

# General Education Requirements

Rooted in its institutional mission and its commitment to faith, welfare of the human being, human and spiritual values, and respect of cultural and religious pluralism, the General Education program at USEK reflect the values of its founder, the Lebanese Maronite Order, and the teaching of the Catholic Church on universities.

General Education program aims to provide students enrolled as undergraduates with value learning, intellectual inquiry and to cultivate particular skills to become thoughtful and engaged and active citizens of the country, the region and the world while bringing them to a critical and appreciative understanding of religious tradition, ethical theories and moral development.

To this end, at least 30 credits of the undergraduate studies curriculum are devoted to General Education that includes basic general knowledge, common and proper to USEK, while taking into consideration that students who are enrolled in professional fields such as sciences and engineering should be exposed to the humanities and social sciences and students enrolled in humanities fields should be aware of natural sciences and quantitative reasoning:

- **English & French Communication (3 to 6 credits)**
- **Religious Sciences (3 credits)**
- **Quantitative Reasoning (3 to 9 credits):** Mathematics / Statistics / Information Technology & Career Readiness
- **Civic Engagement (2 credits)**
- **Sports (1 credit)**
- **Arts & Humanities (3 to 6 credits):** Ethics and Justice / Arts / Philosophical Inquiry / Language & Literature
- **Social Sciences (3 to 9 credits):** Behavioral Studies / History / Entrepreneurship & Innovation.
- **Sciences & Health (3 to 9 credits):** Biology / Chemistry / Physics / Agriculture / Nutrition / Environment / First aid and Emergency care.

Moreover, through these 30 credits of General Education, the university seeks to make its students good citizens of the future, actively engaged in the development of societies, empowered with a sound culture, possessing know-how as well as humanism, and contributing to the establishment of a better world.

#### **Institutional Learning Outcomes:**

Through USEK General Education, students will be able to:

- Engage in fundamental questions of faith and justice.
- Identify, reflect upon, integrate, and apply different arguments to form independent judgments.
- Collect, interpret, evaluate, and use evidence to make arguments and evidence-based decisions.
- Apply knowledge and tools from various disciplines in order to identify and address intellectual, ethical, and practical problems of relevance to the contemporary world.
- Communicate ideas and arguments through clear writing and speech in English.
- Identify information needs, locate and access information, and critically evaluate sources.
- Collaborate intellectually and creatively with diverse people.
- Engage in the creative process and think critically about, its products, and its cultural traditions to support society.

**English & French Communication | 3 to 6 credits**

ENG240 <sup>i</sup>	English Communication
FRN240 <sup>ii</sup>	French Communication

**Religious Sciences | 3 credits**

SRO210	Christianity in a Course
SRO211	Introduction to the Bible
SRO213	Religious Pluralism and Dialogue
SRO214	Christian Presence in the Middle East
SRO215	Social Teachings of the Church
SRO216	Religion and Politics
SRO218	The Church and Mass Media

**Quantitative reasoning | (3 to 9 credits)**

refer to program curriculum sheet for specific major requirements

<b>Mathematics   3 credits</b>	
MAT216   MAH216	General Mathematics (or any equivalent course)
<b>Statistics   3 credits</b>	
STA220   STS220	Probability and Applied Statistics
<b>Information Technology &amp; Career Readiness   3 credits</b>	
CSC204	Information Technology & Networking (or any equivalent course)
SOC225	Work Ready Now

**Civic engagement | 2 credits**

<b>Civic engagement   2 credits</b>	
SOC217	Citizen and Civic Engagement

**Sports | 1 credit**

SPT	Sports Education
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**Arts & Humanities | (3 to 6 credits)**

refer to program curriculum sheet for specific major requirements

<b>Ethics and Justice   3 credits</b>	
SRO217	Bioethics
DRT214	Human Rights
HUM345	Pedagogical Movements
<b>Arts   3 credits</b>	
AVC203	Music and Film Thematic
AVC204	Introduction to Contemporary Cinema
AVS202	Initiation to Theatre Practices
ARS216	Introduction to Artistic Expression
DAA241	General History of Art
PHO224	Introduction to Photography
THT280	Introduction to Acting
MUS200	Musical Initiation
MUS202	Musical Listening and Appreciation
MUS222	A General History of Music
<b>Philosophical inquiry   3 credits</b>	
PHI201	Introduction to Philosophy
PHI210	Greek Philosophy
PHI212	Philosophy of Earth
<b>Language &amp; Literature   3 credits</b>	

<sup>i</sup> mandatory to all students

<sup>ii</sup> mandatory to all students enrolled in hybrid programs (French + English)

