foreign language is no longer explicitly required as part of the new UK General Education, the UK Core. However, foreign language proficiency is still an expectation for students who enter UK, and is still considered to be an important part of the students' educational background.

Any first-time freshman or transfer student must demonstrate that they have completed two high school credits in a single foreign language, or two semesters at the postsecondary level. A student who has not completed the high school foreign language requirement will be required to take a two-semester sequence in one foreign language at the University of Kentucky prior to graduation.