General Education Program
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Introduction

Grand Valley State University educates students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service. Grand Valley’s liberal education fosters critical thinking, creative problem solving, and cultural understanding for the benefit of lifelong learning and global citizenship. Liberal education is achieved through the General Education Program, courses in the major, electives, and cocurricular experiences. This handbook outlines the General Education Program.

Philosophy of the General Education Program

Ensuring that undergraduate students receive a broad general education has been a primary goal of colleges and universities since their inception. In this era of increasing specialization and growing demand for professional expertise, it is vital that we continue to emphasize the value of general learning.

Grand Valley State University maintains that a complete education involves more than preparation for a particular career. A career occurs in the context of a life, and a sound general education helps one “make a life” as well as “make a living.” The university therefore remains committed to assuring that all undergraduate students, regardless of their academic major or intended profession, receive a broad education rooted in the arts and sciences.

The focus of our General Education Program is to provide students with an education that balances depth with breadth and the specialized with the general. The General Education Program helps students become literate in a sophisticated way in a number of disciplines, and it fosters their ability to make connections across various domains of knowledge. Such preparation will provide students with the general knowledge and skills necessary to participate intelligently in the discourses that shape local, national, professional, and global communities.

Teaching in the liberal tradition is at the heart of Grand Valley’s identity, and this focus is critical in our General Education Program. Liberal education transcends the acquisition of information; it goes beyond the factual to ask important evaluative and philosophical questions. Liberal learning holds the fundamental principles and suppositions of a body of knowledge up to inquiry, question, and discussion. It helps a person recognize the assumptions under which he/she operates, and encourages the examination and questioning of those assumptions. Liberal learning begins in the program and continues through the more specialized studies comprising each student’s major and minor areas of study.

Grand Valley is dedicated to making sure that our students, via their academic majors, become competent specialists in their fields of endeavor. An equally pressing priority is that our graduates also possess the marks of a generally educated person — that they will have acquired the broad knowledge and life skills that will allow them to be informed and thoughtful people. These ideals co-exist within our institution, and together they produce people who can contribute to their own well-being, their communities, their professions, and the world in which they live.
Mission of the General Education Program

The Grand Valley State University General Education Program provides a broad-based liberal education experience that fosters lifelong learning and informed citizenship. The program prepares students for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

Student Learning Outcomes of the General Education Program

The General Education Program teaches the skills and knowledge needed to intelligently participate in public discourse. Mastery of critical content and the development of skills occur concurrently in all general education courses.

Knowledge Goals:

1. **The major areas of human investigation and accomplishment — the arts, the humanities, the mathematical sciences, the natural sciences, and the social sciences.** A generally educated person is able to understand a variety of disciplinary perspectives, their respective contributions to the growth of human knowledge, and the various approaches through which knowledge is generated, tested, and used.

2. **An understanding of one’s own culture and the culture of others.** A generally educated person is able to comprehend and respond constructively to the world’s diversity, a diversity manifested not only in ideas and ways of knowing, but also in populations and cultures. As citizens of the United States, students should be familiar with our pluralistic heritage. As citizens of the world, students should be knowledgeable about cultures and perspectives different from their own.

3. **An understanding of how academic study connects to issues in the world.** A generally educated person is able to think in broad terms and see connections in the world. Preparing for responsible citizenship requires that students become conscious of both complementary and competing viewpoints and recognize that any issue or problem can be viewed from multiple perspectives.

Skills Goals:

1. **Written communication is the practice of creating and refining messages that educated readers will value.** People with a general education use thoughtful writing processes to develop effective written materials for a variety of audiences and purposes, entering larger discussions by using formats and conventions that are important to their readers.

2. **Oral communication is the practice of effectively communicating verbally with a public audience across a variety of contexts.** People with a general education are able to synthesize their knowledge of a subject with their speaking and listening skills to effectively craft a verbal presentation appropriate for a specific situation, purpose, and audience. They understand that effective verbal communication involves a dialogue between speaker and audience and use this knowledge for decision-making about the organization, development, and presentation of appropriate material. They understand that oral communication skills are essential for a knowledgeable speaker to inform, persuade, and inspire audiences.

3. **Critical and creative thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.** People with a general education think logically and creatively. Expressiveness, imagination, and originality are needed for innovation. Innovative ideas must be subject to critical evaluation, which involves distinguishing information, judgment, and assumption; evaluating evidence and the logic of arguments; identifying and assessing differing perspectives and assumptions; and reasoning systematically in support of arguments.

4. **Information literacy is the process of locating, evaluating, and using multiple forms of information.** People with a general education work with many forms of information: text, data, images, and multimedia. Becoming information literate is a multistep, iterative process that includes articulating the need for information, finding information efficiently, thinking critically about resources, managing the abundance of information available, using information ethically, synthesizing and incorporating information into one’s knowledge base, and creatively expressing and effectively communicating new knowledge.
5. **Quantitative literacy is a competency and comfort in working with numbers.** People with a general education apply mathematical and statistical methods to solving problems in everyday life. They understand and can create sophisticated arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, and mathematical equations as appropriate).

6. **Ethical reasoning is a decision-making process based on defining systems of value.** People with a general education recognize ethical issues in a variety of settings and contexts, identify different systems of ethical reasoning (including disciplinary and professional ethical systems), and assess the consequences of those choices in different contexts. This enables them to understand and evaluate different systems of ethical reasoning.

7. **Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives.** People with a general education work collaboratively with others on both small and large projects. Effective collaborators are interdependent, interactive, accountable, and reflective. That is, they work interdependently within a group, interact productively with group members, demonstrate accountability for their own contributions to the work of the group, and reflect on the success of the group, including their own contributions and the contributions of others.

8. **Problem solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.** People with a general education define and solve problems by seeking and identifying relevant contextual information, formulating strategies, and proposing and evaluating potential solutions.

9. **Integration is the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations.** People with a general education correlate and synthesize facts, basic concepts, and disparate knowledge for application within and beyond the campus to make sense of a variety of data and experiences, to address issues in a more effective way than can be accomplished from only one field of study or perspective, and to reflect on their own learning.
Characteristics of General Education Courses

The General Education Program provides students with a common experience that gives identity and coherence to the program. All courses are characterized by the following:

1. They meet the content goals of the category.
2. They help students develop skills.

Faculty Role

1. Units with courses in the General Education Program are expected to ensure that all faculty members who teach in the program, including adjuncts, are knowledgeable about its goals and objectives.

   In addition to the above requirements, instructors of general education courses are encouraged to
   • use multiple methods of learning (e.g., lecture, discussion, debate, presentation, group projects, reading, experimentation, technology, writing, simulation, visual, aural);
   • use multiple sources of materials (e.g., primary sources, textbooks, anthologies, current event coverage, expository pieces, cultural events, technology, appropriate media); and
   • use multiple forms of learning evaluation.

2. Minimum qualifications for faculty members assigned to teach in the General Education Program include the following or their equivalent:
   • An understanding and appreciation of the mission, goals, and objectives of the GVSU General Education Program
   • College level teaching experience and advanced study or experience in the subject
   • A professional commitment to the subject, as demonstrated by teaching experience, publication, continuing professional education, or professional activities
Structure of the General Education Program
The General Education Program is divided into four sections: Foundations, Cultures, Issues, and Themes.

I. Foundations
Courses in Foundations introduce students to the major areas of human thought and endeavor. These courses present the academic disciplines as different ways of looking at the world, they introduce students to the varied methods used to create knowledge, and they acquaint students with major questions and principles of the field.

II. Cultures
An important component of education is realizing that how we know is as important as what we know. The study of culture prompts students to recognize themselves as cultural beings, and to understand the diverse ways in which people organize life and perceive the world. Such study enhances one’s ability to live and work intelligently, responsibly, and cooperatively in a multicultural nation and an interdependent world.

IIla. Issues
Grand Valley State University provides all students with opportunities to integrate their learning and cocurricular experiences and then to build connections between prior understanding and new learning. Issues courses provide such opportunities within the classroom. They also develop students’ understanding of issues arising within some of the most compelling topics of our time: Globalization, Health, Human Rights, Identity, Sustainability, and the connected topics of Information, Innovation, and Technology.

Issues courses are problem-solving courses that encourage crossdisciplinary collaboration within each section. Together, then, the faculty member and the students in the class will work to develop an understanding of potential solutions to the problems posed by the classes. The focus of any one of these upper-level courses will depend on the field of the faculty member who teaches it. But student work will be enriched by a variety of perspectives, disciplinary and otherwise, by virtue of being produced in an upper-level, multidisciplinary academic setting. The students’ knowledge and experience with any number of academic fields, as well as their life experiences, have the potential to open up new avenues of exploration. Students’ experiences in Issues courses can and should change the way students think about their own primary academic fields of study, as well as the fields in which the courses are offered.

IIlb. Themes
Preparing for responsible participation in public discourse requires that people become conscious of both complementary and competing viewpoints and recognize that any issue or problem can be viewed from multiple perspectives. Crossdisciplinary study helps students integrate knowledge from various disciplines through the study of a major idea.

The pedagogy used in the Themes continues to address the essential skills of creative and critical thinking, articulate expression, and information literacy. In addition, these courses focus on integrative skills. These classes emphasize the integrative, synoptic, and creative qualities of thought characteristic of the generally educated person.
General Education Requirements

Department proficiency or placement examinations do not fulfill General Education requirements.

Foundations

1. Arts (one course)
2. Humanities (two courses, one from each category):
   • Philosophy and Literature
   • Historical Perspectives
3. Mathematical Sciences (one course)
4. Natural Sciences (two courses, one from each category; at least one must contain a lab):
   • Physical Sciences
   • Life Sciences
5. Social and Behavioral Sciences (two courses from two disciplines)
6. Writing (one course)

Cultures

Each student will select one class that carries a World Perspectives designation and one class that carries a U.S. Diversity designation. These classes can come from the General Education Program, the major, minor, or electives. Courses with a Cultures designation may count for Foundations, Issues, or Themes credit in addition to Cultures credit. See the specific course for details.

Issues and Themes

Each student will select two courses from either the Issues category, Themes category, or a combination of the categories.

