

*The  
Decline of  
General Education at  
Iowa's Public  
Universities*

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by

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***POLICY***  

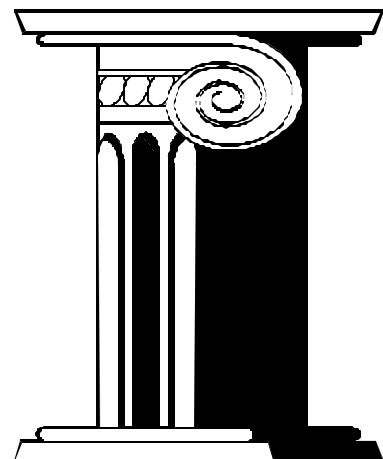
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# *The Decline of General Education at Iowa's Public Universities*

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## INTRODUCTION

There can be little disagreement that “liberal education” is in serious decline at the institutions of higher learning in this nation. Since the early 1970s, fragmented curriculums and the neglect of the “great books” of Western Civilization (or the “canon”) have combined to devastate the traditional university education.<sup>1</sup> Increasingly, most institutions of higher learning in the United States no longer require undergraduates to attend many of the same courses, and do not expose them to the ideas in the canon. Forces such as multiculturalism and university economics have “helped transform liberal studies into an ideological battleground that is also, all too often, an intellectual wasteland.”<sup>2</sup>

In many significant ways, the three public universities of the state of Iowa have followed the national trend. The University of Iowa, Iowa State University, and the University of Northern Iowa have all seen relatively coherent general education programs degenerate into fragmented ones. In the early 1960s, the general education programs at these universities required students to attend many of the same courses, ensuring that they had a common educational experience. Today, the general education programs at these universities are a hodgepodge of unrelated courses that go a long way to ensuring that students take few, if any courses, in common.

This study analyzes the state of liberal education at the University of Iowa, Iowa State University, and the University of Northern Iowa by examining their general education programs. First, it establishes the principles of a liberal education and explains the part that a general education program plays in providing such an education. Second, it compares the general education programs of the early 1960s to those of today at Iowa’s three public universities. Third, it traces the history of the general education programs, chronicling their decline in the last four decades.

## LIBERAL EDUCATION

An institution of higher learning committed to a liberal education provides its undergraduates with a shared intellectual experience.<sup>3</sup> The “intellectual” part of the definition means that undergraduates study the works in the canon. The canon is, in the words of Matthew Arnold, “the best which has been thought and said.” It is the great works of literature in Western Civilization, the works that “endure from one generation to the next because they speak meaningfully to the human condition.”<sup>4</sup> While this is a vital part of a liberal education, it is not the focus of this study. Rather, this study examines the “shared” aspect of liberal education.

The “shared” part of the definition means that undergraduates attend the same courses. This is crucial for the obvious reason that if students do not attend the same courses during their time at a college or university, then their intellectual experience is not “shared.” This part of liberal education is vital because it establishes the foundation upon which to build the exposure to the canon. To ensure that all undergraduates are familiarized with the intellectual debates inherent in the canon, a university must require all students to attend courses that study works in the canon.

The curriculum for all undergraduates is usually set forth in a university or college’s “general education program.” Thus, to evaluate the state of liberal education at an institution of higher learning, we must examine the general education (henceforth “G.E.”) program. We must ask, does the G.E. program compel undergraduates to attend the same courses? Or are so many courses offered that it is all but impossible that all undergraduates will attend the same courses? An institution committed to liberal education offers few courses to choose from in its G.E. program, thereby ensuring that undergraduates have a shared experience. An institution with no such commitment permits its G.E. program to degenerate into an incoherent plethora of courses.

# Policy Study

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# Policy Study

*“The parsimony of the G.E. offerings in the early 1960s stands in stark contrast to the G.E. offerings of today.”*

## GENERAL EDUCATION IN IOWA: THEN AND NOW

As seen in Table 1, the courses offered in the G.E. program at Iowa’s public universities were decidedly limited in the early 1960s. Iowa State University had the most, at fifty-seven, while the University of Northern Iowa was the most limited at a mere fifteen. The parsimony of the G.E. offerings in the early 1960s stands in stark contrast to the G.E. offerings of today. By the year 2000, the number of G.E. courses offered at both the University of Iowa and Iowa State University had increased over eightfold and eleven-fold, respectively. Although the University of Northern Iowa has been able to resist the fragmentation disease to some extent, it has not been immune. Its increase was over fourfold.

However, the numbers in Table 1 only tell part of the story. To ferret out the true extent of fragmentation, a more thorough examination of the G.E. program is warranted. At the University of Iowa in 1960, students had to meet requirements in Communications, Mathematical Skills, Social Science, Natural Science, Literature, and Historical-Cultural Studies to complete the G.E. program.<sup>5</sup> (See Appendix 1.) Students could avoid the Communications and Mathematical Skills require-

ments by passing a placement exam. Barring that, students had to attend courses in these two areas until they passed the exams. Seven Communications courses were offered for students, although that number shrinks to three if the courses specifically for foreign students and students having excessive difficulty passing the exam are excluded. Only two courses were offered under the Mathematical Skills requirement. Thus, even allowing for those students who passed the placement exam on the first try, the Communications and Mathematical Skills requirements ensured that many students took some courses in common.

The same can be said about much of the rest of the G.E. program at the University of Iowa. In 1960, all students had to take a two-semester course in each of the Social Science, Natural Science, Literature, and Historical-Cultural Studies requirements. Students had only one option in the Social Science requirement (a survey course), two options in the Literature requirement (Ancient and Modern Literature and Masterpieces of Literature), and three options in the Natural Science requirement (Earth Science, Life Science, and Introduction to Physical Science).

**Table 1: Number of Courses\* in the General Education Programs at Iowa’s Public Universities**

	No. of Courses 1960-61	No. of Courses 2000
University of Iowa	33	296
Iowa State University	57	682
University of Northern Iowa	15	66

\*Does not include foreign language or physical education courses.

The Historical-Cultural Studies requirement did less to ensure that students attended the same courses. Under that requirement, students had six different survey courses to choose from, including courses in history, religion, art, music, and theatre. The Historical-Cultural Studies requirement was the exception to the rule, however. Most of the G.E. program ensured that students would take a significant number of the same courses.

The exception in 1960 has become the rule by the year 2000. (See Appendix 2.) The only course that all undergraduates must take now is Interpretation of Literature. The Rhetoric requirement makes it likely that students at the University of Iowa will take similar introductory courses in college-level reading, writing, and speaking, but does not ensure it.<sup>6</sup> Students must complete seven credit hours for the Natural Science requirement, under which they can choose from thirty-nine courses, and three credit hours for the Quantitative or Formal Reasoning requirement, under which they can choose from seventeen different courses. Students must also complete three credit hours under both the Humanities and Social Science requirements, yet they have one-hundred twenty-seven different courses to choose from, just under these two requirements. Eighty-five of these courses are offered in the Humanities requirement, and some of them are potentially serious ones, like Major Texts in World Literature and The Classical Views. However, it also offered such notable intellectual heavyweights as Group Piano I and Beginning Tap, Jazz, and Modern Dance. Despite this, the General Catalog assures that courses approved under the Humanities Requirement “teach verbal, analytic, perceptual, and imaginative skills needed for interpreting and examining culture, community, identity formation, and the human experience.”<sup>7</sup>

The remainder of the G.E. requirement at the University of Iowa includes six credit hours falling under

“Distributed General Education.” To fulfill this requirement, students may take courses in the Humanities or Social Science areas, but also from the areas of Fine Arts, Foreign Civilization and Culture, Historical Perspectives, and the curricular tribute to multiculturalism, Cultural Diversity. The courses in these additional areas swell the number of courses offered under the G.E. program, excluding overlapping courses, to 296. The number of possible combinations of courses that a student may take is all but infinite, making the chances that a majority of undergraduates will take the same courses in these areas infinitesimal.

The G.E. program at Iowa State University was the least coherent of the three in the early 1960s. (See Appendix 3.) A minor reason for this is that Iowa State University did not have a coherent G.E. program for the entire University; rather, each college in the University had its own G.E. program. However, the variation from college to college was minimal. A more significant reason was the flexibility in the choice of courses that the G.E. program allowed to the students. To demonstrate this, this analysis focuses on the G.E. program of the College of Science and Humanities, which is largely representative of the G.E. programs at the other colleges of Iowa State University.

Under the G.E. program of the College of Science and Humanities, all students were required to take five courses, English 101, 102, 103 (Principles of Composition), Speech 311 (Speech-Making), and Government 215 (American Government). All students were required to take a sixth course from one of the following three: English 205, 304, or 414.<sup>8</sup> Beyond that, the only requirements imposed on students were that they take another seventy-eight credits dispersed among the following areas: economics, English, sociology, government, history, literature, psychology, philosophy, mathematics, statistics, chemistry, physics, geology, biochemistry, biophysics, botany, zoology, bacteriology, and genetics.

## *Policy Study*

*“The number of possible combinations of courses that a student may take is all but infinite.”*

# Policy Study

*“The G.E. program at Iowa State University is the curricular equivalent of a smorgasbord.”*

This flexibility was somewhat tempered by the fact that many of these areas had prerequisite courses that students had to take before they could take advanced courses in those areas. For example, any student who wished to fulfill his or her G.E. program with courses in sociology would have to take Sociology 134 (Introduction to Sociology). But under the G.E. program nothing would prevent a student from taking the prerequisites in four areas and fulfill the remainder of his G.E. program in those same four areas. Thus, the G.E. program at Iowa State University only assured that students attended a few of the same courses.

Yet the G.E. program in the early 1960s appears positively coherent when compared to the one at Iowa State today. (See Appendix 4.) The only courses that all undergraduates must complete are the basic composition courses, English 104 and 105. Students must also complete twelve credit hours in the Arts and Humanities area, two credit hours in the Verbal Communication area, eleven credit hours in the Natural Sciences and Mathematical Disciplines, and nine credit hours in the Social Science Group.<sup>9</sup> The total number of courses offered in these four areas, excluding overlap, total 680.<sup>10</sup> In some instances, like anthropology and political science, almost all of the courses in a department can count toward G.E. credit. To an extent worse than the University of Iowa, the G.E. program at Iowa State University is the curricular equivalent of a smorgasbord.

The G.E. program at the University of Northern Iowa was exceptionally coherent in the early 1960s, and assured that each student attended many of same courses. (See Appendix 5.) Each student was required to take English I and II, and Fundamentals of Speech; three social science courses, Man in Society I and II, and World Resources; one mathematics course, Mathematics for General Education; two science courses, the Physical Sciences I and the Biological Sciences I; and five humanities courses,

Ancient Times through the Reformation, From the Seventeenth Century to the Present, Man and Materials, Exploring Music, and the only choice of courses, either Introduction to Philosophy or The Heritage of the Bible.<sup>11</sup> In short, the G.E. program at the University of Northern Iowa was a fine example of a curriculum conducive to a liberal education.