<sup>iii</sup> mandatory to all students

LF210	Myth and literature
ELL315	Public Speaking
ESP215	Introduction to the Spanish Culture
CHI215	Introduction to the Chinese Culture
ALL215	Introduction to the German Culture
ITL200	Introduction to the Italian Culture

**Social Sciences | (3 to 9 credits)**

refer to program curriculum sheet for specific major requirements

<b>Behavioral Studies   3 credits</b>	
PSY201	Introduction to Psychology
HUM248	Arab World and Civilization
HUM258	Societies and Environment
SOC201	Introduction to Sociology
SOC210	Introduction to Anthropology
SOC211	Youth and Society
POL211	Introduction to Political Science
POL212	Introduction to Geopolitics
POL213	Introduction to International Relations
RIN205	Anthropology of Travel
SOC225	Work Ready Now
<b>History of Lebanon<sup>iii</sup>   3 credits</b>	
HIS234	History and Message of the Lebanese Philosophy
HIS215	Lebanon in the Ancient Period
HIS220	Lebanon in the Medieval Period
HIS225	Lebanon in the Modern Period
HIS230	Lebanon in the Contemporary Period
HIS235	Phoenician Language and Civilization
MUS243 <sup>iv</sup>	History of Lebanese Music
<b>Entrepreneurship &amp; Innovation<sup>v</sup>   3 credits</b>	
MGT225	Foundations of Entrepreneurship

**Sciences & Health | (3 to 9 credits)**

refer to program curriculum sheet for specific major requirements

<b>Biology   3 credits</b>	
BIO211   BLG211	Cellular Biology (or any equivalent course)
<b>Chemistry &amp; Physics   3 credits</b>	
CHM210   CHE210	Fundamentals of Chemistry (or any equivalent course)
CHM212   CHE212	General Chemistry (or any equivalent course)
PHY210   PCS210	General Physics (or any equivalent course)
<b>Nutrition   3 credits</b>	
NTR211	Introduction to Nutrition
<b>Environment / Agriculture   3 credits</b>	
BIO228	General Botany
GAG303	Introduction to Ecology and Environment
<b>First Aid and Emergency Care   3 credits</b>	
SIN244	First Aid and Emergency Care

<sup>iv</sup> Reserved for students in the Faculty of Music

<sup>v</sup> Students who do not have entrepreneurship course in their curricula should complete a minimum of 3 credits in entrepreneurship & Innovation

## General Education Courses Descriptions

<b>ENG240</b>	<b>English Communication</b>	<b>3 cr.</b>
<p>This course is designed to upgrade student proficiency in the English language. It offers guidance in critical reading and instructions in writing to develop clear, well-organized prose. It emphasizes the writing process with an introduction to rhetorical strategies, such as compare and contrast, cause and effect, and argument, through the integration of the four language skills (listening, speaking, reading and writing).</p>		
<b>FRN240</b>	<b>French Communication</b>	<b>3 cr.</b>
<p>The main objective of this course is to prepare the students to carry out, in French, specific tasks in the varied domains of the social and academic life through the acquisition of communication, linguistic and cultural knowledge and the elaboration of real learning strategies.</p> <p>The objectives and content of the course are defined with respect to the goals of the Cadre Européen Commun de Référence pour les Langues. Consequently, the pedagogical process of the course will be privileging the action-based approach that involves authentic communication tasks: writing and oral essays, in all (personal, professional or public) fields which will engage the student in an authentic situation of communication.</p>		
<b>SRO210</b>	<b>Christianity in a Course</b>	<b>3 cr.</b>
<p>This introductory course to Christianity examines the different elements of Christian Beliefs, History and Practice. It starts from the definition of the basic Principle of God's relationship to man, Love, as revealed in Sacred History (Creation-Incarnation-Redemption). This course deals with the Teaching function of the Church and its role as a Community where the Faith is manifested through the Liturgy and the Sacraments. Art in Christianity, Spirituality, Ethics and the relationship with non-Christians will also be studied. Through the deepening of each theme, this course will provide a global idea of the Vision of the Man and the World from the Christian perspective.</p> <p>The aim of this 'pretentious' course is to offer a global view of Christianity. It will satisfy the curiosity of those who only want to acquire basic knowledge, and will provide the essential tools to those who seek to deepen their Christian Faith.</p>		
<b>SRO211</b>	<b>Introduction to the Bible</b>	<b>3 cr.</b>
<p>The goal of this course is to introduce students to biblical theology, based mainly on the subject of divine-human alliance. Through responses to the history of geographic and historic progression, particularly pertinent to us since Lebanon is a part of the Holy Land, the issue of inspiration, revelation and canonicity of sacred texts, the presentation of literary genres and direct contact with biblical texts, will give students a general idea about the divine-human process promised in the Book of Genesis and accomplished by Jesus Christ. The Bible, a book said to be hard to understand and sometimes impossible to even be considered as credible (especially in the Old Testament, which remains inaccessible), is made approachable in this course because it introduces us, not only to the face of God the Teacher who never tires of understanding the "ungrateful" people, but also the Loving face of God who insists on establishing an alliance with the whole of humanity even though they crucified his Son. Students who finish the course will acquire the understanding that each biblical story is a reflection to their own story with the "Good God".</p>		
<b>SRO213</b>	<b>Religious Pluralism and Dialogue</b>	<b>3 cr.</b>
<p>In Today's world, interfaith dialogue cannot be ignored as a main need of communication among the world's religions especially since violent acts and genocides in the name of religion are unfortunately becoming a reality.</p> <p>"Religious Pluralism and Dialogue" course is designed to introduce students - intellectually and actually - to different religions within the same society, where religious people can interact freely and live peacefully side-by-side.</p> <p>During the semester, the main topic to be discussed is how to turn an encounter into dialogue. This will be achieved by building a complete understanding of dialogue as a style of communication. In addition, a systematic typology of approaches will be introduced aiming to show the results of interfaith dialogue and to clarify the dynamics under religious pluralism.</p>		