The following rules apply to Issues and Themes courses:

• You can choose 2 Issues courses, or 1 Issues course and 1 Themes course, or 2 Themes courses.
• You must choose 2 courses from 2 different disciplines. Only 1 course can be at the 100 or 200 level.
• If a course is crosslisted in two disciplines, your second course must be taken from a third discipline.
• Issues courses must be taken at GVSU.
• Issues courses have a junior standing prerequisite.

Note: Courses in the General Education Program are subject to change without notice. Consult myBanner for the most accurate information.
As an undergraduate student at Grand Valley State University, you are pursuing a baccalaureate degree. In order to earn your degree, you need to meet certain minimum requirements.

- You must complete a minimum of 120 semester hours. This averages 15 hours each semester for eight semesters. Some majors require more than 120 hours; consult the Grand Valley State University Undergraduate and Graduate Catalog. Courses numbered below 100 are developmental and do not count toward graduation credit.
- You must earn a cumulative grade point average of at least 2.0 for all coursework attempted at Grand Valley. Some majors have a higher required GPA; consult the catalog for details www.gvsu.edu/catalog/.
- You must complete 58 hours at a senior institution; your last 30 hours must be taken at Grand Valley.

Your bachelor’s degree is divided into several components:

- **University Requirements**: These classes help you attain competency in reading, writing, and mathematics. It is possible (depending on your high school work and level of proficiency) to waive the math course.

- **General Education**: You will complete 11–13 courses in the General Education Program. This is a crucial part of your education; these courses will provide you with the skills and breadth of knowledge that are the hallmarks of an educated person.

- **Major Program**: You will complete a major program that will educate you in a specific field. A cumulative GPA of 2.0 is required in the major. Some majors specify higher GPAs; consult the catalog.

- **Degree Cognate**: The Bachelor of Arts and Bachelor of Science each require a three-course degree cognate. The Bachelor of Arts requires sophisticated command of a foreign language. The Bachelor of Science emphasizes command of mathematics and the scientific method.

- **SWS (Supplemental Writing Skills)**: You must complete two courses in the SWS section that carry an SWS designation. The courses must be from two different disciplines. Visit www.gvsu.edu/sws for more details.

**Note**: A minor program is not generally required for graduation. If you elect a minor, you must earn a GPA of at least 2.0 in the minor.
Grand Valley State University believes that all graduates must be proficient in three fundamental skills: understanding numerical data and mathematical reasoning, writing lucidly and expressively, and reading critically and actively. Therefore, the university requires specific competency levels in mathematics, writing, and reading.

**Reading Requirement**

For students whose standardized test scores indicate that the student might have problems comprehending college level materials, enrollment in ENG 099 is required.

**ENG 099 — College Efficiency and Reading Training**
For students whose standardized test scores indicate proficiency with minimum college level material, but who want to learn to make the most efficient use of their reading and thinking skills. Emphasis on reading efficiency, vocabulary development, and critical thinking. Three (nongraduation) credits.

**Writing Requirements**

There are two components to Grand Valley’s writing requirements:

I. General Education Foundation writing requirement (WRT 150)
II. SWS requirement (two courses in two disciplines)

**I. General Education Foundation Writing Requirement (WRT 150):**
Students must complete WRT 150 with a grade of C (not C-) or better to fulfill the first-year writing requirement. If the student does not have college level writing skills, or for any reason feels unprepared to begin with WRT 150, it is strongly recommended that he/she enroll in WRT 098 during the first semester. Many new students select this option. The first-year writing requirement should be fulfilled within the first 60 semester hours but is required for most sophomore-level courses.

**WRT 098 — Writing with a Purpose**
Students draft shorter essays and work at a slower pace to develop fluency, voice, purpose, and structure. They also learn revision and editing skills. Students work one hour per week with a peer consultant in the Writing Center. Credits earned for this course do not count toward the number of credits required for graduation.

**WRT 150 — Strategies in Writing**
Students practice a variety of rhetorical forms and develop structure, style, and voice. They invent, plan, draft, revise and edit, formulate and support arguments, and incorporate sources. Students work regularly in the Writing Center and in a computer classroom. Students choosing to begin this course instead of WRT 098 should have good confidence in their fundamental writing ability. Students must receive a grade of C (not C-) or better to fulfill this part of the university writing requirement. Writing 150 is a prerequisite for any SWS course. Credits: 4
II. Supplemental Writing Skills Requirement:
After completing WRT 150 with a grade of C (not C-) or better, students must take two courses designated SWS. These courses are designated SWS in each semester’s course schedule. Not all sections of a multisection course are designated SWS; only those sections that carry the designation will result in SWS credit. Visit www.gvsu.edu/sws for more details.

- Transfer students with a MACRAO associate’s degree must pass one SWS course with a grade of C or better.

Guidelines for enrolling in SWS courses
- Students must receive a grade of C (not C-) or better to get SWS credit. If a student does not get at least a C in an SWS course, he/she can repeat the course or take and successfully complete another SWS course.
- Students must complete WRT 150 with a grade of C (not C-) or better before enrolling in an SWS class. If a student takes an SWS class before completing WRT 150, he/she will not receive SWS credit for the class.
- The two SWS courses may not be taken from the same department or school. One must be from outside the major.

Mathematics Requirement
The mathematics requirement can be met by successfully completing MTH 110. It also can be met in one of the following ways:
- Initial mathematics placement of “waive MTH 110” or the Advanced Waiver
- Pass the MTH 110 proficiency test
- Transfer credit for MTH 110, 122, 123, 125, 201, 202, 203, 225, or 302
- AP credit for MTH 201 and/or 202 (score of 3 or higher required)
- CLEP credit for MTH 122 or 201

The mathematics requirement should be fulfilled within the first 60 semester hours of undergraduate work. Nearly all students satisfy this requirement by the end of their first year at GVSU.

Initial Mathematics Placement
Our goal is that during your first year at GVSU, you enroll in the correct mathematics or statistics course that fits your academic plans and your background. As a first step, an initial mathematics placement is determined, based on the mathematics subscore on the ACT or SAT exam. There are four possible initial placements: MTH 097, MTH 110, waiver of MTH 110, and the Advanced Waiver.

- For MTH 097, you may directly enroll in MTH 097. For MTH 110, you may directly enroll in MTH 097 or MTH 110.
- For “waiver of MTH 110,” you have satisfied the graduation requirement, and you may directly enroll in MTH 122, 125, 131, or 221, or STA 215. The choice of course depends on your major.
- For “Advanced Waiver,” you have satisfied the graduation requirement, and you may directly enroll in MTH 122, 123, 125, 131, 201, 221, or 225, or STA 215. The choice of course depends on your major.

Mathematics Proficiency Testing
- Testing is available continuously through an online system. Incoming freshmen should complete any testing at least 48 hours before their orientation. For more information: www.gvsu.edu/admissions/math/.
- Testing is free and results are available immediately. Students are allowed to take each test twice.
- Passing the MTH 122 or MTH 123 proficiency test does not replace the General Education mathematics requirement.
General Education: Foundations

**Arts and Humanities**
The studies recognized as the arts and humanities rest upon intellectual discourse and philosophical reflection and emphasize aesthetic creation and understanding. They are a heritage of the traditional liberal disciplines of logic, rhetoric, and grammar — together with music, poetics, interpretation, history, and philosophy. We may speak of them as the arts of reflective thinking, communication, and creation of meaning. The arts and humanities provide students with training in judgment and the interrelationship of intellectual and emotional abilities. They furnish an opportunity for students to experience works from art, history, literature, and philosophy which address concerns shared by human beings across the boundaries of time, geographical location, and culture.

**Mathematical Sciences**
The studies recognized as the mathematical sciences are part of the creative human effort to search for patterns and order that help make the world comprehensible. The study of the mathematical sciences aims at understanding abstract concepts such as number, chance, form, algorithms, functions, propositions, and principles of reasoning. As sciences of abstract objects, the mathematical sciences rely on valid inference rather than observation as their standard of truth. Even so, they still employ observation, simulation, and experimentation as means of discovering truth. These goals are pursued through the diverse disciplines of computer science, logic, mathematics, and statistics. These disciplines deal with data, measurements, and observations; with inference, deduction, and proof; with mathematical models of natural phenomena, of human behavior, and of social systems; and provide a common fabric of communication indispensable in society.

**Natural Sciences**
The studies recognized as the physical and life sciences are rooted in the creative human endeavor to understand, control, and adapt to nature. The natural sciences are a continuing, skeptical, self-correcting inquiry that strives for increasingly inclusive explanations of our physical universe and its life forms. The physical and life sciences taken together provide students with awareness of the role of science in human society, scientific methodologies as ways of knowing, and a knowledge about the workings of the natural world. Scientific inquiry is one of the distinguishing characteristics of the contemporary world; a scientifically literate person can apply scientific knowledge and habits of mind to both individual and social purposes.

**Social and Behavioral Sciences**
The studies recognized as the social sciences represent the systematic study of human behavior and culture. They are concerned with the development of principles that explain individual thought, action, and experience; the interactions between people in the context of small groups, communities, institutions, states, and societies; and the functioning of social systems. Taken together, the social sciences form a base for public discourse, inform us about ourselves, and provide insight into the behavior and cultural patterns of other people. They provide students with analytical tools and principles that will help them to make informed decisions in their personal and public lives, and help them become aware of their responsibilities as citizens of a national and international community.

**Writing**
The study and practice of academic writing integrates a wide network of knowledge and skills, including critical thinking, rhetoric, research, scholarly argument, logic, creativity, and language. The introductory study of college-level academic writing requires students to develop challenging ideas in clear, focused, well-organized writing, using methods and concepts appropriate for further development in a broad range of other college courses.
The physical sciences seek to explore and explain the structure and processes of the physical universe. They seek to understand the fundamental workings of nature, from the behavior of atoms to the functioning of the galaxies. Study of the history, methodologies, concepts, and applications of the physical sciences assists students in becoming scientifically literate. Each course in this category is a broad introduction to one or more of the physical sciences. Courses contribute to the development of critical thinking and problem-solving skills, and help students apply an understanding of scientific thinking to their own lives and careers.