In the year 2000, the G.E. program at the University of Northern Iowa continued, in some ways, to be a bright spot in Iowa higher education. (See Appendix 6.) First, all undergraduates must complete a two-semester course in the Humanities, Humanities I and II. Second, the G.E. program requires that all undergraduates take a Communication course called Oral Communication. Finally, students must take a course in Non-Western Cultures. This is a requirement that, on its face at least, does not appear to be a capitulation to multiculturalism, but rather a serious study of a different culture.<sup>12</sup> That, unfortunately, is where the good news ends. The remainder of the G.E. program requires undergraduates to complete thirty-six credit hours (twelve courses) spread out over five categories that include a total of fifty-three different courses. Although the curricular fragmentation is not as severe as that of the other two universities, most of the G.E. program at the University of Northern Iowa still increases the probability that students will not attend the same courses.

## THE DECLINE OF GENERAL EDUCATION

### 1. Economics of Higher Education

To understand the history of any university curriculum, we must first understand the economics of higher education. All institutions of higher education rely on undergraduates to survive financially. “This is particularly true in state universities where budget priorities are often closely tied to statistical measurements of enrollment.”<sup>13</sup> Thus, any academic department concerned with funding must be concerned with how many students enroll in the department’s

courses. Lack of student enrollment “can undermine entire programs and departments, making them and their faculty seem superfluous.”<sup>14</sup> To avoid the budget axe, departments must find ways to ensure that undergraduates attend their courses. Departments deal with this dilemma by including their courses in the G.E. program. If a department course is offered as an option that will satisfy a G.E. requirement, it does not guarantee that undergraduates will attend that course, but it immensely increases the probability.

The faculty largely controls the process by which changes to the G.E. program are made. The process usually begins with an ad hoc committee composed of members of the Faculty Senate. It is this committee that vets all proposals to change the G.E. program. If this ad hoc committee approves a proposal, it then moves to the Faculty Senate. The Faculty Senate then debates, amends, and votes on the proposal. If the Faculty Senate approves the proposal, it then moves to the Board of Regents for approval. While the Board of Regents can reject a proposal, the Board is usually a “rubber-stamp” for the wishes of the faculty. The public universities in Iowa all follow this general model, with a few variations. For example, at the University of Northern Iowa a proposal not only must be approved by the General Education Committee of the Faculty Senate, but must then be voted on by the entire faculty before it can move on to the Regents.<sup>15</sup> This power is guarded jealously. When Iowa State considered instituting a university-wide G.E. program in 1988 (instead of each college having its own curriculum), the Faculty Senate created an Ad Hoc Core Curriculum Committee to examine the matter, instead of leaving it to the existing University Curriculum Committee over which the faculty had less control.<sup>16</sup>

The faculty of each department uses this process to add their courses to the G.E. program. Periodically, a new slew of courses are proposed to

the ad hoc committee for inclusion in the G.E. program. Since it is fellow faculty who sit on the ad hoc committee, and, obviously, the Faculty Senate, there is undoubtedly pressure to scratch each other’s backs. Faculty members agree to support each other’s proposals for additions to the G.E. program.

In 1968, Professor Josef Fox of the University of Northern Iowa stated that the process of curriculum fragmentation “may be accomplished by small nibbles rather than big bites.”<sup>17</sup> That has been generally true. For example, at the University of Iowa in 1974, the G.E. program included sixteen courses under the literature category, twenty-one under the social science category, and twenty-one in the historical-cultural category. By 1978, four more courses were added to the literature category, and one to the historical and cultural studies category. The first course from the Linguistics Department was also added to the social science category.<sup>18</sup> At Iowa State University in 1973, students could take courses from eleven different departments in the arts and humanities category, eight in the social sciences category, and sixteen in the mathematical and natural sciences category. By 1979, the numbers had increased to fifteen, ten, and eighteen respectively.<sup>19</sup> From 1960-1964 at the University of Northern Iowa, the number of courses in the G.E. program increased from fifteen courses offered by nine departments, to thirty-two courses offered by fourteen departments.<sup>20</sup>

Of course, curricular fragmentation can on occasion be achieved via “big bites” as well. At the University of Iowa in 1980 a new G.E. program handed the selection of courses over to faculty dominated “coordinating committees.”<sup>21</sup> Due to this process, the number of courses included in the G.E. program ballooned from eighty-eight to two-hundred forty-eight within the space of two years.<sup>22</sup>

## 2. Freedom of Choice

It is not only the underlying economic interests that affect curricu-

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lar fragmentation. Political trends often provide catalysts for change in the curriculum. One of these trends was spawned by the campus unrest of the late 1960s and early 1970s. The highly political and active students of that generation focused their ire on many aspects of the university, and the curriculum was one of them. Often referred to as “freedom of choice,” it was an initiative by students to insert more flexibility into G.E. programs.

Students during this time often complained that G.E. programs were “too long, too rigid and unimaginative in format.”<sup>23</sup> They also complained that many of the courses were not relevant to their educational needs. The answer to these problems was freedom of choice. If students had more freedom in choosing their courses, they could “select the courses that are most relevant to them and their futures.”<sup>24</sup>

Freedom of choice was also conducive to the idealism typical of the time. It would allow “the student to decide what he needs to more fully find himself and discover his potential.”<sup>25</sup> In defense of a proposal to add more freedom of choice into the G.E. program at University of Northern Iowa, one columnist claimed that the proposal represented “a move towards student responsibility and participation in their own education.”<sup>26</sup> Another gushed that it would result in “higher morale on the part of both students and faculty, by a greater use of individual resources and resourcefulness; by allowing students to...pursue highly motivational and individualized routes toward the completion of their undergraduate education.”<sup>27</sup> Students might make mistakes with this new freedom, but “mistakes in choice [are] often more enlightening than making no choice at all.”<sup>28</sup> Mirroring this sentiment in favor of a similar G.E. proposal at the University of Iowa, Professor Richard Lloyd-Jones stated that the choice belongs to the student and “any error is his error.”<sup>29</sup> Back at the University of Northern Iowa Professor Fox, however, took a dimmer view: “With the freedom of choice

which the new program makes possible, many students will behave even less responsibly than they do at present. They will make their choices not with an eye to equipping themselves with as broad an education background as possible, but with an eye to minimizing the interference of course-work with their extra-curricular activities.”<sup>30</sup>

However, many faculty members echoed the students in support of freedom of choice. Professor Shirley E. Haupt of the University of Northern Iowa railed against the old G.E. program: “The moment you implement prescription and coercion, you violate two unique characteristics of higher education: student responsibility and freedom of choice.”<sup>31</sup> In defense of a similar proposal for the G.E. program at Iowa State University, Professor John Dobson claimed “students would be more interested in the subjects they chose themselves.”<sup>32</sup> And at the University of Iowa, a member of the Education Policies Committee praised a G.E. proposal that gave students “the freedom to ‘do their choosing wholesale’ in regard to core courses.”<sup>33</sup>

With support from both faculty and students, the three public universities in Iowa adopted G.E. programs that increased freedom of choice for the students. By 1974, the University of Iowa had added sixty-three new courses, fifty-four alone in the social science and natural science categories.<sup>34</sup> At the University of Northern Iowa, the 1972 G.E. program allowed students to satisfy the requirement in the humanities by taking courses from any of eight different departments, satisfy the science requirement by taking courses from any of seven different departments, and satisfy the requirement in the social science categories by taking courses from any of six different departments.<sup>35</sup> The G.E. program at Iowa State University had undergone a similar expansion by 1973. Undergraduates could choose from courses in eight different departments under the social sciences category, eleven different departments

under the arts and humanities category, and fourteen under the mathematical and natural sciences category.<sup>36</sup>

### 3. Multiculturalism

The 1990s saw another political trend that affected university curriculums, that of multiculturalism. This was a movement whose adherents demanded that the diverse society that is America should be reflected by university curriculums. The adherents of this movement deplored what they believed was the heavy emphasis on Western culture in most university curriculums. Multiculturalism was imbued with a strong belief that Western culture was hostile to ethnic minorities, women, and homosexuals. Thus, university curriculums needed to become more diverse. As Dinesh D'Souza stated: "Now that American society, and American education, have opened themselves up to membership and legal equality for previously oppressed groups, the new activists argue that it is time that the *content* of both the culture and the curriculum reflect the aspirations, literature, history, and distinctive point of view of these groups."<sup>37</sup> As many observers would point out, however, the point of view of the groups, as presented in the academic culture, was decidedly left-wing.

Yet universities are supposed to be places for education, not political indoctrination. So academia had to find a scholarly justification for including multiculturalism in the curriculum. This was the case at both the University of Iowa and Iowa State University when diversity requirements were being considered for their G.E. programs. Professor Susan Birrel of the University of Iowa argued that a diversity requirement was necessary because, "Learning is based on encountering the unfamiliar and experiencing different systems of thought."<sup>38</sup> "It is imperative that students take at least one course in cultural diversity. It is one small step to helping students deal with the rapidly changing national scene," claimed University of Iowa Professor

Keith Marshall.<sup>39</sup> In supporting Iowa State's proposed diversity requirement, Professor Carlie Tartakov claimed, "We don't want students to leave the university with a general understanding of other cultures without understanding this country's problems first."<sup>40</sup>

Despite the efforts of professors at Iowa's universities to put a patina of scholarly seriousness on multiculturalism, its political nature could not be completely obscured. The University of Iowa Educational Policy Committee stated that the new diversity requirement "has as its central focus the study of one or more cultures or peoples of the United States different from the *majority or dominant culture*" (italics added.)<sup>41</sup> When asked if a course on Western Civilization would meet the proposed diversity requirement at Iowa State University, John Schroeter, chair of the Faculty Senate Curriculum Committee, said he doubted it. "What we are looking for is an introduction to a cultural perspective that is other than the dominant European culture," Schroeter said.<sup>42</sup>

Regardless of the politics, diversity requirements were conducive to department economic interests. Under the proposal at Iowa State University, "Each department will be responsible for developing and identifying the courses to fulfill the requirements. Departments may create a list of courses or infuse it into courses already required."<sup>43</sup> Ultimately, the diversity requirement at the University of Iowa added twenty-one courses under a new cultural diversity category in the G.E. program.<sup>44</sup> The requirement at Iowa State did not create a new G.E. category, but from 1995 to 2000 a total of six new courses in African-American Studies, American Indian Studies, and Women's Studies were added to the G.E. program.<sup>45</sup>

### 4. The Hopeful Case of UNI?

The one hopeful note in Iowa is the University of Northern Iowa. In the mid-1980s, it not only managed to withstand the pressures of

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multiculturalism but actually repaired some of its fragmented curriculum. In 1984, the Select Committee on University Planning urged the Faculty Senate to examine ways to improve the G.E. program. The Faculty Senate handed the ball off to the General Education Committee, which surveyed faculty members on their views about the G.E. program. The survey found that faculty members wanted “more prescribed courses with fewer student options and...one general education program for all UNI students regardless of major or degree program.”<sup>46</sup>