Through this course, students are invited to cross into worldviews of Jewish, Christian and Muslim neighbors in order to perceive the real similarities and differences with their own perspective.

**SRO214 Christian Presence in the Middle East 3 cr.**

This course will introduce students to the extensive history of the Churches in the Middle East, their vocation and their current situation. Knowledge about this subject is fundamental for the Proclamation of the Gospel, the quality of the testimony, ecumenical dialogue and conviviality in the Lebanese context. The main goal of this course is to provide the students with the elements and tools for serving the Church and the world. The Christian presence in the Middle East finds its meaning in the vocation and mission vested in our churches issued from a surprising plurality. The proclamation of the Gospel in this region of the world depends on ecumenism and interreligious dialogue which somehow constitute two major components of the subject of this proclamation. The challenges are significant, given the complexity of the current situation in which the Christians in the Middle East are struggling. These challenges are discussed both in the Apostolic Exhortation of Pope John Paul II at the end of the special meeting of the Synod of Bishops for Lebanon, entitled A New Hope for Lebanon (1997), and in various pastoral letters by the Council of Catholic Patriarchs of the East, in particular those of Easter 1992 entitled the Christian presence in the East: Testimony and Mission, Christmas 1994 entitled Together Before God for the Good of the Individual and Society (the coexistence between Muslims and Christians in the Arab world), and Easter 1999 entitled The Ecumenical Movement "May Them All Become One". Analytical reading of these documents is likely to ensure better reception of the content in the ecclesial community and give the Christian presence in the Middle East its full meaning.

**SRO215 Social Teachings of the Church 3 cr.**

This course serves as an introduction and examination to basic concepts and methods necessary in social ministry of the Church today. It reflects Gospel values of love, peace, justice, compassion, freedom, service and community in the context of modern social problems.

The goals of this course are to increase students' understanding of the concepts of catholic social thought and of concurrent developments in social theory more generally and to apply these understandings and skills to specific societal and cultural settings.

**SRO216 Religion and Politics 3 cr.**

The ambiguous relationship between religion and politics dates far back to times and eras in human history. This ambiguity is caused by the two specific models for this relationship, based on the limitation of the understanding of religion to the religious institution and doctrine which is summed up by the religious institution in its interpretation. When a given authority meets another one, and a certain doctrine encounters another doctrine, such as policy, confusion about the nature of the relationship will happen. On the other hand, there is another reality, specifically undervalued in the East, which is that religion is an internal requirement in human life and societies. This requirement is widely and clearly addressed in the books of thinkers, as they discover that religion is a constituent idea in human existence and a source of inspiration, and see that religion is about revealing the human history and the history of people and communities. In this context, the image of the relationship becomes different. Confusion is then unveiled, and the relationship moves from exclusion to dialogue, especially in the political sphere, according to the saying of one of the biggest jurists and political philosophers of our time, Bockenforde: "The liberal secular state lives on premises that it cannot itself guarantee".

These elements are the focus of our attention in this course.

**SRO218 The Church and Mass Media 3 cr.**

In a world that is becoming secularized, where Christianity is marginalized and where language is not common, the Church, custodian of the Gospel (Word, Voice and Image of God) has something to say to the communication's world (speech means, sounds and human images).