Student Learning Outcomes

All courses in the Physical Sciences category help students learn:
1. About the major areas of human investigation and accomplishment — the arts, the humanities, the mathematical sciences, the natural sciences, the social sciences, and writing:
   a. The introduction of methodologies scientists use to explore and understand the physical universe
   b. An understanding of how scientists use observations and theory to explain and predict the structure and processes of the physical universe
   c. An examination of fundamental concepts, principles, and issues of the discipline being studied
2. a. Written communication — the practice of creating and refining messages that educated readers will value; or
   b. Quantitative literacy — a competency and comfort in working with numbers
3. a. Oral communication — the practice of effectively communicating verbally with a public audience across a variety of contexts; or
   b. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals

Courses

The Natural Sciences Foundation requires two courses, one from Physical Sciences and one from Life Sciences, and one must contain a lab.

Nonlab Courses

CHM 102 — Chemistry and Society
A survey of some of the many ways in which chemistry is involved with people’s day-to-day existence. This course is not applicable to a chemistry major or minor.

CHM 111 — Introduction to Green Chemistry
Green chemistry, known also as sustainable chemistry, is the design of chemical products and processes that reduce or eliminate the use or generation of hazardous substances. The course presents basic concepts of green chemistry and engineering. It is not applicable to a chemistry major or minor.

GEO 100 — Environmental Geology
The relationship between people and their physical geological environment. Topics include geologic hazards, hydrology and human health, mineral and energy resources, and land use planning. Primarily for nonscience majors; not for geology or earth science majors. Lectures and field trips.
GEO 103 — Oceans
Scientific investigation of the oceans and interactions among ocean, atmosphere, and lithosphere. Introduction to the chemistry of seawater, physics of water movement, coastal processes, geological oceanography, changes in the oceanic system through geologic time, and the role of oceans in Earth’s geologic evolution. Lectures and field trips included.

GEO 105 — Living with the Great Lakes
Introduction to earth science using the Great Lakes as a theme and Lake Michigan as a natural laboratory. Review of the lakes’ geologic setting, origin, and history; climatology and lake levels; physical processes including erosion; water chemistry as a function of geology; human interactions with the lakes. Lectures and field trips.

Lab Courses
CHM 109 — Introductory Chemistry
An introductory study of general chemistry that presents the basic chemical principles and their applications. Designed for general education and students in programs that require a chemistry background but not the rigor of a full year of general chemistry. Does not count toward a chemistry major. Credits: 4

CHM 115 — Principles of Chemistry I
First semester in the two-semester general chemistry sequence for the sciences. Begins with concepts of atomic structure and develops the principles of modern chemistry. Emphasis on connections between atomic/molecular structure and observed behavior. Students continuing with CHM 116 are advised to take MTH 122 or 125 concurrently with CHM 115. (4-1-3) Offered every semester. Prerequisites: High School Chemistry, MTH 110 or MTH 122 or MTH 125 or MTH 201. Recommended for science and engineering majors. Credits: 5

CHM 201 — Introduction to Chemical Sciences
Introduction to chemical sciences emphasizing the descriptive approach. Lectures, demonstrations, discussions, experiments, and assignments illustrate the chemical concepts as appropriate for K–8 teaching. K–8 science classroom visits will be arranged for students who plan to teach. Other students will write a term paper as part of the course requirement. Credits: 4

GEO 111 — Exploring the Earth
Introduction to the study of earth materials and processes, including minerals, rocks, mineral deposits, weathering, erosion, volcanism, and mountain building. Lectures, laboratory, and field trips. Credits: 4

PHY 105 — Descriptive Astronomy
A general survey of astronomy topics including: the motion of celestial objects, light and telescopes, information about the solar system, its formation, and stellar evolution. The class includes lecture, laboratory, and night observations.

PHY 201 — Inquiry: The Mechanical and Thermal World
Course stresses understanding physical science to allow one to explain concepts to others, whomever the audience. Focus is on the development of fundamental concepts, reasoning, and critical thinking skills through discovery learning and Socratic dialogue in the laboratory setting. Topics include mass, volume, density, buoyancy, heat, temperature, and electric circuits. Ideal for students preparing for careers in education. Credits: 4

PHY 204 — Inquiry: Electricity, Magnetism, and Optics
Study of concepts based on readily observable phenomena in electricity, magnetism, and optics. Focus is on understanding fundamental concepts and reasoning and critical thinking skills through discovery learning/Socratic dialogue. Topics include: current, resistance, voltage, power and energy; magnets, electromagnets, motors, generators; introduces optics. Ideal for students preparing for careers in education. Credits: 4
**PHY 220 — General Physics I**  
The first half of a two-semester noncalculus sequence with a laboratory; recommended for life science majors. Topics include: kinematics, vectors, Newtonian mechanics, gravity, work, conservation of energy and momentum, fluids, and properties of matter. Prerequisites: MTH 122 and MTH 123. Credits: 5

**PHY 230 — Principles of Physics I**  
The first course in a two-semester calculus-based sequence for students of science, mathematics, and engineering, with a laboratory. Topics include vectors, kinematics, dynamics, work, conservation of energy, linear and angular momentum, gravitation, mechanical waves and oscillations, and sound. Prerequisite: MTH 201 (MTH 202 is recommended as a corequisite). Credits: 5

**SCI 226 — Integrated Physical Science for K–8 Teachers**  
The course promotes mastery of physical and earth science concepts necessary to teach K–8 science. Through inquiry and discussions students develop reasoning and thinking skills. The course focuses on science teaching and learning that is connected to the other science disciplines. Prerequisite: MTH 221.
The life sciences are the study of the structure and function of living things. Such study ranges from the level of molecules within cells to ecosystems of organisms interacting with each other and their environment. Study of the concepts, history, contexts, and methodologies of the life sciences assists students in becoming scientifically literate. Courses in this category prepare students to understand and appreciate not only themselves as organisms, but also other organisms in the world around them. Courses contribute to the development of critical thinking and problem-solving skills, and help students apply an understanding of scientific ways of thinking to make more informed personal and social choices.

**Student Learning Outcomes**

All courses in the Life Sciences category help students learn:

1. About the major areas of human investigation and accomplishment — the arts, the humanities, the mathematical sciences, the natural sciences, the social sciences, and writing:
   a. An introduction to science as a way of investigating and understanding the physical universe
   b. The unifying concepts of the life sciences such as evolution and cellular organization of organisms
2. a. Information literacy — the process of locating, evaluating, and using multiple forms of information; or
   b. Quantitative literacy — a competency and comfort in working with numbers
3. a. Collaboration — two or more students working together and sharing the workload equitably as they progress toward shared learning objectives; or
   b. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals

**Courses**

The Natural Sciences Foundation requires two courses, one from Physical Sciences and one from Life Sciences, and one must contain a lab.

**Nonlab Courses**

**ANT 206 — Human Origins**
Examines the dynamic interplay between human biology and culture through the study of human evolution. Grounded in the mechanisms of evolution, the class examines the emergence of our species and our relationship to nonhuman primates among other topics.

**BIO 105 — Environmental Science**
Study of natural ecosystems, their interrelationships and human impacts; evolution of humans and environmental determinants of their cultures; land use, resource and energy utilization, population trends and causative factors, air and water pollution, and economic factors influencing decision-making are emphasized. Does not count toward a biology major or minor. Fulfills one Issues/Themes requirement.

**BMS 100 — Human Health and Disease**
This course presents the basic terminology and concepts of medicine and health maintenance for nonscience-oriented students. Emphasis is on the interaction of technical concepts of health and disease with political, economic, legal, and ethical aspects of American society.
Lab Courses

**BIO 104 — Biology for the 21st Century**
Introductory course for nonscience majors designed to provide a biological literacy for making informed personal, social, and environmental decisions. Topics include cell biology, genetics and biotechnology, form and function of the human body, evolution, and ecology. Does not count toward a biology major or minor. Credits: 4

**BIO 107 — Great Lakes Changing Systems**
A study of our region's water resources including the Great Lakes, streams, and groundwater, and relationships of people with these systems. Hands-on investigative study of aquatic environments is emphasized. Does not count toward a biology major or minor. Credits: 4

**BIO 109 — Plants in the World**
A nonmajor course that looks at the ways plants are used by humans as foods, flavorings, fibers, medicines, building materials, etc. Topics include biotechnology, environmental issues, and population issues. Credits: 4

**BIO 120 — General Biology I**
Introduction to cell structure and physiology, growth and development, and genetics. (3-0-3) Offered fall, winter, and summer semesters. Fulfills Life Sciences with lab Foundation. **Prerequisites:** High school chemistry, CHM 109, or CHM 115 strongly recommended (CHM 109 or CHM 115 may be taken concurrently). For students with a strong science background or interest in science. Recommended for science majors whose degree programs require BIO 120. Credits: 4

**BMS 202 — Anatomy and Physiology**
An introduction to the human body, its form, and function. With the study of each system, correlations between its function and the functions of other systems are emphasized. Credits: 4

**CMB 150 — Biotechnology and Society**
An introduction to biotechnology focuses on its application in and impacts on our society. Scientific, ethical, economic, legal, social, and historical aspects of biotechnology will be covered. Class discussions and laboratory investigations of current topics including: cloning, agricultural biotechnology, genetically modified foods, stem cells, and medical biotechnology highlight the course. Credits: 4

**SCI 225 — Integrated Life Sciences for K–8 Teachers**
Course promotes confidence in and mastery of life science concepts necessary to teach K–8 science. Through inquiry and group discussions students develop reasoning and thinking skills critical to science while also developing master of science content. **Prerequisite:** MTH 221 or MTH 222 or MTH 223 (may be taken concurrently). Credits: 4
The study and practice of academic writing integrates a wide network of knowledge and skills, including critical thinking, rhetoric, research, scholarly argument, logic, creativity, and language. The introductory study of college-level academic writing requires students to develop challenging ideas in clear, focused, well-organized writing, using methods and concepts appropriate for further development in a broad range of other college courses.