The General Education Committee took this advice seriously, and in September 1985 released a proposal that dramatically altered the G.E. program. The proposal reduced the number of categories in the G.E. program from twelve to five, and increased the number of credit hours required from forty to forty-five. The Faculty Senate later amended the proposal to increase the number of credit hours to forty-seven, to change the “Other Cultures” category to “Non-Western Cultures,” and to require all students to take a two-semester course in the Humanities. Professor Darrel Davis, chair of the General Education Committee, stated that the Humanities requirement was necessary so that students could “extend their understanding of our Western Heritage.”<sup>47</sup>

These changes had a significant impact on multiculturalism at the University of Northern Iowa. By changing the category “Other Cultures” to “Non-Western Cultures,” the faculty all but ensured that the class “Culture of the Ghetto” would be dropped from that category. Professor Henry Parker, who taught the course, warned, “There is more to this proposal than meets the eye. There is an agenda hidden here, and its goal is to wipe out minority courses.”<sup>48</sup> Professor D.C. Hawley griped “the faculty of the University of Northern Iowa, in their collective wisdom, passed the most ethnocentric, the most ‘UScentric’ general education program that it could conceive.”<sup>49</sup> The program “reflects

the intolerant ideological agenda that is attempting to exclude...evolution, sex education, peace education and values clarification from public education,” huffed Professor Thomas Keefe.<sup>50</sup> Despite this onslaught of criticism and a student petition protesting the change, the faculty approved the proposal in November of 1986. Yet, the change did not immunize the G.E. program from the economic interests of academic departments. In 1988, the G.E. program offered fifty-two courses; by 2000, it offered sixty-six.<sup>51</sup>

## **CONCLUSION**

Liberal education has declined precipitously at Iowa’s three public universities since the 1960s. At the University of Iowa and Iowa State University, the G.E. programs have degenerated into fragmented messes due to the pressures of university economics, freedom of choice, and multiculturalism. The G.E. programs have no coherence. Rather, they are comprised of a plethora of unrelated courses that all but guarantee students will not attend the same courses.

The University of Northern Iowa is something of an exception in that its G.E. program displays some commitment to liberal education. Under its G.E. program, all undergraduates must take Humanities I and II, courses that are dedicated to studying Western Civilization. However, the University of Northern Iowa is not a cause for unbridled optimism. The number of courses offered in the G.E. program continues to increase, further fragmenting the curriculum. Furthermore, it is quite possible that the humanities requirement may come under assault at some point in the near future.

To reverse this trend of fragmentation, all three universities must return to the “core” general education programs of the early 1960s. This means eliminating the current G.E. programs and replacing them with a set of core courses in the following areas: composition, literature, social science, humanities, science, and mathematics. All undergraduates

must be required to attend these courses before they are permitted to graduate. If Iowa's public universities were to institute such a "core" program, they would be well on their way to ensuring that students once again receive a liberal education.

Undoubtedly, such a reform would be met with heavy resistance. Faculty would fight to keep their courses in the G.E. program, some students would resist the limitation of their choice of courses, and the forces of multiculturalism would denounce it as eurocentric, racist, and sexist. Since replacing the current G.E. programs might prove too difficult, another type of reform that would reintroduce liberal education might be possible. This reform would offer students a choice of G.E. programs: students could choose either the current G.E. program or a "core alternative." The core alternative would offer students the core courses mentioned above as a way of satisfying the G.E. requirements. Although such a reform would not require all students to participate in a liberal education, it would be a step forward in that it would give them the choice to do so.

The decline of liberal education can be reversed. It is possible to reestablish coherent G.E. programs that require students to attend the same courses at universities and colleges across the nation. By instituting one of the above-mentioned reforms, Iowa's public universities could lead the way.

## *Policy Study*

*"The decline of liberal education can be reversed. It is possible to reestablish coherent G.E. programs that require students to attend the same courses."*

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**Endnotes:**

<sup>1</sup> See, for example, D'Souza, Dinesh. 1991. *Illiberal Education: The Politics of Race and Sex on Campus*. New York: Vintage Books. Also see Sykes, Charles J. 1988. *ProfScam: Professors and the Demise of Higher Education*. New York: St. Martin's Press; and 1990. *The Hollow Men: Politics and Corruption in Higher Education*. Washington, D.C.: Regnery Gateway.

<sup>2</sup> Kimball, Roger. 1990. *Tenured Radicals. How Politics Has Corrupted Our Higher Education*. New York: Harper Perennial, p. 2.

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<sup>6</sup> *General Catalog 2000-2002*. The University of Iowa, Iowa City, Iowa, pp. 60-65.

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<sup>8</sup> *Iowa State University General Catalog 1961-1963*. Iowa State University, Ames, Iowa. Vol. 60, No. 16, pp. 188-189.

<sup>9</sup> *Iowa State University Bulletin. Courses and Programs 1999-2001*. Iowa State University of Science and Technology, Ames, Iowa. Vol. 23, No. 4, p. 105.

<sup>10</sup> *College of Liberal Arts and Sciences General Education Requirements. 1999-2001 Bulletin*. Iowa State University, pp. 2-4.

<sup>11</sup> *College Catalog. Bulletin Iowa State Teacher's College 1960-62*. Iowa State Teachers College, Cedar Falls, Iowa. Vol. 51, No. 2, pp. 45-46.

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<sup>18</sup> *Catalog of the University of Iowa 1974-76*. The University of Iowa, Iowa City, Iowa, pp. 20-22. *University of Iowa General Catalog 1978-80*. The University of Iowa, Iowa City, Iowa, pp. 34-36.

<sup>19</sup> *General Catalog 1973-1975*. Iowa State University of Science and Technology, Ames, Iowa. Vol. 61, No. 15, p. 117. *Iowa State University Bulletin. General Catalog 1979-81*. Iowa State University of Science and Technology, Ames, Iowa. Vol. 3, No. 4, p. 73.

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<sup>24</sup> Patton, Philip. "General Ed. Program Offers New Advantages," *The Northern Iowa*, Feb. 20, 1970, p. 2.

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<sup>26</sup> Conlee, Mike and Doug Dunham. "Conlee Urges Students To Vote 'Yes' For General Ed.," *The Northern Iowa*, May 1, 1970, p. 2.

<sup>27</sup> Haupt, Shirley E. "Elective Maneuverability Must Be Provided For Individual Needs," *The Northern Iowa*, April 3, 1970, pp. 4, 6.

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<sup>29</sup> Larkin, Elaine E. "Students get pick of 5 core options," *The Daily Iowan*, January 30, 1973, p. 1.

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# Policy Study

## The Decline of General Education at Iowa's Public Universities

# Policy Study

## The Decline of General Education at Iowa's Public Universities

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<sup>45</sup> *College of Liberal Arts and Sciences, B.A. or B.S. Degree 1995-1997 General Catalog. General Education Requirements.* Iowa State University, pp. 1-3. *College of Liberal Arts and Sciences General Education Requirements. 1999-2001 Bulletin.* Iowa State University, pp. 2-4.

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## **Appendix 1: General Education Program at University of Iowa in 1960**

### **Communication Skills**

10:1 Communication Skills: Main Course  
10:2 Communication Skills: Main Course  
10:3 Communication Skills: Accelerated Course  
10:5 Communication Skills: Foreign Students  
10:8 Communication Skills: Special Instruction in Reading  
10:9 Communication Skills: Special Instruction in Writing  
10:10 Communication Skills: Special Instruction in Speaking

### **Mathematical Skills**

10:11 Mathematics Skills  
10:12 Mathematics Skills

### **Literature**

11:5 Ancient and Modern Literature (first half)  
11:6 Ancient and Modern Literature (second half)  
11:7 Masterpieces of Literature (first half)  
11:8 Masterpieces of Literature (second half)

### **Social Science**

11:11 Social Science (first half)  
11:12 Social Science (second half)

### **Natural Sciences**

11:21 Life Science (first semester)  
11:22 Life Science (second semester)  
11:23 Earth Science (first semester)  
11:24 Earth Science (second semester)  
11:25 Introduction to Physical Science: Physics  
11:26 Introduction to Physical Science: Chemistry

### **Historical and Cultural Studies**

11:31 Western Civilization: Middle Ages to 1815  
11:32 Western Civilization: 1815 to Present  
11:33 Introduction to the History of Ideas (first semester)  
11:34 Introduction to the History of Ideas (second semester)  
11:35 Religion in Human Culture (first semester)  
11:36 Religion in Human Culture (second semester)  
11:37 History and Appreciation of Art  
11:38 History and Appreciation of Art  
11:39 Introduction to Music  
11:40 Introduction to Music  
11:51 Modern Theatre  
11:52 Modern Theatre

## Appendix 2: General Education Program at University of Iowa in 2000

### **Cultural Diversity**

01H:002 Art of Africa, Oceania, and Pre-Columbian America  
01H:104 American Indian Art  
01H:109 (129:109) The Arts of the African Diaspora  
07F:154 Education, Race, and Ethnicity  
07F:180 Human Relations for the Classroom Teacher  
07U:133 Culturally Different in Diverse Settings  
08G:005 (149:005) Literatures of Native American Peoples  
08G:011 Literature and Sexualities  
08G:013 Literatures of Latinos/as in the USA  
016:040 Perspectives: Diversity in American History  
019:165 African Americans and Mass Communication  
025:141 History of Jazz  
032:016 Religion and Liberation  
033:030 Cultural Diversity and Identity  
034:108 (131:108) Women and Society  
034:166 Social Inequality  
035:143 (048:196) Cuban American Literature and Culture  
045:030 (129:061) Introduction to African American Culture  
113:110 (149:110) Indians of North America  
129:060 Introduction to African American Society  
149:049 Introduction to American Indian and Native Studies  
154:110 Introduction to Sexuality Studies

### **Fine Arts**

01B:001 Elements of Art  
01C:060 Ceramics I  
01H:001 Art and Culture  
01H:002 Art of Africa, Oceania, and Pre-Columbian America  
01H:004 Masterpieces: Art and Cultural Paradigms  
01H:005 Western Art and Culture Before 1400  
01H:006 Western Art and Culture After 1400  
01H:010 First-Year and Sophomore Tutorial: Introduction to the History of Art  
01H:016 (039:016) Asian Art and Culture  
01H:020 (141:030) Introduction to African Art  
01H:066 Introduction to American Art  
01N:015 Undergraduate Sculpture I  
008:184 (049:114) Contemporary Theatre and Drama  
08C:001 Creative Writing Studio Workshop