In parallel, the Church would need the media to deliver to this secularized world her message of salvation.

- With the increased importance and development of the social media it is important to know the Church's doctrine regarding the world of mass communications. What are, in a comparison, and in practical cases, the positions of other religions (Islam, Judaism) vis-à-vis of these media?

- What is the best way for the Church to fulfill its mission of humanization and evangelization through the mass media and communication tools (word, sound, image)?  
How can she develop an appropriate communication strategies to deliver its message to Christians and non-Christians?
- For their part, how the so called new media (those of the digital age) have to be at the service of peace, human rights, freedom, human dignity and dialogue between religions and cultures?

This course is an answer corpus, theoretical and practical, for this multifaceted problem.

**HIS215 Lebanon in the Ancient Period 3 cr.**

Students will be introduced to the ancient history and antique archeology of Lebanon, including the main historical events and the archeological sites that make this period important for Lebanon. Students will present, through written and material testimonies, the diverse civilizations and the cultures of Lebanon, having gained knowledge and experience through working on archeological sites and studying several themes: arts, crafts, trade, religion, politics, and society. The period examined, distributed over six chronological phases, starts with prehistory and ends at antiquity/the preByzantine era.

**HIS220 Lebanon in the Medieval Period 3 cr.**

Students are introduced to the history of medieval Lebanon, a very important period, which begins with the Arab-Muslim conquest of Lebanon in 636 and which ends in 1516 with the victory of the Ottomans over the Mamelukes. Students will become familiar with research while using primary sources.

**HIS225 Lebanon in the Modern Period 3 cr.**

The history of modern Lebanon extends from the date of the Ottoman victory over the Mamelukes during the battle of Marj Dabek in 1516 to the beginning of the First World War in 1914. Students will learn chronologically about the great periods and events in Lebanon's history, as well as the reign of the Maan and Chehab dynasties, and both Caïmacamias, Moutasarifiya (from 1861 to 1915), and the evolution of Lebanese society.

**HIS230 Lebanon in the Contemporary Period 3 cr.**

This course covers the history of contemporary Lebanon from the eve of World War I until the present day. This history includes the formation of the State of Lebanon and the struggle to maintain its integrity and independence. Lebanon was the first political entity established in the Near East since the 16th century. The roots of its political institutions were built during the Mutasarifiya, under the guarantee of major powers. The Lebanese political entity was confirmed through the declaration of the Lebanese Republic in 1926 and its independence. Independent Lebanon, since 1943, has experienced periods of stability and prosperity as well as periods of disturbance and sociopolitical agitation on the local scale, depending on regional and international rivalries.

**HIS234 History and Message of the Lebanese Philosophy 3 cr.**

The course has two parts : the first deals with Lebanese philosophy in its historical evolution and its accretion across the ages, and the second concentrates on analyzing certain selected texts composed by Lebanese philosophers and dealing with some critical philosophical questions which have preoccupied Lebanese philosophy as crucial dilemmas throughout its history.

The first part is entitled "The History of Lebanese Philosophy", and ten weeks are assigned to it. The development of the historical timeline of Lebanese philosophy is based on the work of Kamal El-Hage entitled "Mujaz Al Falsafa Loubnania" (Précis of Lebanese philosophy), while extrapolating it somewhat in order to include contemporary Lebanese philosophers not cited in the above-mentioned work (published in 1974), given that they be deceased philosophers who have put the seal on their philosophical heritage (such as René Habachi, Charles Malek, Etienne Sacre, Farid Jabre , Mehdi 'Amel, Moussa Wehbé, and others.)

The second part is entitled: "Message of the Lebanese philosophy", and five weeks are allocated to this part in the form of philosophical workshops designed in collaboration with the students themselves according to innovative and creative teaching methods. In this part, short texts written by Lebanese philosophers, living or deceased, will be discussed. They deal with existential philosophical questions including, for instance, "God", "Truth and Freedom", "Faith and Reason", "The Ontology of Lebanon", "Lebanon as

Message”, “Citizenship and Nationate Lebanese Dimension”, “The Covenantial Chrislamic Lebanon”, “The Rights of Individuals and Communities”.

**HIS235 Phoenician Language and Civilization 3 cr.**

This course focuses on the first stages in human history where writing began to take forms shapes. The Phoenicians were the first to invent the alphabet and the letter with vowels and consonants although in an embryonic manner. The objectives of this courses are summarized as such:

- Help students rediscover the Phoenician alphabet: importance, value, ramifications and influence upon subsequent civilizations.
- Highlight the influence of the alphabet on cultures of various peoples: Greeks, Egyptians, Chaldeans, Assyrians, Nabateans, Arabic and others in various regions of the Near East.
- Understand the origin of many present alphabets to include Nabatean, Palmyri, Thamoudean, Aramean and others.