**Student Learning Outcomes**

All courses in the Writing category help students learn:

1. About the major areas of human investigation and accomplishment — the arts, the humanities, the mathematical sciences, the natural sciences, the social sciences, and writing:
   a. An understanding of general academic writing conventions for language, development, organization, and format
   b. An awareness of a full range of writing processes, including invention, planning, organizing, revising, and editing
   c. Familiarity with at least one academic citation and documentation system (such as MLA or APA style)
2. a. Written communication — the practice of creating and refining messages that educated readers will value; or
   b. Information literacy — the process of locating, evaluating, and using multiple forms of information
3. a. Collaboration — two or more students working together and sharing the workload equitably as they progress toward shared learning objectives; or
   b. Ethical reasoning — a decision making process based on defining systems of value

**Courses**

Students are required to take one course in the Writing Foundation category.

**WRT 150 — Strategies in Writing**

Students practice a variety of rhetorical forms and develop structure, style, and voice. They invent, plan, draft, revise and edit, formulate and support arguments, and incorporate sources. Students work regularly in the Writing Center and in a computer classroom. Students must receive a grade of C (not C-) or better to fulfill this part of the university writing requirement. WRT 150 is a prerequisite for any SWS course. Credits: 4
Each course in this category is an introduction to an area of study in the visual and performing arts and includes direct exposure to works of art or live performances and preparation of written responses to the experiences. Students will realize that art functions as a major cultural force in the experiences of individuals and communities. An understanding of the arts helps people define what is meaningful and significant in life.

**Student Learning Outcomes**

*All courses in the Arts category help students learn:*

1. About the major areas of human investigation and accomplishment — the arts, the humanities, the mathematical sciences, the natural sciences, the social sciences, and writing:
   a. An examination of the principles and questions that define the field and analysis of formal elements of works of art
   b. How meaning in the arts is created and interpreted
   c. An understanding of the historical and cultural contexts for artists and their works
2. a. Critical and creative thinking — uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing; or
   b. Written communication — the practice of creating and refining messages that educated readers will value
3. a. Collaboration — two or more students working together and sharing the workload equitably as they progress toward shared learning objectives; or
   b. Oral communication — the practice of effectively communicating verbally with a public audience across a variety of contexts

**Courses**

*Students are required to take one course in the Arts Foundation category.*

**ART 101 — Introduction to Art**
Introduction to the visual arts. Examination of creative, social, historical, and aesthetic aspects of selected works of art.

**CFV 225 — Film Culture**
Introductory course to film as a significant cultural form. Examines the formal elements through which films tell stories, and the kind of stories they tell in response to audience needs and desires. Focuses on how audience interaction shapes narrative filmmaking.

**CLA 250 — Classical Art and Archaeology**
Survey of the art and archaeology of the classical world from the Bronze Age through the dissolution of the Roman Empire. Emphasis on the development of the characteristic forms of classical art, the aesthetic and historical contexts of specific works, and the techniques of classical archaeology, which have revealed them. Prerequisite: WRT 150.

**CLA 275 — Ancient Drama**
A study of the drama of ancient Greece and Rome, from playwrights such as Sophocles, Euripides, Aristophanes, and Plautus. Readings of tragedy and comedy will be augmented by considerations of ancient dramatic theory and the possibilities of performance on the ancient and modern stage. All works are read in English translation. Prerequisite: WRT 150.
**CTH 101 — Introduction to Theatre**
Basic course in theatre. Emphasis on contemporary stage practice and theory, not theatre history. Students will experience a wide variety of live, filmed, and taped performances, analyze their reactions to them, and present two reports on them.

**CTH 161 — Theatre Production**
An introduction to the collaborative nature of the theatrical process, particularly the relationships between the performers, designers, and directors. The organization and functions of design, technology, materials, people, space, time, and money in a theatre production. Procedures in different theatrical organizations and situations will be examined. Students will participate in the production activities of the college.

**DAN 200 — Introduction to Dance**
An introduction to dance as an art form. This course is designed for the liberal arts student interested in learning to appreciate, understand, discuss, and write about dance.

**MUS 100 — Introduction to Music Literature**
Basic music course designed especially for liberal arts students. Study of musical forms, styles, media, and materials, coupled with the development of intelligent listening habits.

**MUS 129 — Fundamentals of Music**
Beginning study of music notation, sight singing, keyboard, and music terminology. Designed for the general student who wishes to learn the fundamentals of music, as well as for the prospective music major or minor who has had no theoretical training.

**MUS 218 — World Music**
An exploration of non-Western music and Western folk music. Develops listening skills and ability to describe musical sounds and structures. Introduces an ethnomusicological perspective that considers music in relation to other aspects of society and culture. Fulfills Cultures – World Perspectives.

**PHI 220 — Aesthetics**
An inquiry into the nature, criteria, and significance of the fine arts and/or artistic creation and response.

**WRT 219 — Introduction to Creative Writing**
Introduction to the theory and practice of various forms of creative writing. Students write poetry, fiction, and drama, and also read literature in each genre. Prerequisite: WRT 150.
The development of formal reasoning and abstract thought has been a defining characteristic of
civilization. Through the study of the mathematical sciences, students will develop their ability to
reason and solve problems with abstract ideas or quantitative information. Full participation in many
professional and public policy discussions requires the ability to express scientific, economic, or
social issues in quantitative terms. Study of the concepts, history, contexts, and methodologies of the
mathematical sciences assists students in becoming quantitatively literate citizens.

Courses introduce students to the foundations of mathematical, logical, and quantitative reasoning. They
develop each student’s mathematical, statistical, quantitative, or logical reasoning skills in ways that
allow these skills to be transferred or used in other content areas.

Student Learning Outcomes

All courses in the Mathematical Sciences category help students learn:

1. About the major areas of human investigation and accomplishment — the arts, the humanities, the
   mathematical sciences, the natural sciences, the social sciences, and writing:
   a. The introduction of computer science, logic, mathematics, or statistics as a “way of knowing,” including
      an examination of principles and questions that define the field
   b. An analysis of problem solving, including recognition of key problem elements, the choice of suitable
      methods for solving a problem, and the appropriate application of these methods

2. a. Critical and creative thinking — uses systematic reasoning to examine and evaluate ideas, leading to new
   ways of thinking or doing; or
   b. Quantitative literacy — a competency and comfort in working with numbers

3. a. Collaboration — two or more students working together and sharing the workload equitably as they
   progress toward shared learning objectives; or
   b. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or
      achieve desired goals

Courses

Students are required to take one course in the Mathematical Sciences Foundation category.

**CIS 160 — Programming with Visual BASIC**
Emphasis on problem solving, algorithms, structure, style, and object-oriented/event-driven programming. Includes
subroutines, loops, arrays, debugging files, graphics, and graphical user interface. Prerequisite: MTH 110.

**GPY 200 — Computer Cartography**
This course provides an introduction to the fundamentals of computer cartography. We explore various
techniques for the analysis, manipulation, and visualization of spatial data. Topics include earth models,
datums, map projections, coordinate systems, map types, spatial and statistical data analysis, cartographic
generalization/symbolization, data classification, cartographic design, and thematic mapping. Prerequisite:
MTH 110.
MTH 122 — College Algebra
A study of functions and their graphs, including polynomial, rational, radical, exponential, logarithmic, and inverse functions; equations of circles, and sequences and series. Emphasis on applications, problem solving, and using graphic, numeric, and symbolic methods to understand and solve equations, inequalities, and systems of nonlinear equations. Please see the mathematics program for placement test details. Prerequisite: MTH 110 or assignment through Grand Valley math placement.

MTH 123 — Trigonometry
A study of the trigonometric functions with an emphasis on graphing, identities, inverse trigonometric functions, and solving equations. Additional topics include solving triangles, vectors, complex numbers, and polar coordinates. Please see the mathematics program for placement test details. Prerequisite: Placement into MTH 123 via the calculus readiness test or MTH 122 (may be taken concurrently).

MTH 125 — Survey of Calculus
A study of the concepts of calculus for students majoring in business, economics, life sciences, and social sciences. Differentiation and integration of algebraic, exponential, and logarithmic functions. Emphasis on applications. Prerequisite: MTH 110.

MTH 131 — Introduction to Mathematics
A survey for nonmathematics majors. Topics selected from inductive and deductive reasoning, geometry, statistics, computers, modeling, number theory, numeration systems, the mathematics of decision-making, and applications. Prerequisite: MTH 110.

MTH 201 — Calculus I
A development of the fundamental concepts of calculus using graphical, numerical, and analytic methods with algebraic and trigonometric functions of a single variable. Limits and continuity, derivatives, indefinite integrals, definite integrals, the Fundamental Theorem of Calculus, and applications of derivatives and integrals. Please see the mathematics program for placement test details. Prerequisites: MTH 122 and MTH 123, or placement into MTH 201 via the calculus readiness test. Credits: 5

MTH 221 — Mathematics for Elementary Teachers I
Exploration of the teaching and learning of geometry, measurement, patterns and functions, probability, and statistics in elementary school mathematics, emphasizing development of mathematical representations and communication. Concepts are developed through hands-on experiences exploring mathematical models, strategies, relationships, and problem solving. Prerequisite: MTH 110 or MTH 122, and at least sophomore standing. Credits: 4

PHI 103 — Logic
What does it mean to think clearly and correctly? What rules govern classification and definition? What is the nature of propositions? What are the rules for correct reasoning? How can we improve our reasoning skills? This course addresses these questions with the help of a standard textbook in classical logic. Prerequisite: MTH 110.

STA 215 — Introductory Applied Statistics
A technique-oriented approach to statistical problems with emphasis on applications. Descriptive statistics, probability distributions, estimation, testing hypotheses, t-test, regression, correlation, chi-square tests, and one-way analysis of variance. A statistical software package will provide computational assistance. Prerequisite: MTH 110 or equivalent.
Literary and philosophical works represent an ongoing conversation about the fundamental ideas and values that shape cultures and civilization. To participate fully in this conversation requires knowledge both of those works that are recognized as defining the history of the conversation and of works that offer original or critical additions to it in the present. Through the study of great works of philosophy and literature, students will come to understand more clearly their own response to the world and to the ideas that give it form and comprehensibility.

Courses in this category will introduce students to the interpretation of a significant body of literary or philosophical work, and assist them in the careful reading, discussion, and analysis of primary texts.