014:108 (049:180) Greek Drama in Translation  
025:013 Concepts and Contexts of Western Music  
025:014 Great Musicians  
025:059 Performance Instruction for Non-Majors  
025:082 Group Piano I Non-Music  
025:104 Music of Latin America and the Caribbean  
025:144 History of Music I  
025:146 History of Music II  
033:161 The Arts in Performance  
049:001 Art of the Theatre  
049:002 (049:112) Theatre and Society: Ancients and Moderns  
049:003 (049:113) Theatre and Society: Romantics and Rebels  
049:020 Basic Acting  
049:021 Basic Acting II  
049:062 Basic Playwriting  
049:118 American Women Playwrights: 19th and 20th Century  
137:001 Beginning Tap  
137:002 Beginning Jazz  
137:003 Beginning Ballet  
137:004 Beginning Modern Dance  
137:011 Continuing Tap  
137:012 Continuing Jazz  
137:013 Continuing Ballet  
137:014 Continuing Modern Dance  
137:022 Low Intermediate Jazz  
137:023 Low Intermediate Ballet  
137:024 Low Intermediate Modern  
137:033 Intensive Training for the Male Dancer  
137:080 Dance and Society  
137:103 Major Ballet I  
137:104 Major Modern Dance I  
137:106 Dance Performance  
137:113 Major Ballet II  
137:114 Major Modern Dance II  
137:123 Major Ballet III  
137:124 Major Modern Dance III

### **Foreign Civilization and Culture**

01H:005 Western Art and Culture Before 1400  
01H:006 Western Art and Culture After 1400  
01H:016 (039:016) Asian Art and Culture  
01H:020 (141:030) Introduction to African Art  
008:013 (014:013) The Classical Views  
08G:014 (129:008, 141:014) Literatures of the African Peoples  
009:113 French Civilization  
009:147 (36F:105, 048:105) French Cinema  
013:017 German Heroic and Erotic Literature: Middle Ages

013:105 German Cultural History  
013:115 Contemporary German Civilization  
013:118 The Third Reich and Literature  
016:001 Western Civilization I  
016:002 Western Civilization II  
016:003 Western Civilization III  
016:005 (039:055) Civilizations of Asia: China  
016:006 (039:056) Civilizations of Asia: Japan  
016:007 (039:057) Civilizations of Asia: South Asia  
016:030 Science and Medicine in World Perspective  
16E:106 Survey of Ancient Near East and Greece  
16E:107 The Hellenistic World and Rome  
16E:110 Medieval Civilization  
16E:117 History of the Medieval Church  
16E:122 European Religious Reformations, 1250-1750  
16E:125 (131:181) Society and Gender in Europe 1200-1789  
16E:126 The French Revolutions and Human Rights  
16E:127 European History in Text and Film  
16E:146 France from 1815 to the Present  
16E:148 (131:182) Society and Gender in Europe 1750-present  
16E:156 Germany since 1914: Weimar, Hitler, and After  
16E:176 Imperial Russia: 1598-1801  
16E:177 Imperial Russia: 1801-1917  
16E:178 Soviet Union 1917-1945  
16E:179 Soviet Union 1945-1991  
16W:111 Colonial Latin America  
16W:112 Introduction to Modern Latin America  
16W:113 The Mexican Revolution  
16W:194 (039:134) Imperialism and Modern India  
16W:196 (039:154) Modern China: 1800 to Present  
019:157 (044:157) Third World Development Support  
020:014 Love and Glory: The Literature of Rome  
030:141 Russian/Post-Soviet Politics  
030:143 (039:178) Government and Politics of the Far East  
030:144 Latin American Government  
030:146 (044:161, 141:146) African Development  
030:148 (141:148) The Politics of Southern Africa  
032:004 (039:064) Living Religions of the East  
032:007 (039:020) Asian Humanities: Japan

## Appendix 2: General Education Program at University of Iowa in 2000 — Continued

- 032:008 (039:018) Asian Humanities: India
- 032:009 (039:019) Asian Humanities: China
- 032:191 (039:167) Religion in India
- 035:020 Contemporary Spanish American Narrative
- 038:020 Contemporary Brazilian Narrative
- 038:114 Culture and Civilization of the Portuguese-Speaking World
- 39J:125 (113:125) Japanese Society and Culture
- 041:185 Russian Culture
- 041:186 Russia Today
- 41S:001 Introduction to Russia, the Soviet Union, and its Successor States
- 044:010 (047:010) The Contemporary Global System
- 113:118 (129:115) Social Anthropology of the Caribbean
- 113:127 Ethnology of Oceania
- 113:131 Latin American Economy and Society
- Historical Perspectives**
- 01H:005 Western Art and Culture Before 1400
- 01H:006 Western Art and Culture After 1400
- 01H:016 (039:016) Asian Art and Culture
- 010:141 (36C:137) Rhetoric and Past Public Controversy
- 014:030 Greek Civilization
- 016:001 Western Civilization I
- 016:002 Western Civilization II
- 016:003 Western Civilization III
- 016:005 (039:055) Civilizations of Asia: China
- 016:006 (039:056) Civilizations of Asia: Japan
- 016:007 (039:057) Civilizations of Asia: South Asia
- 016:011 Issues in Human History: The Vietnam War in Historical Perspective
- 016:012 Issues in Human History: Communities and Society in History
- 016:013 Issues in Human History: The Political Left in Modern History
- 016:014 Issues in Human History: Europe's Expansion Overseas
- 016:015 Issues in Human History: Gender in Historical Perspective
- 016:017 Issues in Human History: Twentieth Century Crisis
- 016:020 Issues in Human History: Medieval Society
- 016:022 Issues in Human History: Nature and Society in Historical Perspective
- 016:023 Issues in Human History: European Politics and Society
- 016:030 Science and Medicine in World Perspective
- 019:091 Cultural and Historical Foundations of Communication
- 020:030 Roman Civilization
- 020:116 The Concept of the City: Rome
- 025:144 History of Music I
- 025:146 History of Music II
- 026:033 Philosophy and Human Nature
- 026:034 Philosophy and the Just Society
- 032:001 Judeo-Christian Tradition
- 032:004 (039:064) Living Religions of the East
- 032:025 Medieval Religion and Culture
- 032:026 Modern Religion and Culture
- 032:132 Medieval and Reformation Religious Thought
- 36M:035 History of Electronic Media
- 049:002 (049:112) Theatre and Society: Ancients and Moderns
- 049:003 (049:113) Theatre and Society: Romantics and Rebels
- 113:012 Introduction to Prehistory
- Humanities**
- 01H:001 Art and Culture
- 01H:002 Art of Africa, Oceania, and Pre-Columbian America
- 01H:004 Masterpieces: Art and Cultural Paradigms
- 01H:010 First-Year and Sophomore Tutorial: Introduction to the History of Art
- 01H:066 Introduction to American Art
- 07S:112 (024:102, 028:102, 097:115, 113:103) Introduction to Museology
- 008:013 (014:013) The Classical Views
- 008:040 (048:040) Major Texts in World Literature I
- 008:041 (048:041) Major Texts of World Literature II
- 008:115 (014:112) Classical Mythology
- 008:184 (049:114) Contemporary Theatre and Drama
- 08C:001 Creative Writing Studio Workshop
- 08G:002 Biblical and Classical Literature
- 08G:003 Medieval and Renaissance Literature
- 08G:004 Epic and Tragic Literature
- 08G:006 Narrative Literature
- 08G:007 Poetry
- 08G:008 Drama
- 08G:009 American Lives
- 08G:011 Literature and Sexualities
- 08G:012 Comic and Tragic Literature
- 08G:013 Literatures of Latinos/as in the USA
- 08G:014 (129:008, 141:014) Literatures of the African Peoples
- 08G:015 Women and Literature
- 010:131 (36C:131) Classical Rhetoric and Greek Culture
- 013:017 German Heroic and Erotic Literature: Middle Ages
- 013:118 The Third Reich and Literature
- 014:107 Ancient Views of Justice
- 014:108 (049:180) Greek Drama in Translation
- 014:118 (032:164) Greek Religion and Society
- 020:014 Love and Glory: The Literature of Rom
- 020:115 (032:118) Roman Religion and Society
- 025:013 Concepts and Contexts of Western Music
- 025:014 Great Musicians
- 025:059 Performance Instruction for Non-Majors
- 025:082 Group Piano I Non-Music
- 025:104 Music of Latin America and the Caribbean
- 026:061 Introduction to Philosophy
- 026:102 Introduction to Ethics
- 028:072 Leisure and the Liberal Arts
- 030:030 Introduction to Political Thought and Political Action
- 032:002 Religion and Society
- 032:003 Quest for Human Destiny
- 032:007 (039:020) Asian Humanities: Japan
- 032:008 (039:018) Asian Humanities: India
- 032:009 (039:019) Asian Humanities: China
- 032:010 Introduction to Religious Studies
- 032:015 New Testament Survey
- 032:016 Religion and Liberation
- 032:051 Religious Thinkers of the West
- 032:065 Power and Justice in the Good Life
- 032:111 (131:111) Religion and Women
- 033:050 Making Choices: Interdisciplinary Perspectives
- 033:121 The Good Society
- 033:142 Natural Sciences and Human Cultures
- 033:154 Human Nature and the Impact of Science
- 033:161 The Arts in Performance
- 035:020 Contemporary Spanish American Narrative
- 36F:002 (048:002) Survey of Film
- 36F:021 (048:021) European Film History
- 038:020 Contemporary Brazilian Narrative
- 039:050 (048:042) Major Texts in World Literature III
- 041:101 Russian Literature in Translation 1800-1860

## **Appendix 2: General Education Program at University of Iowa in 2000 — Continued**

041:102 Russian Literature in Translation 1860-1917  
045:001 American Values  
045:030 (129:061) Introduction to African American Culture  
049:001 Art of the Theatre  
049:020 Basic Acting  
049:021 Basic Acting II  
049:062 Basic Playwriting  
049:118 American Women Playwrights: 19th and 20th Century  
137:001 Beginning Tap  
137:002 Beginning Jazz  
137:003 Beginning Ballet  
137:004 Beginning Modern Dance  
137:011 Continuing Tap  
137:012 Continuing Jazz  
137:013 Continuing Ballet  
137:014 Continuing Modern Dance  
137:022 Low Intermediate Jazz  
137:023 Low Intermediate Ballet  
137:024 Low Intermediate Modern  
137:033 Intensive Training for the Male Dancer  
137:080 Dance and Society  
143:050 Honors Seminar in Humanities

### **Interpretation of Literature**

08G:001 The Interpretation of Literature

### **Social Sciences**

003:117 (103:172) Psychology of Language  
003:118 (103:176) Language Development  
06E:001 Principles of Microeconomics  
06E:002 Principles of Macroeconomics  
06E:007 Contemporary Economic Problems and Policy  
07F:099 Politics of Education  
019:090 Social Scientific Foundations of Communication  
028:070 Perspectives on Leisure and Play  
028:140 Health for Living  
030:001 Introduction to American Politics  
030:030 Introduction to Political Thought and Political Action  
030:040 Introduction to the Politics of the Industrial Democracies  
030:041 Introduction to the Politics of Russia and Eurasia  
030:042 Introduction to the Politics of Developing Areas  
030:050 Introduction to Political Behavior  
030:060 Introduction to International Relations  
030:061 Introduction to American Foreign Policy  
030:070 Introduction to Political Communication  
030:140 Government and Politics of Europe