Grasp and appreciate the role the Phoenicians through this invention have played in the development of world cultures, international relations, trade and many forms of science and arts.

**MUS243 History of the Lebanese Music 3 cr.**

This course is designed to:

1 - Sensitize students to Lebanese folk music.

2 - Make them aware of the danger that threatens this music: a heritage endangered. The disappearance of the songs with the disappearance of the circumstances and opportunities serving their raison d’être. The disappearance of the 'old', guardians and deliverers of the tradition. A heritage uncollected, not recorded in a scientific way.

3 - Let them know the diversity of forms: mostly unwell known and unknown forms.

4 - Study Poetic-musical internal structure of each form of traditional song.

**MAT216 General Mathematics 3 cr.**

This course provides the solid basics needed by students to be able to handle their specialty courses. Topics covered include: function of a real variable, elementary functions, Taylor's expansion, simple integral and methods of integration, differential equations, multivariable functions, continuity, partial derivative, the chain rule, differential, introduction to double integrals, methods of integration, matrix calculus, determinants, and linear systems.

**STA220 Probability and Applied Statistics 3 cr.**

This course prepares students for the practical use of probability and statistics in the biomedical field (agronomy, chemistry, biochemistry, nutrition, medicine, etc.). Topics to be covered are: elements of descriptive statistics, population, statistical units, frequency distribution, and characteristics of central tendency and dispersion. The course also covers these aspects in detail: probability and combinatorics, conditional probability and Bayes' formula, applications, discrete and continuous random variables, expectation and moments, the weak law of large numbers, empirical frequencies and basic probability laws (Binomial, Multinomial, Poisson, Normal) and asymptotic behavior, the law of large numbers, sampling and estimation, and an introduction to the use of hypothesis tests, and the Chi-2 contingency table.

**CSC204 Information Technology & Networking 3 cr.**

This course introduces the basics of the integration of information technology and networking in professional life. Subjects treated include: application software; systems software; system unit; Excel spreadsheets; HTML language; physical architecture of a network; internet; internet services; internet protocols (TCP/IP, HTTP, FTP, SMTP et POP ); the IPV4 addressing classes; and applications.

**SOC217 Citizen and Civic Engagement 2 cr.**

The course aims to teach USEK students notions, concepts and practical applications indicative of a civic and citizenship commitment which would contribute to the development of society.

This course is built on theoretical and practical learning areas as follows: a) Acquiring the concept of commitment and its forms (contract, charity work, activism, promise, voluntarism, giving, love of the other, etc.); b) Adopting the fundamental values of citizens such as: freedom of religion and expression, justice, equality, togetherness, family and social solidarity, patriotic and world collective identity, the place of

religion in society, etc. ..); c) Integrating the components of social life: democracy, laws, rights, civil society, communal life, social and community diversity, participation in political and public life, elections, individual, institutional and collective security, municipal activities, union activities, etc...) d) Addressing and dealing with social issues such as sustainable development, community health, social discrimination, work ethics, the integration of people with special needs, etc. (A description of performed observation and action is provided with the course, based on concepts covered in class).

**SOC225 Work Ready Now 3 cr.**

The Work Ready Now course is designed to provide students with the foundational “soft skills” and work-based learning experiences to prepare them for success in the workplace. Work Ready Now is designed to facilitate participatory, hands-on teaching and learning. Students will be actively engaged in the learning process and provided opportunities to practice and enhance new skills and gain the self-confidence necessary to secure and maintain work related to their professional goals. Work-based learning activities are woven into the course and will require students to go to real workplaces in the community outside of class time. Students will be guided to use free online digital tools to demonstrate their learning. Throughout the course, students will create a career portfolio that will help them on their experiential Work Ready Now! journey from student to employee.

**SRO217 Bioethics 3 cr.**

More and more, human beings have acquired power over nature due to sciences development and techniques. As a result of biology progress, he is trying to master health problems, reproduction and genetics. As for an essential question: Is all possible desirable?

This biological - techno - scientific upheaval which is causing an effective medicine meet another socio-cultural and ideological upheaval that has influenced the representations of life and death, health and sickness, care and preventive care, curative and palliative treatment... These changes are causing a huge social phenomenon that was materialized with bioethics term in 1971.

**DRT214 Human Rights 3 cr.**

This course aims to introduce students to the concept of Human Rights, since its appearance in history.