**Student Learning Outcomes**

All courses in the Philosophy and Literature category help students learn:

1. About the major areas of human investigation and accomplishment — the arts, the humanities, the mathematical sciences, the natural sciences, the social sciences, and writing:
   a. The introduction of philosophy or literature as a “way of knowing;” an examination of principles and questions that define the field and its contributions to human knowledge and civilization
   b. A consideration of the relationship between the works discussed, the cultures in which they were created, and the human concerns they illuminate
   c. The critical analysis and interpretation of one or more primary texts as a major portion of course content
2. a. Written communication — the practice of creating and refining messages that educated readers will value; or
   b. Information literacy — the process of locating, evaluating, and using multiple forms of information
3. a. Oral communication — the practice of effectively communicating verbally with a public audience across a variety of contexts; or
   b. Ethical reasoning — a decision making process based on defining systems of value

**Courses**

Students are required to take one course in the Philosophy and Literature Foundation category.

**CLA 101 — Greek and Roman Mythology**
An introduction to the gods and heroes of ancient Greek and Roman myths in their cultural and historical contexts, as well as their modern influence.

**CLA 201 — Classical Literature**
Great works from the ancient world in translation, selected from Homeric epics, plays of Aeschylus, Sophocles, Euripides, and Aristophanes and from such other classic works as Virgil’s Aeneid, the Bible, and Eastern epics such as Gilgamesh. Prerequisite: WRT 150.

**COM 202 — Critical Interpretation**
Practice in the art of reading and listening with understanding. Stresses interpretation as an activity common to the writer, speaker, reader, and listener.
ENG 105 — Literatures in English
An introduction to literatures written in English, organized around a theme, period, author, genre, or topic. All sections emphasize close reading, careful writing, and cultural understanding. Besides enhancing these foundational skills, the course will highlight the pleasures and excitement of a lifetime of reading.

ENG 203 — World Literature
Readings of major drama, poetry, and novels from medieval times to the present, translated from major European and world languages. Authors such as Dante, Voltaire, Mann, Tolstoy, Kafka, Narayan, and Borges offer varied literary glimpses of foreign worlds. Prerequisite: WRT 150.

ENG 212 — Introduction to Shakespeare
An introduction to the foremost dramatist and poet in the English language. To complement the students’ reading, film versions of several plays will ordinarily be presented. Prerequisite: WRT 150.

ENG/AAA 231 — Early African American Literature
Analysis and discussion of discourse primarily written by African Americans during the formative years of this nation. Emphasizes literary discourse as a means of defining African American consciousness and community, and understanding how African American communities of origin shaped African American discursive expression. Prerequisite: WRT 150. Fulfills Cultures – World Perspectives.

LIB 100 — Introduction to Liberal Education
A study of the nature and importance of liberal education, including the education of the adult free citizen, through extensive reading of classical and modern texts and through examination of the contemporary state of liberal education in the university and society.

PHI 101 — Introduction to Philosophy
Inquiry into different perspectives on reality, reason, experience, and human excellence. Intensive reading of at least one classical text and its implications for life in the present.

PHI 102 — Ethics
What is good? What is evil? Are there objective standards for right and wrong? What are these objective standards? How can they be applied to important contemporary moral problems? This course considers the answers philosophers give to these and related questions.

RST 331 — Russian Literature in Translation (1800–1880)
Survey of major writers of the period including Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, and Tolstoy. Prerequisite: WRT 150.

RST 333 — Russian Literature in Translation (1932 to Present)
Survey of Russian literature in the Soviet period including works of socialist realism, Bulgakov, Pasternak, Solzhenitsyn, and contemporary writers. Prerequisite: WRT 150.
The study of history enables societies to share memories of where they have been, what their core values are, and what decisions in the past account for present circumstances. It helps to create an informed, discriminating citizenry educated in democratic processes of governance, appreciative of their fragility and rarity, and capable of employing them productively. In addition, the study of history nurtures the individual by providing one of the keys to self-identity within the context of shared communities. Finally, history allows one to see both the differences among cultures and the universality of the human subject.

**Student Learning Outcomes**

**All courses in the Historical Perspectives category help students learn:**

1. About the major areas of human investigation and accomplishment — the arts, the humanities, the mathematical sciences, the natural sciences, the social sciences, and writing:
   a. An understanding of how historical knowledge is created, including chronological thinking, a comprehension of primary sources, and historical analysis and interpretation
   b. An analysis of different cultures and ways of life, including those of the United States, or a consideration of the common problems and shared humanity among different peoples of the world
   c. An evaluation of historical understanding through the examination of various human endeavors, such as social, political, scientific/technological, economic, or philosophical/religious/aesthetic activities
2. a. Written communication — the practice of creating and refining messages that educated readers will value; or
   b. Critical and creative thinking — uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing
3. a. Problem solving — the process of designing and evaluating strategies to answer open-ended questions, or achieve desired goals; or
   b. Ethical reasoning — a decision making process based on defining systems of value

**Courses**

**Students are required to take one course in the Historical Perspectives Foundation category.**

**ANT 215 — Origins of Civilization**

This course examines the consequences of decisions made by our ancestors, the successes and failures of past civilizations, so that we may better understand our own behavior. Development of world civilizations is explored using historic, archaeological, and other perspectives that inform us about the past. Fulfills Cultures – World Perspectives.

**CLA 121 — Greek Civilization**

An introduction to the major cultural accomplishments of ancient Greece from the Bronze Age through the death of Alexander the Great. Emphasis on Greek literature, art, philosophy, and political institutions both in their historical contexts and as achievements of continuing importance in the contemporary world.

**CLA 131 — Introduction to Roman Civilization**

An introduction to the major accomplishments of Ancient Rome from the Iron Age to late Antiquity. The course examines significant aspects of Roman political, social, and cultural life, both in their primary context and in terms of the relevance to society today.
HSC 201 — The Scientific Revolution
Examines the revolutionary changes in people’s view of their world and of themselves during the sixteenth and seventeenth centuries from an animated magical world to a clockwork universe inhabited by mechanical men. The works of Copernicus, Galileo, and Newton are examined; their impact on society, religion, literature, and morals is sketched. Fulfills one Issues/Themes requirement.

HSC 202 — The Technological Revolution
Investigates the four major technological revolutions that have made a significant impact on society during the last 2,000 years. Emphasizes the transformation to a scientifically oriented industrial society in modern times.

HST 101 — Introduction to World Civilizations
Designed to support general education goals and develop historical perspectives, this course emphasizes the comparison of selected African, American, Asian, and European civilizations from ancient times to the present, exploring the variety of activities that divide and unite human beings across cultures, time, and space.

HST 102 — Introduction to European Civilizations
Designed to support general education goals and develop historical capabilities, this course examines European history from the fall of Rome to the present. It emphasizes the interaction of political, social, economic, intellectual, and cultural factors to produce historical change and alter Europe’s relationship to the rest of the world.

HST 103 — Introduction to American Civilizations
Designed to support general education goals and develop historical capabilities. This course examines American history from European contact with the Native Americans to the present, emphasizing the interaction of political, social, economic, intellectual, and cultural factors that shaped the United States and the nation’s interaction with the world.

HST 203 — World History to 1500 A.D.
Basic content and methods of history through an introductory study of world cultures before 1500 A.D. The course focuses on specific societies in Africa, Asia, Europe, and the Western Hemisphere, analyzing and comparing the ways in which political, economic, social, cultural, and demographic factors influenced the development of these various cultures. Required for majors.

HST 207 — European Civilization to the Later Middle Ages
A historical survey focusing on the development of European civilization from Classical Greece to the Later Middle Ages. This course will explore the intellectual, social, religious, political, and cultural aspects of the formation of Europe. Topics include the rise and fall of Greece and Rome, and the formation of Europe.

HST 208 — European Civilization since the Later Middle Ages
Examines major events in European history from the Later Middle Ages to the present, including social, political, economic, and cultural developments. Topics will include the Reformation and Renaissance, the Age of Revolutions, the rise of fascism and communism, the two world wars and the Holocaust, and events since 1945.

MES 201 — Introduction to the Middle East
An entry-level course introducing students to the variety and complexity of the Middle East. Provides a broad view of the region from the perspective of several disciplines and is especially suitable for students having little familiarity with the region. Fulfills Cultures – World Perspectives.
The social and behavioral sciences examine the human condition from various perspectives including the study of individuals, communities, institutions, social structure, culture, and international relations. The methods, theories, and empirical findings of the social and behavioral sciences are essential to public discourse and constitute a basis for self-reflection, critical evaluation, public and social policy decisions, and social and cultural changes.

Students select two courses from different disciplines. Each course introduces the content and methods of a social or behavioral science field. Courses are concerned with the development of principles that explain: A) individual thought, action, and experience, B) collective thought and action, C) group experience, D) the interactions between people in the context of small groups, communities, institutions, states, and societies, or E) the functioning of social systems.

Student Learning Outcomes

All courses in the Social and Behavioral Sciences category help students learn:
1. About the major areas of human investigation and accomplishment — the arts, the humanities, the mathematical sciences, the natural sciences, the social sciences, and writing:
   a. An understanding of how knowledge in the social or behavioral sciences is created and applied
   b. The major approaches, methods, theories, and substantive findings of the field
   c. An informed critical stance that will allow students to weigh and apply ideas and claims from the social and behavioral sciences outside the classroom
2. a. Critical and creative thinking — uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing; or
   b. Quantitative literacy — a competency and comfort in working with numbers
3. a. Problem solving — the process of designing and evaluating strategies to answer open-ended questions, or achieve desired goals; or
   b. Ethical reasoning — a decision making process based on defining systems of value

Courses

Students are required to take two courses from two different disciplines within the Social and Behavioral Sciences Foundation category.

AAA 200 — Understanding Africa
An introduction to the theoretical, conceptual, and historical framework that has shaped the study of Africa and a multidisciplinary survey of the main topics and issues facing the African continent as a vehicle for understanding African studies and making sense of Africa’s evolution. Fulfills Cultures – World Perspectives.