030:146 (044:161, 141:146) African Development  
031:001 Elementary Psychology  
031:014 Introduction to Child Development  
031:016 Introduction to Cognitive Psychology  
031:013 Introduction to Clinical Psychology  
034:001 Introduction to Sociology: Principles  
034:002 Social Problems  
36C:060 Communication and Everyday Life  
36M:025 Media and Society  
044:001 Introduction to Human Geography  
044:010 (047:010) The Contemporary Global System  
044:011 Population Geography  
044:019 Contemporary Environmental Issues  
044:030 The Global Economy  
047:001 Global Interdependence and Human Survival  
103:011 Language and Society  
113:003 Introduction to the Study of Culture and Society  
113:010 Anthropology and Contemporary World Problems  
113:014 Language, Culture, and Communication  
113:119 Urban Anthropology  
129:060 Introduction to African American Society  
143:060 Honors Seminar in Social Sciences

### **Natural Science**

2:1 Introduction to Botany (Lab)  
2:2 Introductory Animal Biology (Lab)  
2:10 Principles of Biology I (Lab)  
2:11 Principles of Biology II (Lab)  
2:21 Human Biology (Lab)  
2:22 Ecology and Evolution  
2:40 Biology and the Brain  
2:81 Human Genetics  
4:5 Technology and Society  
4:5 Technology and Society (Lab)  
4:7 General Chemistry I  
4:8 General Chemistry II  
4:13 Principles of Chemistry I  
4:14 Principles of Chemistry II  
4:16 Principles of Chemistry Lab I (Lab)  
12:3 Earth History and Resources (Lab)  
12:4 Evolution and the History of Life (Lab)

12:6 Lectures in Evolution & History of Life  
12:8 Introduction to Environmental Geology  
29:5 Chemistry and Physics of the Environment  
29:8 Basic Physics  
29:8 Basic Physics (Lab)  
29:9 Directions in Modern Physics  
29:11 College Physics (Lab)  
29:12 College Physics (Lab)  
29:17 Introductory Physics I (Lab)  
29:18 Introductory Physics II (Lab)  
29:27 Physics I (Lab)  
29:28 Physics II (Lab)  
29:50 Modern Astronomy  
29:51 Modern Astronomy (Lab)  
29:52 Characteristics and Origins of the Solar System  
29:61 General Astronomy (Lab)  
29:62 General Astronomy (Lab)

### **Quantitative or Formal Reasoning**

7P:25 Elementary Statistics and Inference  
22C:16 Introduction to Programming with Pascal  
22M:9 Elementary Functions  
22M:10 Finite Mathematics  
22M:11 Introduction to Calculus with Applications  
22M:15 Mathematics for the Biological Science  
22M:16 Calculus for the Biological Science  
22M:17 Quantitative Methods I  
22M:25 Calculus I  
22M:35 Engineering Calculus I  
22M:45 Accelerated Calculus I  
22S:2 Statistics and Society  
22S:8 Quantitative Methods II  
22S:25 Elementary Statistics and Inference  
26:36 Principles of Reasoning  
36C:40 Theory and Practice of Argument  
103:13 Language and Formal Reasoning

### **Appendix 3: General Education Program at Iowa State University in 1961**

#### **Category 1**

English 101 Principles of Composition  
English 102 Principles of Composition  
English 103 Principles of Composition  
English 201 Introduction to Literature  
English 205 Propaganda Analysis.  
Reasoning and Writing.  
English 304 Advanced Composition  
English 414 Writing of Scientific  
Papers  
Speech 301 Principles of Radio and  
Television Broadcasting  
Speech 311 Speech-Making

#### **Category 2**

Mathematics 35 High School Geom-  
etry  
Mathematics 101 Algebra and  
Trigonometry I  
Mathematics 101A Algebra and  
Trigonometry IA  
Mathematics 101B Algebra and  
Trigonometry IB  
Statistics 201 Principles of Statistics

#### **Category 3**

Chemistry 70 Industrial Chemistry  
Chemistry 101, 101A General Chemis-  
try  
Chemistry 102, 102A General Chemis-  
try  
Chemistry 105 General Chemistry  
Chemistry 106 General Chemistry  
Physics 60 Heat, Light and Sound  
Physics 61 Mechanics  
Geology 100 Introduction to Geology

#### **Category 4**

Botany 101 General Botany  
Zoology 100 Technical Lecture  
Zoology 101 General Zoology  
Zoology 109 General Zoology  
Zoology 155 Elementary Human  
Physiology and Anatomy

#### **Category 5**

Economics 110 Technical Lecture  
Economics 121 Agricultural Econom-  
ics  
Economics 130 Elements of Farm  
Management  
Economics 241 Principles of Econom-  
ics  
Economics 242 Principles of Econom-  
ics

Economics 243 Principles of Econom-  
ics  
Sociology 134 Introduction to  
Sociology  
Psychology 104 General Psychology I  
Psychology 174 Problems of Human  
Conservation  
Government 215 American Govern-  
ment

#### **Category 6**

History 211 European and American  
History Since 1350  
History 212 European and American  
History Since 1350  
History 311 Introduction to Western  
Civilization  
History 321 History of the American  
Nation  
History 322 History of the American  
Nation  
History 323 History of the American  
Nation  
History 324 History of American  
Agriculture  
History 331 World Politics and  
International Organization  
History 332 World Politics and  
International Organization  
History 333 World Politics and  
International Organization  
English 254 American Literature to  
1850  
English 256 Modern Literature  
English 344 Readings in Biography  
English 354 World Literature  
English 356 Old Testament  
English 364 American Literature 1850-  
1900  
English 374 Survey of English  
Literature  
English 375 Survey of English  
Literature  
English 376 Survey of English  
Literature  
English 384 Modern Fiction  
English 388 Modern Poetry  
Philosophy 260 Introduction to  
Philosophy  
Philosophy 321 Philosophy of the Old  
Testament  
Philosophy 322 Philosophy of the  
New Testament  
Philosophy 370 Introductory Logic

#### **Appendix 4: General Education Program at Iowa State University in 2000**

##### **Arts and Humanities**

- [Af Am 201](#). Introduction to African American Studies  
[Af Am 311](#). Introduction to African History II  
[AFAS 241](#). The Development of Air Power  
[AFAS 242](#). The Development of Air Power  
[Am In 210](#). Introduction to American Indian Studies  
[Am In 310](#). Topics in American Indian Studies  
[Am In 328](#). American Indian Religions  
[Anthr 257](#). Introduction to Museums  
[Anthr 315](#). Archaeology of North America  
[Anthr 321](#). World Prehistory  
[Arch 182](#). An Introduction to Architecture  
[Arch 221](#). History of Western Architecture I  
[Arch 222](#). History of Western Architecture II.  
[Arch 420](#). History of American Architecture  
[Arch 421](#). Topics in Ancient Architecture  
[Arch 422](#). Topics in Medieval Architecture  
[Arch 423](#). Topics in Renaissance to Mid-Eighteenth Century Architecture  
[Arch 424](#). Topics in Nineteenth Century Architecture  
[Arch 425](#). Topics in Twentieth Century Architecture  
[Arch 426](#). History, Theory, and Criticism of Pre-Columbian Mexican Architecture  
[Arch 427](#). History, Theory, and Criticism of Chinese Architecture  
[Art 292](#). Dimensions of Art and Design  
[Art H 181](#). History of Design  
[Art H 280](#). History of Art I  
[Art H 281](#). History of Art II  
[Art H 380](#). North American Indian Art  
[Art H 382](#). Art and Architecture of Asia  
[Art H 383](#). Greek and Roman Art  
[Art H 385](#). Renaissance Art  
[Art H 386](#). Baroque and Rococo Art  
[Art H 394](#). Women in Art  
[ArtID 355](#). Interior Design History/Theory/Criticism I  
[ArtID 356](#). Interior Design History/Theory/Criticism II  
[Cl St 273](#). Greek and Roman Mythology  
[Cl St 275](#). The Ancient City  
[Cl St 310](#). Ancient Philosophy  
[Cl St 353](#). World Literature: Western Foundations through Renaissance  
[Cl St 367](#). Christianity in the Roman Empire  
[Cl St 372](#). Greek and Roman Drama  
[Cl St 373](#). The World of Heroes in Greece and Rome  
[Cl St 374](#). Women in Classical Antiquity  
[Cl St 376](#). The Archaeology of Greek and Roman Religion  
[Cl St 402](#). Ancient Greece  
[Cl St 404](#). Ancient Rome  
[Cl St 430](#). Western Political Thought: Plato to Machiavelli  
[Cl St 480](#). Seminar in Classical Studies  
[Cl St 490](#). Independent Study  
[Cl St 512A](#). Proseminar in Ancient European History  
[Cl St 594A](#). Seminar in Ancient European History  
[Dance 270](#). Dance Appreciation  
[Dance 360](#). History and Philosophy of Dance  
[Dsn S 129](#). Introduction to Creativity  
[Dsn S 181](#). History of Design  
[Econ 312](#). History of Economic Thought  
[Engl 201](#). Introduction to Literature  
[Engl 219](#). Introduction to Linguistics  
[Engl 230](#). Literature in British Culture  
[Engl 231](#). Literature in American Culture  
[Engl 237](#). Survey of Film History  
[Engl 260](#). Introduction to Literary Study  
[Engl 301](#). Cultural Studies  
[Engl 330](#). Science Fiction  
[Engl 335](#). Film  
[Engl 340](#). Survey of Women's Literature  
[Engl 344](#). U.S. Latino/a Literature  
[Engl 345](#). Women and Literature: Selected Topics  
[Engl 346](#). American Indian Literature  
[Engl 347](#). Survey of African American Literature  
[Engl 348](#). Contemporary African American Literature  
[Engl 349](#). Selected Topics in Multicultural Literatures of the United States  
[Engl 353](#). World Literature: Western Foundations through Renaissance  
[Engl 354](#). World Literature: Seventeenth through Twentieth-Century  
[Engl 356](#). Literary Study of the Bible  
[Engl 357](#). Folklore  
[Engl 358](#). Myth, Fairytale and Legend  
[Engl 360](#). American Literature: Beginnings to 1830  
[Engl 362](#). American Literature: 1830 to 1914  
[Engl 364](#). American Literature: 1914-present  
[Engl 366](#). Studies in Drama  
[Engl 370](#). Shakespeare  
[Engl 373](#). British Literature: The Middle Ages  
[Engl 374](#). British Literature: The Renaissance  
[Engl 375](#). British Literature: The Restoration and 18th Century  
[Engl 376](#). British Literature: Romantic and Victorian  
[Engl 378](#). British Literature: Modern and Contemporary  
[Engl 384](#). Twentieth-Century Fiction  
[Engl 389](#). Postcolonial Literatures  
[Engl 392](#). Practice and Theory of Teaching Writing in the Secondary Schools  
[Engl 393](#). The History of Children's Literature  
[Engl 394](#). Young Adult Literature  
[Engl 419](#). Grammatical Analysis  
[Engl 420](#). History of the English Language  
[Engl 422](#). Women, Men , and the English Language  
[Engl 423](#). Introduction to Old English Language and Literature  
[Env S 303](#). Great Environmental Writings  
[Env S 334](#). Environmental Ethics  
[Env S 472](#). American Environmental History  
[Hist 201](#). Introduction to Western Civilization I  
[Hist 202](#). Introduction to Western Civilization II  
[Hist 207](#). Chinese Civilization  
[Hist 208](#). Japanese Civilization  
[Hist 221](#). Survey of United States