It presents, initially, the concept of law in the variety of its dimensions, and focuses on the development of charters related to the rights of the human person notably since the Cyrus Cylinder to the Bill of Rights of the man and Citizen (1789).

Second, this course focuses on the socio-political, philosophical and theological conditions that favored the emergence of the Universal Declaration of Human Rights (1948).

A study from the principles of this Declaration will be developed to effectively sensitize the student to the concept of rights of the human person.

This course examines the acceptance of the Declaration and its application in different countries, particularly those hostile to its goals and aims.

**HUM345 Pedagogical Movements 3 cr.**

This course is intended for any student wishing to keep abreast of contemporary pedagogical thinking through the work of educationalists that have marked our age (Dewey, Montessori, Decroly, Claparède, Cousinet Freinet). In this regard, the aspect of the pedagogical relationship is tackled within the meaning of the authoritarian pedagogy (Alain), of non-directive pedagogy (Roger), of institutional pedagogy (Oury), of pedagogy by objectives (Mager) and of differentiated instruction (Meirieu). The introduction to these various educational streams is accompanied by readings of reflection on the aims of education, on the values to be transmitted and on the search for a new ethic for the learner as well as the teacher.

**AVC203 Music and Film Thematic 3 cr.**

This course highlights the value and function of music in the film world. In particular, it establishes the fundamental relationship between music production and moving images.

**AVC204 Introduction to Contemporary Cinema 3 cr.**

The course covers the history of world cinema from 1950 to 1985 addressing, among others, the American cinema of Griffith, the Hollywood system and the star system, Russian cinema, German Expressionism, Surrealism and French Impressionism as well as Italian Neo-realism...



<b>AVS202</b>	<b>Introduction to Theatre Practices</b>	<b>3 cr.</b>
The course develops an introduction to applied theater practices, and motivated learning of technical skills and human qualities. The goal is to introduce students to the performance strategies of actors, and the use of different techniques and exercises to stimulate the imagination and improve concentration.		
<b>ARS216</b>	<b>Introduction to Artistic Expression</b>	<b>3 cr.</b>
The objective of this course is to give the student the opportunity to make a personal work of exploration and plastic experimentation. The student will use the techniques of watercolor, pastel, and oil painting to create new plastic compositions according to the themes proposed by the teacher.		
<b>DAA241</b>	<b>General History of Art</b>	<b>3 cr.</b>
The objective of the course is to give students an understanding of the chronological order of events that constitute the history of art. They will use the methodological tools of the discipline, to learn how to situate, compare and understand the relationships between them through a study of their stylistic characteristics and their socio-historical context.		
<b>PHO224</b>	<b>Introduction to Photography</b>	<b>3 cr.</b>
This course offers an introduction to photography, use and handling of photographic emulsions, to enable students to acquire the principles of photography and adopt the logic of this medium. At the end of this course, students should be able to master the basics of photography, and this includes scientific techniques of image formation and the first visual esthetic laws.		
<b>THT280</b>	<b>Introduction to Acting</b>	<b>3 cr.</b>
Introduction to different fundamental techniques used in the creation of a character. Emphasis on relaxation, concentration, and development of a role through sensorial and emotional memories. Students will improvise and do monologues as exercises in this introductory course.		
<b>MUS200</b>	<b>Musical Initiation</b>	<b>3 cr.</b>
This course will introduce students to the basics of music; it will cover material such as pitches, rhythms clefs, scales and dynamics. The utility of this course as part of the general requirement is to become familiar with the musical language through experiences based on fun activities making it enjoyable as well as useful.		
<b>MUS202</b>	<b>Musical Listening and Appreciation</b>	<b>3 cr.</b>
Not enough people listen to art music critically. This course proposes is to introduce students to the masterpieces of so-called classical music, from the middle ages to the present day. The course includes, in a first step, the presentation of the composer and his career as historical and artistic; Secondly, it addresses the structure and the content of the selected artwork. The 'tools of perception' are the component dominant in the explanatory part of the course.		
<b>MUS222</b>	<b>A General History of Music</b>	<b>3 cr.</b>
For some people, music can be an orchestral symphony, a jazz set, an electronic beat or even something as simple as bird's chirping. This course is a moment to ponder what music means as students meet the history of music. From the Origin when and where music originated, and the 6 periods of music Medieval/Middle Ages, Renaissance, Baroque, Classical, Romantic, 20th-Century, each period has a particular style that greatly contributed to what music is today.		
<b>PHI201</b>	<b>Introduction to Philosophy</b>	<b>3 cr.</b>
The course will introduce students to philosophical thinking and practice. It will cover, on the one hand, the main philosophical currents, highlighting their specificity and their creative input and, on the other hand, the most representative authors in the history of philosophical thought. In an effort not to separate these themes and the fundamental questions of mankind, the course attempts to show the relationship that develops between the aforementioned notions, with the aim of addressing their impact on certain world views that constantly interpolate us within contemporary societies.		
<b>PHI210</b>	<b>Greek Philosophy</b>	<b>3 cr.</b>
This course is divided into two parts: the first part examines pre-Socratic sources that give students the proper tools to acquire philosophical thinking in their quest for the nature of things, and in their attempt to unveil both natural and human phenomena. It thus includes the main schools of thought such as the School		