AAA 201 — Introduction to African American Studies
Traces the historical development and examines the scope, theories, discourses, and methodologies defining African American studies and the critical responses to these studies. It surveys perspectives on African American history, religion, social organization, politics, economy, literature, and culture and social ideology. Fulfills Cultures – U.S. Diversity.
ANT 204 — Introduction to Cultural Anthropology
This course introduces the discipline of anthropology by examining the diversity of human cultures that has been described by anthropologists over the last 100 years. The principles of anthropology are explained with examples drawn from non-Western culture; comparisons are drawn with our own. Fulfills Cultures – World Perspectives.

ANT 220 — Introduction to Archaeology
Introduction to the methods and techniques of archaeology, including methods of excavation, analysis, dating, techniques, and data presentation. Course has fieldwork opportunities and draws on examples from local and worldwide research. Credits: 4

CJ 101 — Justice and Society
This introduction to the study of crime and justice includes theories and methodologies from a variety of social science disciplines. The course also provides an introduction to the study of social control and to the origins of crime at individual, structural, and cultural levels.

ECO 100 — Current Economic Issues
Examination of current social issues from an economic perspective, such as drugs, rent control, environmental pollution, poverty, crime, and the distribution of medical care. Recommended for students interested in current issues. Students with any economics course at ECO 200 and above cannot take this course for credit.

ECO 210 — Introductory Macroeconomics
Introduction to the study of national and global economies. Topics include the effects of government taxation and budget deficits on economic growth; ways to alleviate unemployment, inflation, and international trade imbalances; and the importance of expectations and decision-making in an uncertain world. Prerequisites: MTH 110 or MTH 122 or MTH 201, sophomore standing recommended.

ECO 211 — Introductory Microeconomics
Focuses on the interactions among households, producers, and governments in market economies. Applies fundamental methods of economic analysis to topics such as: household spending and saving patterns; producer pricing, profits, and organization; wages and income distribution; investment decisions; health care and insurance; and government taxes, spending, and regulation of markets. Prerequisites: MTH 110 or MTH 122 or MTH 201, sophomore standing recommended.

GPY 220 — Cultural Geography
The distinctive spatial patterns of culture around the world will be investigated. Examines the distributions of population, language, religion, race, agriculture, industry, urbanization, and development and how these distributions change over time.

GPY 235 — World Regional Geography
A survey of geography followed by an examination of specific geographic concepts. Physical, cultural, economic, and related factors will be given more emphasis than place-name geography. Fulfills Cultures – World Perspectives.

LAS 210 — Exploring Latin America
This course examines the origins and development paths of Latin American and Caribbean societies through the multifaceted lens of the social sciences. Attention is also given to U.S. Latinos and to the interrelationship between Latin America and the U.S. Fulfills Cultures – World Perspectives.

LIB 201 — Diversity in the United States
Explores how the intersections of race, ethnicity, gender, sexual orientation, class, religion, and physical abilities affect the material lives and media representations of various cultural groups in the United States. Engages historical and current debates regarding issues of immigration, meritocracy, segregation, the economy, the environment, and identity. Fulfills Cultures – U.S. Diversity.
PA 270 — Public and Nonprofit Administration
A survey of what is involved in the administration of public and nonprofit entities. How to hire, evaluate, and reward the right people, developing and carrying out public policies, preparing and interpreting budgets, dealing with various pressure groups and government agencies, and organizing human resources to carry out the public’s business honestly and effectively. Several case studies will be used.

PLS 102 — American Government and Politics
A prerequisite to all courses listed in the subfield of American Government and Politics. Examines American political values, governmental functions, political processes, policy issues, and decision-making processes.

PLS 103 — Issues in World Politics
Analysis and discussion of contemporary issues in world politics as a vehicle for introducing core concepts in comparative politics, such as democracy, dictatorship, civil society, power, nationalism, political economy, social policy, identity politics, and development. Students will gain basic familiarity with the institutions, actors, and processes that influence world politics. Fulfills Cultures – World Perspectives.

PSY 101 — Introductory Psychology
General survey of psychology, the scientific study of behavior and experience, including overt actions and mental activity. Covers how psychologists think and act as scientists and how the study of its subject matter may be integrated at the biological, psychological, and social levels of analysis.

SOC 201 — Introduction to Sociology
Introduction to the fundamental questions, concepts, theories, and general principles of sociological thought. Inquires into culture, socialization, norms, power relations, social institutions, and group interaction. Illustrates how human action transforms society, and how social and cultural forces constrain human action.

SOC 205 — Social Problems
Examines a range of social conditions, arrangements, and behaviors typically defined as problems in modern society. Applies sociological analysis to understand how problems arise from the organization of society, and the processes by which conditions become identified as social problems, and how ideology and power shape responses to social problems. Fulfills Cultures – U.S. Diversity.

SW 150 — Human Needs in a Complex Society
Common human needs are examined and a number of historical responses to these needs are placed in a societal context. Cultural forces which affect resource allocation patterns and service delivery systems are analyzed. Note: SW 150 is a prerequisite for all social work endorsees.

WGS 200 — Introduction to Gender Studies
Examines research about gender in personal development, race/ethnicity, class, and sexual orientation through films, readings, and focused studies of the consequences of gender experiences in life and learning.
The study of culture prompts students to recognize themselves as cultural beings and to understand the diverse ways in which people organize life and perceive the world. Courses that receive the cultural designation analyze the sources, causes, implications, and ways of understanding diversity both in the United States and around the globe. They focus on the values, perceptions, history, creative expression, and social life of various cultures and subcultures in the United States and in other countries and world regions. Such study enhances one’s ability to live and work intelligently, responsibly, and cooperatively. Courses with a Cultures designation may count for Foundations, Issues, or Themes credit in addition to Cultures credit.
These courses are meant to help students understand the perspectives and ways of life of people in societies located primarily outside the United States. Courses in this designation provide students with a basis for understanding and interpreting the variety of world cultures, institutions, societies, and issues.

**Student Learning Outcomes**

All courses in the World Perspectives Culture category help students learn:

1. About one’s own culture and the cultures of others:
   a. Examine how culture affects people’s efforts to understand, use, and survive in their environments, and how these efforts, in turn, affect culture
   b. Examine within a cultural context the world views, language, or ways of life of societies, nations, regions, or peoples located outside of the United States
2. a. Critical and creative thinking — uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing; or
   b. Information literacy — the process of locating, evaluating, and using multiple forms of information
3. a. Collaboration — two or more students working together and sharing the workload equitably as they progress toward shared learning objectives; or
   b. Oral communication — the practice of effectively communicating verbally with a public audience across a variety of contexts

**Courses**

Students are required to take one course in the World Perspectives Culture category.

**AAA 200 — Understanding Africa**

An introduction to the theoretical, conceptual, and historical framework that has shaped the study of Africa and a multidisciplinary survey of the main topics and issues facing the African continent as a vehicle for understanding African studies and making sense of Africa’s evolution. Fulfills one of the Foundations – Social and Behavioral Sciences.

**AAA 300 — US-Africa Relations**

Examines the historical development of the relationship between the United States and Africa, and the broad range of issues — cultural, economic, political, security, and social — that condition and shape the relationship. Fulfills one Issues/Themes requirement.

**AAA 302 — African Diaspora**


**AAA/ENG 337 — Contemporary Black Literature**

Studies the importance and variety of literature by Black authors from Africa, the Americas and/or Afro-Europe since 1975. Texts written earlier than 1975 are used to consider influential historical and/or social events, trends and themes, literary styles, innovative uses of popular culture, and/or expression of the experience of marginality. Prerequisite: Junior standing. Part of the Identity Issue.
**AAA/PLS 319 — African Politics**

A study of social and economic forces that shape the political processes in Africa through a combination of individual cases and general themes. Topics include precolonial and colonial politics, regional integration, democratic transitions, state collapse and violence, ethnicity, gender and class, civil society, development, and Africa’s role in world affairs. Prerequisite: PLS 103 or junior standing.

**ANT 204 — Introduction to Cultural Anthropology**

Introduces the discipline of anthropology by examining the diversity of human cultures that has been described by anthropologists over the last 100 years. The principles of anthropology are explained with examples drawn from nonWestern culture. Comparisons are drawn with our own. Fulfills one of the Foundations – Social and Behavioral Sciences.

**ANT 215 — Origins of Civilization**

This course examines the consequences of decisions made by our ancestors and the successes and failures of past civilizations, so that we may better understand our own behavior. Development of world civilizations is explored using historic, archaeological, and other perspectives that inform us about the past. Fulfills Foundations – Historical Perspectives.

**ANT 315 — Comparative Religions**

A crosscultural study of contemporary religions. Examines the diversity of religious meaning through the lived experiences of cultures, traditions, and sects around the world. Exposes students to anthropological interpretations of religion through a range of methods, including ethnography. Themes include symbolisms, ritual, death, shamanism, healing, magic, pilgrimage, and interfaith movements. Prerequisite: Junior standing. Part of the Identity Issue.

**ANT 316 — Death, Burial, and Culture**

This course examines how different cultures approach issues and customs surrounding death. Drawing on evidence from biological and cultural anthropology and archaeology, students learn from the dead by exploring the experience of death and how it illuminates life in different cultures around the world and through time. Prerequisites: ANT 204, ANT 206, or ANT 220 or instructor permission. Fulfills one Issues/Themes requirement.

**ANT 340 — Culture and Environment**

Compares different adaptive strategies of cultures from around the world and seeks understanding of ethical and social values different groups have related to the environment. Attention is focused on how humans relied on cultural mechanisms in the past to adapt and change their physical and natural environment. Prerequisite: Junior standing. Part of the Globalization Issue.

**ANT 345 — Perspectives on Globalization**

The anthropology of globalization examines the emergence of “globalized local cultures.” Students employ the ethnographic approach to understand globalization as the intensification of interconnectedness, in which anthropologists learn that fundamental problems of deep and universal concern to humans everywhere will need to be addressed at local, national, and global levels. Prerequisite: Junior standing. Part of the Globalization Issue.

**ANT 346 — Kinship and Culture**

A survey and practical application of anthropological kinship. The course critically evaluates kinship concepts and case studies to understand how group identity links to culture, biology, reproduction, gender, and family. A crosscultural perspective is emphasized. Prerequisite: ANT 204.