#### **Appendix 4: General Education Program at Iowa State University in 2000 — Continued**

- History I  
Hist 222. Survey of United States
- History II  
Hist 240. Latina/o History  
Hist 280. Introduction to History of Science I (Same as M E 280.)  
Hist 281. Introduction to History of Science II (Same as M E 281.)  
Hist 284. Introduction to History of Technology and Engineering I (Same as M E 284.)  
Hist 285. Introduction to History of Technology and Engineering II (Same as M E 285.)  
Hist 305. Cultural Heritage of the Modern World  
Hist 307. American Popular Culture  
Hist 310. Introduction to African History I (Same as Af Am 310.)  
Hist 311. Introduction to African History II (Same as Af Am 311.)  
Hist 323. Science and Religion (Same as Relig 323.)  
Hist 325. History of England I  
Hist 326. History of England II  
Hist 336. History of Modern China I  
Hist 337. History of Modern China II  
Hist 338. Modern Japanese History  
Hist 340. History of Latin America I  
Hist 341. History of Latin America II  
Hist 345. U.S. Immigration History  
Hist 351. Social and Cultural History of American People I  
Hist 352. Social and Cultural History of American People II  
Hist 353. History of African Americans I (Same as Af Am 353)  
Hist 354. History of African Americans II (Same as Af Am 354.)  
Hist 365. History of American Agriculture I  
Hist 366. History of American Agriculture II  
Hist 370. History of Iowa  
Hist 374. Women in Classical Antiquity (Same as Cl St 374.)  
Hist 376. International Business History  
Hist 380. History of Women in Science, Technology, and Medicine (Same as W S 380.)  
Hist 381. International Economic History (Same as Econ 381.)  
Hist 382. United States Economic History (Same as Econ 382.)
- Hist 386. History of Women in America (Same as W S 386.)  
Hist 387. Technology, Science, and Society in Modern Europe (Same as M E 387.)  
Hist 388. History of Physics and Astronomy  
Hist 389. Modern Military History I  
Hist 390. Modern Military History II  
Hist 402. Ancient Greece (Same as Cl St 402.)  
Hist 403. Ancient Rome I (Same as Cl St 403.)  
Hist 404. Ancient Rome II (Same as Cl St 404.)  
Hist 405. History of Medieval Western Europe I  
Hist 406. History of Medieval Western Europe II  
Hist 408. Europe, 1500-1648  
Hist 410. 19th Century Europe  
Hist 414. European Cultural and Intellectual History  
Hist 417. European Society and the Industrial Revolution  
Hist 419. History of Modern France  
Hist 421. History of Russia I  
Hist 422. History of Russia II  
Hist 424. History of Modern Germany  
Hist 426. Nationalism and Communism in Eastern Europe  
Hist 430. Modern England I  
Hist 431. Modern England II  
Hist 441. History of Modern Mexico and Central America  
Hist 450. Colonial America  
Hist 451. American Revolution  
Hist 454. Prologue to the U.S. Civil War  
Hist 455. The U.S. Civil War and Reconstruction  
Hist 458. U.S. World War I to 1945  
Hist 459. U.S. 1945-1969  
Hist 460. The Great Plains  
Hist 461. The Rural South  
Hist 462. History of American Thought I  
Hist 463. History of American Thought II  
Hist 464. Nineteenth Century American Social History  
Hist 465. The American Frontier  
Hist 466. Imperial Expansion in North America  
Hist 469. Contemporary America
- Hist 470. The United States and the Cold War I  
Hist 471. The United States and the Cold War II  
Hist 472. American Environmental History (Same as Env S 472.)  
Hist 473. Civil Rights and Black Power  
Hist 475. International Financial History  
Hist 480. History of International Economic Integration  
Hist 482. History of the Life Sciences and Medicine  
Hist 483. History of Social and Behavioral Sciences  
Hist 484. Science, Technology, Medicine, and Public Policy  
Hist 488. History of American Technology (Same as M E 488.)  
Hist 489. History of American Science (Same as M E 489.)  
Hist 490. Independent Study  
Hist 495. Historiography and Research Writing  
Hist 510. Proseminar in East Asian History  
Hist 511. Proseminar in American History  
Hist 512. Proseminar in European History  
Hist 513. Proseminar in Latin American History  
Hist 530. Proseminar in Modern Russian/Soviet History  
Hist 550. Proseminar in European Agricultural History and Rural Studies  
Hist 552. Proseminar in American Agricultural History and Rural Studies  
Hist 556. Proseminar in Asian Agricultural History and Rural Studies  
Hist 570. Seminar in General History of Science I  
Hist 571. Seminar in General History of Science II  
Hist 572. Seminar in American Environmental History  
Hist 574. Seminar in General History of Technology I  
Hist 575. Seminar in General History of Technology II  
Hist 576. Colloquium in Historiography of Technology and Science  
Hist 580. Museum Internship  
Hist 583. Historical Methods  
Hist 585. Teaching Methods

**Appendix 4: General Education Program at Iowa State University in 2000 — Continued**

- Hist 585. Teaching Methods  
Hist 586. Proseminar in Women's History and Feminist Theory  
Hist 590. Special Topics  
Hist 592. Seminar in East Asian History  
Hist 593. Seminar in American History  
Hist 594. Seminar in European History  
Hist 595. Seminar in Latin American History  
Hist 597. Seminar in Comparative Economic History  
Hist 602. Seminar in Nineteenth Century Science  
Hist 603. Seminar in Nineteenth Century Technology  
Hist 604. Seminar in American Science  
Hist 605. Seminar in American Technology  
Hist 606. Seminar in Early Twentieth Century Science  
Hist 607. Seminar in Early Twentieth Century Technology  
Hist 608. Seminar on European Rural Life  
Hist 610. Seminar on American Rural Life  
Hist 699. Research  
HD FS 240. Literature for Children  
JL MC 461. History of American Journalism  
JL MC 464. Journalism and Literature  
JL MC 477. Ethnicity, Gender, Class and the Media  
LA 129. Introduction to Creativity  
LA 273. Landscape Architectural History: Prehistory to 1900  
LA 371. Landscape Architectural History: 1900 to Present  
LA 376. Environmental Art  
LAS 211. Introduction to U.S. Latino/a Studies  
LAS 325. Asian American Culture: History and Community  
NS 321. Evolution of Warfare  
NS 421. Evolution of Amphibious Warfare  
Phil 201. Introduction to Philosophy  
Phil 206. Introduction to Logic and Scientific Reasoning  
Phil 230. Moral Theory and Practice  
Phil 235. Ethical Issues in A Diverse Society  
Phil 298. Cooperative Education  
Phil 310. Ancient Philosophy (Same as CI St 310.)  
Phil 314. 17th Century Philosophy  
Phil 315. 18th Century Philosophy  
Phil 316. 19th Century Continental Philosophy  
Phil 317. 20th Century Continental Philosophy  
Phil 318. 20th Century Anglo-American Philosophy  
Phil 320. Existentialism and Its Critics  
Phil 330. Ethical Theory  
Phil 331. Moral Problems in Medicine  
Phil 332. Philosophy of Law (Same as CJ St 332.)  
Phil 333. Family Ethics  
Phil 334. Environmental Ethics (Same as Env S 334.)  
Phil 335. Social and Political Philosophy  
Phil 336. Bioethics and Biotechnology  
Phil 338. Feminism Philosophy  
Phil 340. Aesthetics  
Phil 343. Philosophy of Technology (Same as T SC 343.)  
Phil 350. Philosophy of Religion (Same as Relig 350.)  
Phil 380. Philosophy of Science  
Phil 381. Philosophy of the Social and Behavioral Sciences  
Phil 398. Cooperative Education  
Phil 430. Value Theory  
Phil 450. Free Will, Fate, and Moral Responsibility  
Phil 460. Epistemology and Metaphysics  
Phil 465. Brains, Minds, and Computers  
Phil 480. Controversies in Science  
Phil 490. Independent Study  
Phil 498. Cooperative Education  
Phil 535. Contemporary Political Philosophy (Same as Pol S 535.)  
Phil 590. Special Topics in Philosophy  
Relig 105. Introduction to World Religions  
Relig 210. Religion in America  
Relig 220. Introduction to the Bible  
Relig 233. Introduction to Judaism  
Relig 242. History of Christianity  
Relig 260. Religious Ethics  
Relig 280. Introduction to Catholicism  
Relig 321. Old Testament  
Relig 322. New Testament  
Relig 323. Science and Religion  
Relig 328. American Indian Religions  
Relig 334. African American Religious Experience  
Relig 336. Women and Religion  
Relig 338. Latino/a Religious Experience  
Relig 350. Philosophy of Religion  
Relig 352. Religious Traditions of India  
Relig 353. Buddhism  
Relig 354. Islamic Civilization  
Relig 356. African Religions  
Relig 367. Christianity in the Roman Empire  
Relig 370. Religion and Politics  
Relig 376. The Archaeology of Greek and Roman Religions  
Relig 385. Theory and Method in Religious Studies  
Relig 475. Seminar: Issues in the Study of Religion  
Relig 490. Independent Study  
Relig 491. Senior Thesis  
Relig 494. Special Studies in Religious Research Languages  
Relig 590. Special Topics in Religious Studies  
Sp Cm 305. Semantics  
Sp Cm 412. Rhetorical Criticism  
Sp Cm 416. American Public Address  
TC 257. Introduction to Museums  
TC 342. Aesthetics of Everyday Experience  
TC 354. History of European and North American Costume  
TC 355. History of Asian Costume  
Thtre 106. Introduction to the Performing Arts  
Thtre 110. Theatre and Society  
Thtre 252. African American Theatre Production  
Thtre 465. History of Theatre I  
Thtre 466. History of Theatre II  
U St 385. The Holocaust  
WS 201. Introduction to Women's Studies  
WS 301. International Perspectives on Women and Gender  
WS 350. African American Women  
WS 370G. German Studies in English  
**Verbal Communication**  
CmDis 170. Speech Improvement for