This course will provide students with the basic concepts in psychology and will facilitate their access to knowledge during their academic curriculum. It includes the following objectives: understanding psychology from a historical and a theoretical perspective (Gestalt, phenomenological, experimental, scientific, psychoanalytic and cognitive, etc.); understanding the various fields of psychology (clinical, experimental, developmental, educational, social, etc.) and the different methods used (experimental, clinical, psychometric, projective, etc.); providing an appropriate approach to personality issues - basic needs, affective and emotional (feelings, emotions), intellectual (cognition, memory) and social (social influence).

**HUM248 Arab World and Civilization 3 cr.**

This course aims to introduce the student to discover the diffusion centers of the Arab-Muslim culture. The course takes its starting point to Mecca, birthplace of Islam, embraces capitals and cultural centers of the Umayyad and Abbasid empire through Damascus, Baghdad, Cairo, Cordoba, Kairouan and Morocco. The course focuses thus on the intermingling of races, peoples, cultures that gave birth to a Muslim-Arabo civilization based on a Greco-Arabic, Muslim-Arab, Judeo-Islamic and Christian-Islamic syncretism.

**HUM258 Societies and Environment 3 cr.**

This course concerns the physical, natural and social environment of the Mediterranean geographical space. The course exposes the environmental risks at different levels: ground, atmospheric and maritime. It also handles (treats) the sustainable development as effects and consequences on the quality of life of the human being in the context of the Mediterranean societies. Thus, the course presents the multiple environmental policies in the national territorial scale in order to advance an ideal type of environment policy of involving national, regional and local authorities.

**SOC201 Introduction to Sociology 3 cr.**

This course provides a basic knowledge of general sociology: a) it presents an overview of the context of event emergence of sociology on the basis of the main founders and focuses on the methodological perspectives and applied sociological methods and techniques; b) it focuses on the key principles of social themes, which description and definition have fueled the many debates that are changing this discipline within the vast corpus of scientific knowledge. This course provides the students with general sociology elements, sensitizes their "sociological perspective" and develops critical reflection on various social issues.

**SOC210 Introduction to Anthropology 3 cr.**

This course focuses on the complex question of humans and the place of anthropology within the science of humanity. It addresses the key conceptual notions of anthropological reflection (society, myth, ritual, tradition, symbol, etc.). Similarly, the course presents the components of the research framework, both practical and theoretical, of anthropological study. It develops the basic foundation of the entire social system and proposes the discovery of trends of current anthropological topicality and openness to contemporary anthropology. Upon completion of this course students will be able to understand the concepts of anthropology and its fundamental concern that allows it to guard against social, cultural, sexist and racial prejudice.

**SOC211 Youth and Society 3 cr.**

This course aims to reflect on the multi-dimensional experience of youth. It positions it in relation to other age groups, by conducting an analytical reading through the concepts and notions of value, norm, culture, ritual, symbol, engagement, life project, the social role of religion, etc. ; to reach the level of placing the youth in spaces and social times such as: family, friends, leisure, associative and political life. The course is particularly interested in young people as the key to any social construction and any change of mentality in favor of a humanist dialogue among societies.

**SOC225 Work Ready Now 3 cr.**

The Work Ready Now course is designed to provide students with the foundational "soft skills" and work-based learning experiences to prepare them for success in the workplace. Work Ready Now is designed to facilitate participatory, hands-on teaching and learning. Students will be actively engaged in the learning process and provided opportunities to practice and enhance new skills and gain the self-confidence necessary to secure and maintain work related to their professional goals. Work-based learning activities are woven into the course and will require students to go to real work places in the community outside of

class time. Students will be guided to use free online digital tools to demonstrate their learning. Throughout the course, students will create a career portfolio that will help them on their experiential Work Ready Now! journey from student to employee.

**POL211 Introduction to Political Science 3 cr.**

This course defines the notion of policy. It questions the concepts of “Political Science” and the different “Political Sciences” with a focus on the field of policy. The concept of State is an important part in this introduction given the interdependence and complementarity between “political” and “State”.

