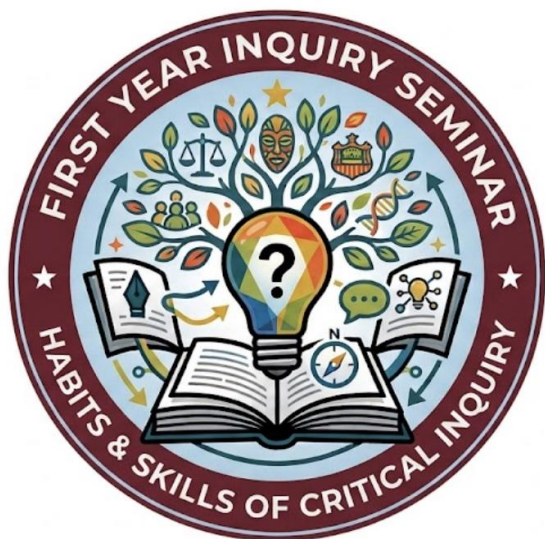
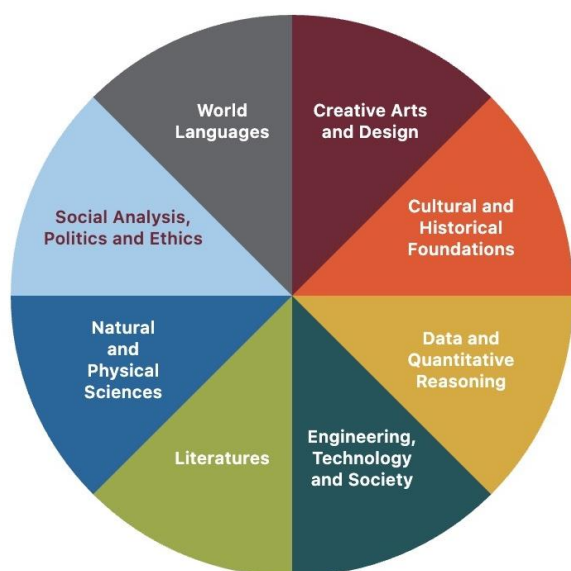


All three elements of Union's General Education requirements emphasize connections between disciplines.



Your **First Year Inquiry (FYI)** seminar sharpens your critical thinking and writing skills, as you dive into difficult problems that are open-ended and thought-provoking, require diverse perspectives, and cannot be easily resolved.

As you pursue your major and minor and explore other interests, you develop your communication skills through **six Writing Across the Curriculum (WAC)** courses. One must be a **WAC-R**, which integrates research into a writing-intensive course. One must be a **WS** – usually a 400-level seminar or a senior thesis.



Through the **Complex Questions (CQ)** curriculum, you expand your interdisciplinary thinking skills, taking at least **seven Perspectives** courses that engage with our two Areas of Inquiry: Global Challenges, and Justice, Equity, Identity, and Difference. Turn the page to read more about CQ.

CQ: The Areas of Inquiry

G	Global Challenges courses focus on global societal issues. Students address the historical origins of these issues, question their assumptions, and confront the complexities of an uncertain world.
J	Justice, Equity, Identity, and Difference courses focus on social, political, and economic relations between identity groups. Students examine how their personal experiences shape their perceptions of society and their place in it, and explore how larger social systems intersect and influence identities.

CQ: The Perspectives

	Creative Works/Arts and Design (CAD) courses ask students to engage critically with creative production under the rubric of global or social concerns. Such courses enable students to develop and cultivate a sensory and/or experiential literacy that will refine their ability to be active, critical thinkers and creators.
	In Cultural and Historical Foundations (CHF) courses students learn to recognize change and continuity in patterns of beliefs, practices, and policies that inform the organization of communities, societies, and nations, as well as the cultural identities of individuals. Such courses may compare or contrast human experiences across global or within national boundaries.
	Data and Quantitative Reasoning (DQR) courses introduce students to mathematical, statistical, or computational methods for reasoning with data or quantitative analysis. Students identify and construct questions, apply appropriate methods to investigate them, and develop skills to engage with societal problems or global challenges using quantitative/data-driven means.
	In Engineering, Technology and Society (ETS) courses students engage with engineering design or software development practices and ways of thinking to understand how technology is and has been used to address complex problems. These courses ask students to consider how technological innovation can both deliberately and accidentally disrupt economies, cultures, politics and relationships, while engaging with difficult moral and ethical questions.
	In Literatures (LIT) courses students study literary texts, which may include fiction, non-fiction, poetry, drama, and film. The texts and discussions may focus on global concerns or relations between the individual and the communal. Coursework develops students' textual (or visual) literacies while developing a familiarity with the relevant imaginative, historical, philosophical, and related aesthetic forms and contexts of literary works.
	Natural and Physical Sciences (NPS) courses immerse students in hands-on, inquiry-based learning of scientific principles and processes through laboratory or field exercises. Grounded in the knowledge and understanding of the world around us, students explore how science can shape society and how human influence or activity may disrupt natural processes.
	In Social Analysis, Politics and Ethics (SPE) courses students acquire the methods or learn the theories of social, political, and/or ethical and moral inquiry. Students learn to engage with and help develop new ways of thinking about ethical dilemmas, environmental and social problems, while considering the ramifications of alternative solutions.
	In World Languages (WOL) courses students explore how a non-English world language as a system of communication reveals aspects of human experience unknown to monolingualists. Students develop cultural and historical competency and participate meaningfully in multilingual communities at home and around the world, preparing them to confront both social and global questions. Term-length language immersion courses taken abroad may count for this requirement.