#### **Appendix 4: General Education Program at Iowa State University in 2000 — Continued**

Nonnative Speakers

CmDis 286. Basic Sign Language

ComSt 102. Introduction to Interpersonal Communication

ComSt 214. Professional Communication

ComSt 218. Conflict Management

Com S 103. Computer Applications

Com S 104. Introduction to Computers

Engl 205. Popular Culture Analysis

Engl 207. Introduction to Creative Writing

Engl 220. Descriptive English Grammar

Engl 302. Business Communication

Engl 303. Free Lance Writing for Popular Magazines

Engl 304. Creative Writing-Fiction

Engl 305. Creative Writing-Nonfiction

Engl 306. Creative Writing-Poetry

Engl 307. Writing Young Adult Fiction

Engl 309. Report and Proposal Writing

Engl 310. Rhetorical Analysis

Engl 313. Writing for the World Wide Web

Engl 314. Technical Communication

Engl 315. Creative Writing-Screenplay

Engl 316. Creative Writing-Playwriting

Engl 395. Study Abroad

B. Creative Writing

D. Rhetoric and Professional Communication.

Engl 418. Argumentative Writing

HD FS 370. Communication in Human and Family Development

JL MC 201. Reporting and Writing for the Mass Media

JL MC 205. Publicity Methods

Sp Cm 110. Listening

Sp Cm 212. Fundamentals of Public Speaking

Thre 316. Creative Writing—Playwriting

Thre 358. Oral Interpretation

#### **Mathematical Disciplines**

Com S 107. Applied Computer Programming

Com S 207. Programming I

Com S 227. Introduction to

Object-oriented Programming

Math 104. Introduction to Probability and Matrices

Math 105. Introduction to Mathematical Ideas

Math 150. Discrete Mathematics for Business and Social Sciences

Math 151. Calculus for Business and Social Sciences

Math 160. Survey of Calculus

Math 165. Calculus I

Math 181. Calculus and Differential Equations for the Life Sciences

Phil 207. Introduction to Symbolic Logic

Stat 101. Principles of Statistics

Stat 104. Introduction to Statistics

#### **Natural Sciences**

A Ecl 120. Introduction to Renewable Resources

A Ecl 130. Wildlife and Agriculture

Anthr 202. Introduction to Biological Anthropology and Archaeology

Anthr 307. Biological Anthropology

Anthr 319. Skeletal Biology

Anthr 424. Forensic Anthropology

Astro 120. The Sky and the Solar System

Astro 125L. The Sky and the Solar System Laboratory

Astro 150. Stars, Galaxies, and Cosmology

Astro 250. Astronomy Bizzare

BBMB 221. Structure and Reactions in Biochemical Processes

Biol 109. Introductory Biology

Biol 123. Environmental Biology

Biol 201. Principles of Biology I

Biol 201L. Principles of Biology Laboratory

Biol 202. Principles of Biology II

Biol 202L. Principles of Biology Laboratory

Biol 394. International Field Trips in Biology

Bot 102. Biology of Plants

Bot 202. Field Botany

Bot 304. Plants and People

Bot 340. Biodiversity

Bot 356. Dendrology

Bot 364. Biology of Aquatic Plants and Algae

Chem 160. Chemistry in Modern Society

Chem 163. General Chemistry

Chem 163L. Laboratory in General Chemistry

Chem 164. General Chemistry

Chem 164L. Laboratory in General Chemistry

Chem 165. Foundations of Chemistry for Engineers

Chem 167. General Chemistry for Engineering Students

Chem 167L. Laboratory in General Chemistry for Engineering

Chem 177. General Chemistry

Chem 177L. Laboratory in General Chemistry

Chem 178. General Chemistry

Chem 178L. Laboratory in General Chemistry

Chem 210. Quantitative Analysis

Chem 211. Quantitative and Environmental Analysis

Chem 211L. Quantitative and Environmental Analysis Laboratory

Chem 231. Elementary Organic Chemistry

Chem 231L. Laboratory in Elementary Organic Chemistry

Ent 201. Introduction to Insects

Ent 211. Insects and Society

Ent 370. Insect Biology

Ent 374. Insects and Our Health

Env S 101. Environmental Geology: Earth in Crisis

Env S 120. Introduction to Renewable Resources

Env S 123. Environmental Biology

Env S 324. Energy and the Environment

Env S 340. Biodiversity

FS HN 167. Introduction to Human Nutrition

Gen 260. Human Heredity and Society

Gen 308. Biotechnology in Agriculture, Food, and Human Health

Gen 320. Genetics, Agriculture and Biotechnology

Geol 100. The Earth

Geol 100L. The Earth: Laboratory

Geol 101. Environmental Geology: Earth in Crisis

Geol 102. History of the Earth

Geol 102L. History of the Earth: Laboratory

Geol 201. Geology for Engineers and Environmental Scientists

Geol 306. Geology Field Trip

Geol 451. Applied and Environmental Geophysics

#### **Appendix 4: General Education Program at Iowa State University in 2000 — Continued**

- Geol 475. Surficial Processes  
Ia LL 301I. Iowa Natural History  
Ia LL 302I. Plant-Animal Interactions  
Ia LL 304I. Physical Geology  
Ia LL 312I. Ecology  
Ia LL 326I. Ornithology  
Ia LL 367I. Plant Taxonomy  
Ia LL 371I. Introduction to Insect Ecology  
Mteor 206. Introduction to Meteorology  
Micro 201. General Microbiology  
Micro 201L. Introductory Microbiology Laboratory  
Micro 302. Biology of Microorganisms  
Phys 101. Physics for the Nonscientist  
Phys 106. The Physics of Common Experience  
Phys 111. General Physics  
Phys 112. General Physics  
Phys 198. Physics of Music  
Phys 199. Introductory Seminar  
Phys 221. Introduction to Classical Physics I  
Phys 222. Introduction to Classical Physics II  
PI HP 206. Plant Health Biology  
Psych 310. Brain and Behavior  
Zool 155. Basic Human Physiology and Anatomy  
Zool 156. Laboratory in Human Physiology and Anatomy  
Zool 255. Intermediate Physiology  
Zool 258. Human Reproduction
- Social Sciences**  
Af Am 350. African American Women  
Anthr 230. Third World Cultures in Global Perspective  
Anthr 257. Introduction to Museums  
Anthr 306. Comparative Studies of World Cultures  
Anthr 308. Archaeology  
Anthr 309. Linguistic Anthropology  
Anthr 313. The Family and Kinship in Cross-Cultural Perspective  
Anthr 315. Archaeology of North America  
Anthr 321. World Prehistory  
Anthr 322. The American Indian  
Anthr 323. Peoples and Cultures of Latin America  
Anthr 325. Peoples and Cultures of Africa  
Anthr 326. Peoples and Cultures of East and Southeast Asia  
Anthr 333. African American Ethnology  
Anthr 335. Peoples and Cultures of the Middle East  
Anthr 337. Andean Archaeology  
Anthr 340. Magic, Witchcraft, and Religion  
Anthr 411. Culture Change and Applied Anthropology  
Anthr 412. Psychological Anthropology  
Anthr 414. Southwestern Archaeology  
Anthr 416. Environmental Archaeology  
Anthr 417. Art, Objects and Culture  
Anthr 420. Cultural Continuity and Change in the Prairie-Plains  
Anthr 424. Forensic Anthropology  
Anthr 427I. Archaeology  
Anthr 429. Archaeological Field School  
Anthr 432. American Indians Today  
Anthr 439. Medical Anthropology  
Anthr 441. Evolution of Human Disease  
Anthr 444. Sex and Gender in Cross-cultural Perspective  
Anthr 450. Survey of Historical and Theoretical Approaches in Anthropology  
Anthr 490. Independent Study  
Anthr 500. Language and Culture  
Anthr 503. Biological Anthropology  
Anthr 509. Agroecosystems Analysis  
Anthr 510. Theoretical Dimensions of Cultural Anthropology  
Anthr 511. Culture Change and Applied Anthropology  
Anthr 512. Psychological Anthropology  
Anthr 513. The Family and Kinship in Cross-Cultural Perspective  
Anthr 514. Southwestern Archaeology  
Anthr 515. Archaeology of North America  
Anthr 516. Environmental Archaeology  
Anthr 517. Art, Objects and Culture  
Anthr 519. Skeletal Biology  
Anthr 520. Cultural Continuity and Change in the Prairie-Plains  
Anthr 521. World Prehistory  
Anthr 522. The American Indian  
Anthr 523. Peoples and Cultures of Latin America  
Anthr 524. Forensic Anthropology  
Anthr 525. Peoples and Cultures of Africa  
Anthr 526. Peoples and Cultures of East and Southeast Asia  
Anthr 528. Archaeological Laboratory Methods and Techniques  
Anthr 529. Archaeological Field School  
Anthr 530. Ethnographic Field Methods  
Anthr 531. Ethnographic Field School  
Anthr 532. American Indians Today  
Anthr 533. African American Ethnography  
Anthr 535. Peoples and Cultures of the Middle East  
Anthr 537. Andean Archaeology  
Anthr 539. Medical Anthropology  
Anthr 540. Magic, Witchcraft, and Religion  
Anthr 541. Evolution of Human Disease  
Anthr 544. Sex and Gender in Cross-cultural Perspective  
Anthr 555. Seminar in Archaeology  
Anthr 590. Special Topics  
Anthr 610. Society and Technology in Sustainable Food Systems  
Anthr 699. Research  
Cl St 394. The Archaeology of Greece: An Introduction  
Cl St 395. Study Abroad: The Archaeology of Greece  
ComSt 101. Introduction to Communication Studies  
ComSt 301. Human Communication Theory  
ComSt 310. Intercultural Communication  
ComSt 311. Interpersonal Communication: Theory and Research  
ComSt 314. Organizational Communication  
ComSt 317. Small Group Communication  
ComSt 325. Nonverbal Communication  
C R P 253. Survey of Community and Regional Planning  
C R P 270. Forces Shaping Our Metropolitan Environment