**POL212 Introduction to Geopolitics 3 cr.**

This course offers an introduction to geopolitics, its development through history and, its different schools of thought. An analytical approach to the geopolitics of Lebanon and the Middle East is a key aspect of the course.

**POL213 Introduction to International Relations 3 cr.**

Beyond any theoretical perspective, this course presents the current state of international relations following the fall of communism; emphasizing the new world order, globalization, the role of the United States and its reappraisal.

**RIN205 Anthropology of Travel 3 cr.**

The course aims at analyzing the experience of travelling under many aspects: from the idea itself of travel, to the comparison between different travelers, to its deep implications in history, economy, philosophy, psychology, sociology, literature, painting, cinema etc.

A “travel into travel”, for being richer when returned to the starting point and capable of managing projects and activities connected to travel.

Each lesson will be based on the reading of texts and main interpretations, in order to enable the students to advance their own critical hypothesis.

**ECO222 Macroeconomics 3 cr.**

This course gives an insight into macroeconomics, portraying the economy as a whole. It is by developing an understanding of fundamental economic terminology, and concepts and principles that we are able to interpret economic changes and their impact on a country’s situation.

**MGT225 Foundations of Entrepreneurship 3 cr.**

This course acts as a bridge between theory and the real-life application of academic principles. It complements the academic journey by introducing the students to the concept of entrepreneurship as way to turn their ideas into businesses that can create value in the marketplace. It starts by introducing the students to the entrepreneurial culture and mindset and ends by suggesting tools and methods that they can use if they decide to follow an entrepreneurial path in life.

**BIO211 Cell Biology 3 cr.**

In this course students will study the structures and functions of prokaryotic and eukaryotic cells. We will focus on eukaryotic cells by examining different areas of cell biology including: the plasma membrane and organelles structures and functions, cellular communication, the cell cycle and its regulation, as well as synthesis and function of macromolecules such as DNA, RNA, and proteins.

**CHM212 General Chemistry 3 cr.**

The purpose of this course is to present a general outline on chemistry. Through this course chemistry is introduced in its various aspects: the structure of the atom, the various models, and the properties of the elements in the periodic table; various chemical bonds, the Lewis structure, VSEPR rules; thermochemistry, thermodynamics and chemical equilibrium; kinetic chemistry, reactions rate orders, the Arrhenius law; solutions chemistry, acids and bases and various acid-base equilibrium; complexation, liquid solid equilibrium and solubility product; and redox titration and electrochemical cells.

**PHY210 General Physics 3 cr.**

The objective of this course is the introduction of various laws, principles and physical mechanisms, whose understanding is essential to students pursuing studies in various branches of science. This course consists of several independent parts. The first one deals with dynamics, the different types of motion, Newton's laws, and conservation of energy. The second part deals with hydrostatics and fluid dynamics. The third part

deals with thermodynamics, calorimeters, the first principle and the basic transformations, the ideal gas, and thermodynamic cycles. The fourth part concerns the analysis of simple electrical circuits using Kirchhoff laws and the movement of a particle in an electromagnetic field. In the fifth part we talk about relativity, the theory of photons, and the photoelectric effect. Upon completion of this course the students will have acquired sufficient knowledge of several basic principles in physics and be familiar with these various topics.

**NTR211                      Fundamentals of Human Nutrition                      3 cr.**

This three-credit course introduces the basic concepts related to nutrition. It gives an overview of nutrients, including their food sources, digestion, metabolism, functions, and requirements in humans. This course also examines the use of dietary guidelines and recommendations to assess the nutrient intake of healthy individuals. Upon completion of the course, students will be able to make optimal food choices for better health.

**BIO228                      General Botany                      3 cr.**

The course has two parts: plant histology and biology. Histology is the study of meristems, parenchyma and plant tissues, their origins, their characteristics, and role. Plant biology looks at the lower and higher plants, their characteristics and their classifications.

**GAG303                      Introduction to Ecology and Environment                      3 cr.**

This course develops an understanding of the principles of ecology, the life supporting and resource generating structures and functions of the ecosystems. It explores the role of atmosphere, hydrosphere and lithosphere in sustaining life. The course also analyses reasons and effects of current and future environmental problems as well as different aspects of sustainable development.

**SIN244                      First Aid and Emergency Care                      3 cr.**

Teaching is divided into four parts:

- Basic knowledge in anatomy and the functioning of various body systems
- Prevention of the most common diseases and accidents
- Essential concepts on the most common diseases and the action to be taken
- Learning of first-aid behaviors in order to deal with life-threatening emergencies or accidents

This course provides students with a first aid certificate delivered by the Red Cross.