**ANT 360 — Ethnography of Mesoamerica**

Examines the cultural history and social dynamics that have shaped modern Mesoamerica. Includes discussion of environment, archaeology, diversity of modern Mexican and Guatemalan cultures, and current issues of development and human rights. Fulfills one Issues/Themes requirement.

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Nonbusiness majors with the credits and a 2.0 to 2.749 overall grade point average (GPA), and officially declared Seidman majors with the credits and a 2.5 to 2.749 overall GPA, will need to email their name, G-number, course, and semester for the course to go2gvbiz@gvsu.edu for an override to register.*
ARA 202 — Intermediate Arabic II
Continuation of ARA 201. Prerequisite: C (not C-) or better in ARA 201, or credit. Credits: 4

BUS 301 — International Business and Culture*
Explores how business is done in a country or region, and how culture influences business and its environment. Reviews country's history, economics, politics, government, arts, or education. Explores how business practices may differ from U.S. practices. To be taught in that country as a part of a study abroad program. Fulfills one Issues/Themes requirement.

CHI 202 — Intermediate Chinese II
Continuation of 201. Prerequisite: C (not C-) or better in CHI 201. Credits: 4

CTH 373 — Global Arts Performance and Management
Surveys contemporary international trends in intercultural performance, identifying the boundaries of an emerging world culture. Examines theater forms, theater festivals, and the issues arising from global arts performance. Fulfills one Issues/Themes requirement.

EAS 201 — East Asia in the Contemporary World
Prepares students for encountering East Asia in various ways. Introduces East Asian cultures, political, and economic systems, international relationships, recent developments, traditional customs and behavior patterns, differences between regions, and historical roots of some contemporary situations.

ECO 349 — Emerging Markets Issues*
Examines important problems in emerging markets throughout the world, such as: policies to stimulate growth via international trade; foreign aid and multinational investment in transitional economics; the use of natural resources and agriculture in economic development; and the relationship of economic development to education, health, and migration. Prerequisite: ECO 210 or ECO 200. Fulfills one Issues/Themes requirement.

ECO 369 — International Economics Issues*
Selected topics in both international trade and international finance. Includes preferential trading arrangements such as NAFTA and the European Union; analysis of barriers to trade and arguments for and against protectionism; the influence of exchange rates on capital flows; and the relationship between international trade and economic growth. Prerequisite: ECO 210 or ECO 200. Fulfills one Issues/Themes requirement.

ENG 204 — World Mythology
A comparative look at myths, folktales, and fairy tales and how they derive from, and work on, the mind of a culture, both socially and aesthetically. Examines these tales as works of art in their own right and also as metaphors expressing a society's major values, themes, and preoccupations. Prerequisite: WRT 150.

ENG/AAA 231 — Early African American Literature
Analysis and discussion of discourse primarily written by African Americans during the formative years of this nation. Emphasizes literary discourse as a means of defining African American consciousness and community, and understanding how African Americans’ communities of origin shaped African American discursive expression. Prerequisite: WRT 150. Fulfills Foundations – Philosophy and Literature.

FRE 202 — Intermediate French II
Study of written language through readings of modern authors, continued practice in listening and speaking; review of grammar. Prerequisite: C (not C-) or better in FRE 201, or credit, or appropriate placement test score. Credits: 4

GER 202 — Intermediate German II
Continuation of GER 201. Prerequisite: C (not C-) or better in GER 201, or credit, or appropriate placement test score. Credits: 4

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GPY 235 — World Regional Geography
A survey of geography followed by an examination of specific geographic concepts. Physical, cultural, economic, and related factors will be given more emphasis than place-name geography. Fulfills one of the Foundations – Social and Behavioral Sciences.

GPY 324 — Urbanization
Examines the process of urbanization, its impact on various cultures and its long-term comprehensive sustainability. Considers the dynamic growth of urbanization in third world countries and the significant increase in global urbanization, emphasizing the evolution of cities over time, space, and vastly different social, political, and cultural environments. Fulfills one Issues/Themes requirement.

GPY 350 — Geography of Russia and Its Neighbors
Introduces trends in physical, cultural, economic, and environmental geography of Russia and 14 Eurasian republics of the former Soviet Union. Fulfills one Issues/Themes requirement.

GPY 351 — Geography of Africa
Africa is one of the most fascinating world regions, yet paradoxically one of the least known. The focus of this course is on the rich cultural (language, religion, agriculture, cities, health, economy) and physical (climate, vegetation, landforms) geographies of this vast region and how they have changed over time.

GPY 352 — Geography of Latin America
The growth and development of Latin America has a significant impact on most activities in North America. Examines those effects and studies the cultural and physical development of Latin America.

GPY 355 — Geography of Southwest Asia (The Middle East)
Introduction to physical and cultural geography of Southwest Asia and North Africa.

GPY 356 — Geography of Europe
The world has been strongly influenced by European geographic principles and practices. Course will focus on the physical and cultural geographic development of Europe, including a spatial analysis of the area’s population, resources, and economy. Fulfills one Issues/Themes requirement.

GPY 362 — A Geography of World Agriculture and Farmers
A geography of the world’s agricultural practices and development at different scales, from traditional methods to industrial agriculture with an emphasis on farming societies. Topics include indigenous agriculture and crop domestication, agroforestry and plantation systems, land use and rural societies, export crops, aquaculture and livestock, and drug cultivation. Part of the Globalization Issue.

GRK 202 — Intermediate Greek II
Readings from Homer’s Iliad or Odyssey supplemented by study of early Greek history and culture. Prerequisite: GRK 201.

HST 204 — World History Since 1500
Basic content and methods of history through an introductory study of world cultures from 1500 to present. The course focuses on specific societies in Africa, Asia, Europe, and the Western Hemisphere, analyzing and comparing the ways in which political, economic, social, cultural, and demographic factors influenced the development of these various cultures.

HST 211 — History of Islamic Civilization
An introduction to the history of Islamic civilization and the development of its relationship with Western Europe and the United States. Fulfills one Issues/Themes requirement.

HST 212 — Indian Civilization c. 2500 B.C.E. to c. 1500 C.E.
This course examines ancient and medieval India both chronologically and thematically, and explores the rise and fall of its civilizations, kingdoms, and dynasties. In tracing political developments, the course emphasizes the rich and diverse culture of human experiences that have shaped a relatively unique civilization in South Asia.
HST 230 — Latin America in World History
This is a broad survey of Latin American history from the pre-Columbian period to the present. The course will focus on major issues and themes in Latin American history. Topics will include: Amerindians, conquest, slavery, independence, national identity, foreign intervention, revolutions, and inequality.

HST 235 — Africa in World History
Surveys the African continent from prehistory to the present. The course introduces students to the study of Africa from a global perspective and will focus on major issues in African history. Topics will include human origin, migration, technology, slavery, Christianity, Islam, colonization, and independence.

HST 240 — A History of East Asia to 1800
A broad overview of East Asian political systems, social changes, economic transformation, regional relations, and cultural interaction from prehistory to 1800. Major historical events and trends along with cultural differences and interactions will be examined. Emphasis is given to China and Japan; Korea and Vietnam are also covered.

HST 241 — A History of East Asia since 1800
A broad overview of East Asian political systems, social changes, economic transformation, regional relations, and cultural interaction since 1800. Major historical events and trends along with cultural differences and interactions will be examined. Emphasis is given to China and Japan; Korea and Vietnam are also covered.

HST 310 — Cultural and Social Topics in NonWestern History
Examines various topics in non-Western cultural and social history. Course explores a specific topic defined by the instructor. May be repeated for credit if content varies.

HTM 175 — International Food and Culture
An exploration of world cultures via an examination of foods, focusing each semester on a different international cuisine. Demonstrates the ways in which intellectual, social, religious, political, economic, and geographic factors affect the development of regional cuisines. Explorations of culture and tasting of the region’s food and beverages are included.

HTM 202 — International Tourism
Introduction to international tourism focusing on the socio-economic effects of international tourism along with the inherent public-private interaction. International tourism is more than a set of industries, but rather an activity that encompasses human behavior, uses of resources (public and private), and interaction with other people, economies, and environments. Fulfills one Issues/Themes requirement. Prerequisite: HTM 101 suggested.

ITA 202 — Intermediate Italian II
Continuation of ITA 201. The course enhances students’ competency in the Italian language (listening, speaking, reading, writing) and culture skills, with an emphasis on real-life communication. Conducted almost exclusively in Italian, with extensive use of authentic materials: literature, newspapers, videos, tapes, and the Internet. Prerequisite: ITA 201 with C (not C-) or better, or permission of instructor. Credits: 4

JPN 202 — Intermediate Japanese II
Continuation of JPN 201. Prerequisite: C (not C-) or better in JPN 201. Credits: 4

LAS 210 — Exploring Latin America
This course examines the origins and development paths of Latin American and Caribbean societies through the multifaceted lens of the social sciences. Attention also is given to U.S. Latinos and to the interrelationship between Latin America and the U.S. Fulfills one of the Foundations – Social and Behavioral Sciences.

LAT 202 — Intermediate Latin II
Readings in Virgil’s Aeneid supplemented by study of the history and culture of Augustan Rome. Prerequisite: Successful completion of LAT 201, or appropriate high school background. Credits: 4
LIB 335 — Scriptures as Literature
A comparative study of scriptures as literary masterpieces that shape and influence their respective cultural expressions and literary traditions. Readings include scriptures from major world religions such as The Dhammapada, The Lotus Sutra, The Rig Veda, Upanishad, The Bible, The Koran, and Tao Te Ching. Part of the Globalization Issue.

MES 201 — Introduction to the Middle East
An entry-level course introducing students to the variety and complexity of the Middle East. Provides a broad view of the region from the perspective of several disciplines and is especially suitable for students having little familiarity with the region. Fulfills Foundations – History.

MGT 303 — Introduction to International Business*
An introduction to the issues that a company will experience when doing business in a global economy. Emphasis on the influence of culture on business practices. Topics will include economic structures, marketing approaches, accounting and financial issues, management and organization issues, and distribution issues. Fulfills one Issues/Themes requirement.