**Appendix 4: General Education Program at Iowa State University in 2000 — Continued**

- CR P 365. Technology and the City  
CR P 427. Social Policy Planning  
CI 333. Educational Psychology  
Econ 101. Principles of Microeconomics  
Econ 102. Principles of Macroeconomics  
Econ 301. Intermediate Microeconomics  
Econ 320. Labor Economics  
Econ 321. Economics of Discrimination  
Econ 344. Public Finance  
Econ 376. Urban, Rural, and Regional Economics  
Econ 380. Environmental and Resource Economics  
Econ 470. Public Choice  
Env S 345. Population Problems and Society  
Env S 380. Environmental and Resource Economics  
Env S 382. Environmental Sociology  
HD FS 102. Individual and Family Life Development  
HD FS 239. Housing and Consumer Issues  
HD FS 269. Research in Human Development and Family Studies  
HD FS 270. Family Diversity Across Cultures  
HD FS 276. Human Sexuality  
HD FS 349. Parenting and Family Diversity Issues  
HD FS 367. Abuse in Families  
HD FS 377. Aging and the Family  
HD FS 378. Family and Management Patterns  
HD FS 395. Children, Families, and Public Policy  
HD FS 448. Economics of Aging  
IntSt 235. Introduction to International Studies.  
IntSt 430. Seminar in International Studies  
JJ MC 101. Mass Media and Society  
JJ MC 401. Mass Communication Theory  
JJ MC 474. Communication Technology and Social Change  
JJ MC 476. World Communication Systems  
LAS 250. Cultures in Transition: Central Europe  
Pol S 101. Orientation to Political Science  
Pol S 215. American Government: Institutions and Policies  
Pol S 230. Introduction to Law and Politics  
Pol S 241. Introduction to Comparative Government and Politics  
Pol S 251. Introduction to International Politics  
Pol S 298. Cooperative Education  
Pol S 305. Political Behavior  
Pol S 306. Political Decision-Making and Conflict Resolution  
Pol S 310. State and Local Government  
Pol S 311. Municipal Government and Politics  
Pol S 312. Minicourse in American Government and Politics  
Pol S 313. Minicourse in Theory and Methods  
Pol S 314. Minicourse in Comparative Politics  
Pol S 315. Minicourse in International Relations  
Pol S 320. American Judicial Process (Same as C J St 320.)  
Pol S 340. Politics of Developing Areas  
Pol S 341. Politics of Japan  
Pol S 342. Politics of China  
Pol S 343. Latin American Government and Politics  
Pol S 344. Public Policy  
Pol S 346. European Politics  
Pol S 348. Israeli Government and Politics  
Pol S 349. Soviet and Post-Soviet Politics and Government  
Pol S 350. Introduction to the Middle East  
Pol S 355. Soviet and Post-Soviet Foreign Policy  
Pol S 356. Theories of International Politics  
Pol S 357. International Security Policy  
Pol S 358. United States Foreign Policy  
Pol S 359. Current Issues in American Foreign Policy  
Pol S 360. Congress and the State Legislatures  
Pol S 361. The President and the State Governors  
Pol S 370. Religion and Politics  
Pol S 371. Introduction to Public Administration  
Pol S 381. Introduction to Political Economy  
Pol S 385. Women in Politics  
Pol S 398. Cooperative Education  
Pol S 406. Public Opinion and Voting Behavior  
Pol S 410. Iowa Government and Politics  
Pol S 420. Constitutional Law  
Pol S 421. Constitutional Freedoms  
Pol S 422. International Law  
Pol S 430. Western Political Thought: Plato to Machiavelli  
Pol S 433. American Political Thought  
Pol S 440. Comparative Politics of the Middle East  
Pol S 451. International Politics of Asia  
Pol S 452. Comparative Foreign Policy  
Pol S 453. International Organizations  
Pol S 464. Political Parties and Interest Groups  
Pol S 470. Public Choice  
Pol S 476. Administrative Law  
Pol S 477. Government, Business, and Society  
Pol S 478. Politics of the Bureaucracy  
Pol S 486. Science, Technology and Public Policy  
Pol S 490. Independent Study  
Pol S 495. Capstone Project in Political Science  
Pol S 498. Cooperative Education  
Pol S 499. Internship in Political Science  
Pol S 502. Political Analysis  
Pol S 503. Political Research  
Pol S 504. Proseminar in International Politics  
Pol S 506. Proseminar in American Politics  
Pol S 510. State Government and Politics  
Pol S 513. Intergovernmental Relations  
Pol S 531. Modern Political Thought  
Pol S 535. Contemporary Political Philosophy  
Pol S 544. Comparative Public Policy  
Pol S 547. Political Leadership and Elites

#### **Appendix 4: General Education Program at Iowa State University in 2000 — Continued**

<u>Pol S 549.</u> Comparative Political Behavior	Methods
<u>Pol S 552.</u> Comparative Foreign Policy	<u>Soc 219.</u> Sociology of Pre-Marital and Marital Relationships
<u>Pol S 559.</u> International Relations Theory	<u>Soc 235.</u> Social Problems
<u>Pol S 560.</u> Legislative Behavior	<u>Soc 241.</u> Youth and Crime
<u>Pol S 561.</u> The Chief Executive	<u>Soc 264.</u> Small Group Dynamics
<u>Pol S 571.</u> Organizational Theory in the Public Sector	<u>Soc 305.</u> Social Psychology: A Sociological Perspective
<u>Pol S 572.</u> Public Budgeting and Financial Management	<u>Soc 310.</u> Community
<u>Pol S 573.</u> Public Personnel Administration	<u>Soc 325.</u> Agriculture in Transition
<u>Pol S 574.</u> Policy and Program Evaluation	<u>Soc 327.</u> Sex and Gender in Society
<u>Pol S 575.</u> Management in the Public Sector	<u>Soc 328.</u> Sociology of Masculinities and Manhood
<u>Pol S 576.</u> Administrative Law	<u>Soc 330.</u> Ethnic and Race Relations
<u>Pol S 577.</u> Government, Business, and Society	<u>Soc 331.</u> Social Class and Inequality
<u>Pol S 578.</u> Politics of the Bureaucracy	<u>Soc 332.</u> The Latino/Latina Experience in U.S. Society
<u>Pol S 580.</u> Ethics and Public Policy	<u>Soc 340.</u> Deviant and Criminal Behavior
<u>Pol S 581.</u> International Political Economy	<u>Soc 341.</u> Criminology
<u>Pol S 582.</u> Environmental Politics and Policies	<u>Soc 345.</u> Population Problems and Society
<u>Pol S 586.</u> Science, Technology and Public Policy	<u>Soc 371.</u> High Risk Children and Adolescents
<u>Pol S 590.</u> Special Topics	<u>Soc 377.</u> Social Dimensions of Religion
<u>Pol S 598.</u> Public Administration Internship	<u>Soc 380.</u> Sociology of Work
<u>Pol S 599.</u> Creative Component	<u>Soc 381.</u> Social Psychology of Small Group Behavior
<u>Pol S 610.</u> Graduate Seminars	<u>Soc 382.</u> Environmental Sociology
<u>Pol S 699.</u> Research	<u>Soc 411.</u> Social Change in Developing Countries
<u>Psych 101.</u> Introduction to Psychology	<u>Soc 415.</u> Sociology of Technology
<u>Psych 230.</u> Developmental Psychology	<u>Soc 420.</u> Complex Organizations
<u>Psych 280.</u> Social Psychology	<u>Soc 431.</u> Chicanos/Chicanas in Contemporary Society
<u>Psych 312.</u> Sensation and Perception	<u>Soc 435.</u> Urban Society
<u>Psych 313.</u> Learning and Memory	<u>Sp Cm 321.</u> Communication with the Elderly
<u>Psych 314.</u> Motivation	<u>T SC 341.</u> Technology: International, Social, and Human Issues
<u>Psych 315.</u> Drugs and Behavior	<u>T C 165.</u> Appearance in Society
<u>Psych 316.</u> Cognitive Processes	<u>T C 362.</u> Cultural Perspectives in Clothing and Textiles
<u>Psych 360.</u> Psychology of Normal Personality	<u>T C 467.</u> Consumer Behavior and Apparel
<u>Psych 381.</u> Social Psychology of Small Group Behavior	<u>W S 203.</u> Lesbian Cultures and Communities
<u>Relig 377.</u> Social Dimensions of Religion	
<u>Soc 130.</u> Rural Institutions and Organizations	<b>English Proficiency</b>
<u>Soc 134.</u> Introduction to Sociology	<u>Engl 104.</u> First-Year Composition
<u>Soc 202.</u> Introduction to Research	<u>Engl 105.</u> First-Year Composition II

**Appendix 5:  
General Education Program at  
University of Northern Iowa in 1960**

**Communication**

62:21 English I  
62:22 English II  
50:26 Fundamentals of Speech

**Mathematics**

80:20 Mathematics for General Education

**Science**

82:20 The Physical Sciences I  
82:22 The Biological Sciences I

**Social Sciences**

90:23 Man in Society I  
90:24 Man in Society II  
90:25 World Resources

**Humanities**

68:21 Ancient Times through the Reformation  
68:22 From the Seventeenth Century to the Present  
60:20 Man and Materials  
52:20 Exploring Music  
65:121 Introduction to Philosophy or  
64:120 The Heritage of the Bible

**Appendix 6: General Education Program at University of Northern Iowa in 2000**

**Category 1: Civilizations and Cultures**

**A. Humanities**

680:021 Humanities I  
680:022 Humanities II

**B. Non-Western Cultures**

680:121 Russia/Soviet Union  
680:122 Japan  
680:123 Latin America  
680:124 China  
680:125 India  
680:127 Middle East  
680:128 Africa  
680:132/990:132 Native North America  
680:137/990:137 Native Central and South America

**Category 2: Fine Arts, Literature, Philosophy and Religion**

**A. Fine Arts**

420:034 Survey of Dance History  
490:002 Theatrical Arts and Society  
520:020 Our Musical Heritage  
520:030 Music of Our Time  
600:002 Visual Inventions  
600:004 Visual Perceptions

**B. Literature, Philosophy, or Religion**

620:031 Introduction to Literature  
640:024 Religions of the World  
650:021 Philosophy: Basic Questions  
720:031 Introduction to Francophone Literature in Translation  
740:031 Introduction to German Literature in Translation  
770:031 Introduction to Russian Literature in Translation  
790:031 Introduction to Portuguese and Hispanic Literatures in Translation

**Category 3: Natural Science and Technology**

**A. Life Sciences**

820:032\*B Activity-Based Life Science  
840:012B Life: The Natural World  
840:013\* Life: The Natural World-Lab  
840:014B Life: Continuity and Change  
840:015\* Life: Continuity and Change-Lab  
990:010B Human Origins

**B. Physical Sciences**

820:031\*P Activity-Based Physical Science  
860:010\*\*P Principles of Chemistry  
870:010\*\*P Astronomy  
870:021P Elements of Weather  
870:031\*P Physical Geology  
880:011\*P Conceptual Physics  
880:012P Physics in Everyday Life  
970:026\*\*P Physical Geography

**C. Capstone**

820:140 Environment, technology, and Society

**Category 4: Social Science**

**A. Group A Sociocultural and Historical Perspectives**

900:023 American Civilization  
970:010 Human Geography  
970:040 World Geography  
980:058 Principles of Sociology  
990:011 Culture, Nature, and Society

**B. Group B Individual and Institutional Perspectives**

310:053 Human Identity and Relationships  
400:008 Introduction to Psychology  
920:024\* Introduction to Economics  
940:015 American Government on a Comparative Perspective  
940:026 World Politics

**C. Group C Topical Perspectives**

450:041/900:041 Social Welfare: A World View  
450:045/900:045/980:045 American Racial and Ethnic Minorities  
900:020 Women, Men, and Society  
900:080 Conflict and Social Reconstruction  
900:085 The Nature of Social Issues  
900:090 Children and Youth: Issues and Controversies  
940:020 Contemporary Political Problems  
980:060 Social Problems

**Category 5: Communication Essentials**

**A. Writing and Reading**

620:005 College Reading and Writing  
620:015 Expository Writing  
620:034 Critical Writing About Literature

**B. Speaking and Listening**

48C:001 Oral Communication

**C. Quantitative Techniques and Understanding**

800:023 Mathematics in Decision Making  
800:072 Introduction to Statistical Methods  
800:092 Introduction to Mathematical Modeling

**Category 6: Personal Wellness**

400:010 Personal Wellness

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