MGT 466 — International Management and Multinational Corporations*
A study of the managerial challenges of conducting business in a global economy. Emphasis on cultural differences and their impact on the situations and issues managers confront when working internationally. Prerequisite: Senior status or approval of instructor. Fulfills one Issues/Themes requirement.

MUS 218 — World Music
An exploration of non-Western music and Western folk music. Develops listening skills and ability to describe musical sounds and structures. Introduces an ethnomusicological perspective that considers music in relation to other aspects of society and culture. Fulfills Foundations – Art.

PHI 210 — Eastern Philosophy
Because the world is getting smaller, the scope of our knowledge and vision must expand. This course introduces students to major philosophies of the East, such as Hinduism, Buddhism, Confucianism, and Daoism, through the study of classic texts.

PHI 240 — Middle East Philosophy
This course introduces students to Middle Eastern philosophy from the medieval period through the contemporary era. The course will give students a thorough understanding of what Middle Eastern philosophy is, what makes it unique, and how both medieval and modern thinkers tackle the philosophical problems of their day. Prerequisite: Prior work in philosophy or permission of instructor.

PLS 103 — Issues in World Politics
Analysis and discussion of contemporary issues in world politics as a vehicle for introducing core concepts in comparative politics, such as democracy, dictatorship, civil society, power, nationalism, political economy, social policy, identity politics, and development. Students will gain basic familiarity with the institutions, actors, and processes that influence world politics. Fulfills one of the Foundations – Social and Behavioral Sciences.

PLS 281 — Comparative Political Systems: Canada
An analysis of the socioeconomic factors which influence the political processes, through a comparison of the political systems in the United States with Canada.

PLS 283 — Chinese Politics and U.S.-China Relations
A historical and thematic study of Chinese politics by examining the patterns and dynamics of its political, economic, and social development, as well as its interaction with the United States.

PLS 284 — Latin American Politics
The course analyzes the socioeconomic factors that influence political processes in Latin American countries, combining themes and case studies. Topics include theories of development, the historical role played by various political actors, and the current nature of development, inequality, democracy, and the politics of gender and race relations in the region.

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**PLS 382 — Politics of PostCommunist Europe**
A comparative empirical and theoretical analysis of government and politics in the former communist countries of the Baltic region, Central Europe, and the Balkans. Topics include the collapse of communism, parties, elections, political economy, nationalism and ethnic conflict, social welfare policy, and relations with the European Union. Prerequisite: PLS 103 or junior standing.

**PLS 385 — Russian and PostSoviet Politics**
A comparative empirical and theoretical analysis of government and politics in postSoviet Russia, Ukraine, Belarus, Georgia, Azerbaijan, Armenia, and the Central Asian republics. Topics include the collapse of communism, patterns of regime change, parties, elections, political economy, nationalism and ethnic conflict, social welfare policy, and foreign relations. Prerequisite: PLS 103 or junior standing.

**POL 202 — Intermediate Polish II**
Continuation of POL 201. The course enhances students’ competency in the Polish language (listening, speaking, reading, writing) and culture skills, with an emphasis on real-life communication. Conducted almost exclusively in Polish, with extensive use of authentic materials: literature, newspapers, videos, tapes, and the Internet. Prerequisite: POL 201 with C (not C-) or better, or permission of instructor. Credits: 4

**PSY 355 — Psychology and Culture**
Exploration of the interaction between ecological and cultural variables and psychological processes. Topics include cultural influences on perception and cognition, personality, cognitive and social development, social relations, interpersonal and intergroup behavior, and psychopathology. Prerequisite: PSY 101.

**RST 225 — Introduction to Russian Culture**
Concentrates on Russian culture as the Russian way of life and as the contribution Russia has made to civilization in general. Students should gain an understanding of Russia through an investigation of its past, its present, and its contrasts with the United States and the West.

**RUS 202 — Intermediate Russian II**
Continuation of RUS 201. Prerequisite: C (not C-) or better in RUS 201, or credit. Credits: 4

**SOC/WGS 350 — Family and Gender in the Developing World**
A comparative examination of the impact of development on families and gender roles in third world countries. Will include consideration of general issues (e.g., factors affecting family reproduction decisions, women in the formal and informal labor force, etc.) and in-depth study of gender and family in one or more countries. Fulfills one Issues/Themes requirement. Prerequisite: WRT 150.

**SPA 202 — Intermediate Spanish II**
Continuation of SPA 201. Introduction of writing techniques. Prerequisite: C (not C-) or better in SPA 201, or credit, or appropriate placement test score. Credits: 4
### FOUNDATIONS

**Natural Sciences** (2 courses, 1 from each category; 1 must contain a Lab) pp. 13–17

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**Writing** (1 course) p. 18

| WRT 150 |

Students must receive a grade of C (not C-) or better to fulfill this requirement.

**Arts* (1 course) pp. 19–20**

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**Philosophy and Literature** (1 course) pp. 23–24

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**Mathematical Sciences* (1 course) pp. 21–22**

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The prerequisite to all courses is MTH 110 or its equivalent.

**Social and Behavioral Sciences** (2 courses from 2 disciplines) pp. 27–29

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### CULTURES

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**U.S. Diversity** (1 course) pp. 42–44

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### UNIVERSITY REQUIREMENTS

**Supplemental Writing Skills** *(SWS) (after WRT 150)*

1. ____________
2. ____________

**B.A. Degree Cognate**

Third semester proficiency in a foreign language (201 level)

1. ____________
2. ____________
3. ____________

- Last 30 semester hours must be earned at GVSU
- Earned 58 credit hours at senior institution
- Courses numbered below 100 do not apply toward the minimum 120 semester hours needed to graduate

**Key:**

- (A) Arts
- (H) Historical Perspectives
- (I) Issues
- (NS) Natural Sciences
- (PL) Philosophy & Literature
- (SBS) Social and Behavioral Sciences
- (t) Themes
- (US) U.S. Diversity
- (W) World Perspectives

Courses in General Education are subject to change without notice. Consult myBanner for the most accurate information.
You can choose 2 Issues courses, or 1 Issues course and 1 Themes course, or 2 Themes courses.
You must choose 2 courses from 2 different disciplines. Only 1 course can be taken at the 100 or 200 level.
If a course is crosslisted in two disciplines, your second course must be taken from a third discipline.
Issues courses must be taken at GVSU.
Issues courses have a junior standing prerequisite.

**ISSUES**

**Globalization (I-G)** — including issues related to capitalism, economic justice, health, migration and immigration, communication, borders, education, etc.
- ANT 345 (W)
- ECO 365
- GPY 362 (W)
- LIB 335 (W)
- QPY 354
- WRT 354

**Health (I-H)** — including issues related to equity, disparities, health systems, finance, ethics, access, quality of care, safety, happiness, human development, genetics, etc.
- AHS 340
- BIO 328
- ECO 343
- HST 370
- MOV 350

**Human Rights (I-HR)** — including issues related to political systems, power, war, peace, violence, terrorism, wealth, poverty, privacy, religion, gender, women, children, disabilities, labor, aging, incarceration, torture, etc.
- AAA/WGS 352 (US)
- CJ 325
- CLA 367
- HST 318
- HST 378
- LIB 320 (US)
- LS/WGS 370
- PHI 320
- PHI 325
- SOC 382 (US)

**Identity (I-I)** — including issues related to gender, sexuality, religion, culture, race, class, family, community, difference, education, technology, etc.
- AAA/ENG 337 (W)
- ANT 315 (W)
- ART 391
- BIO 311
- BIO 329
- CLA 365
- COM 438
- LIB 314
- LIB 325
- PHI 300
- PHI 370
- PLS 301
- SOC 420 (US)

**Information, Innovation, and Technology (I-IIT)** — including issues related to media, privacy, access, transparency, intellectual property, ethics, economics, creativity, education, politics, etc.
- AAA 305
- ART 392
- CIS 358
- GPY 365
- LIB 341
- MTH 312
- STA 340

**Sustainability (I-S)** — including issues related to the environment, population, natural resources, economic development, social justice, energy, etc.
- ANT 340 (W)
- BIO 338
- ECO 345
- EGR 306
- GEO 360
- HTM 368
- LIB 322
- NRM 451
- PLS/ENS 303
- SOC 351
- WGS 335

**Study Abroad** — Details on completing a Study Abroad Issue can be found at www.gvsu.edu/studyabroad/.

**THEMES**

- AAA 300 (W)
- GEO 310
- MUS 300 (US)
- AAA 302 (W)
- GEO 350
- NUR 344
- AAA 315
- GPY 309
- NUR 354
- AAA 340
- GPY 324 (W)
- PA 307
- AAA 341
- GPY 335
- PED 315
- AAA 351
- GPY 350 (W)
- PHI 312
- AAA 355 (US)
- GPY 356 (W)
- PHI 335
- AHS 330
- GPY 361
- PHI 341
- AHS 352
- GPY 363
- PHI 343
- ANT 311 (US)
- GPY 385
- PHI 440
- ANT 316 (W)
- GPY/ENS 410
- PHY 303
- ANT 320
- GPY/ENS 412
- PHY 306
- ANT 355
- HSC 201 (H)
- PHY 307
- ANT 360 (W)
- HST 211 (W)
- PLS 211
- ANT 370
- HST 311
- PLS 306
- BIO 105 (NS)
- HST 315
- PLS 307
- BIO 309
- HST 316
- PLS 311
- BIO 325
- HST 317
- PLS 315
- BIO 349
- HST 320
- PLS 330
- BMS 223
- HST 325
- PLS 338
- BMS 374
- HST 327
- PLS 339
- BUS 301 (W)
- HST 342
- PLS 340
- CAP 305
- HST 344
- PSY 349
- CAP 315
- HST 364
- PSY 361
- CJ/WGS 320
- HST 371
- PSY 364
- CJ 405
- HST 372
- PSY 366
- CJR 236
- HST/LAS 374
- PSY 368
- CLA 315
- HST 376
- PSY 377
- CLA 320
- HST 377
- PSY 385
- COM 220
- HST 386
- SOC 250
- COM 320
- LAS 475
- SOC 323 (US)
- COM 372
- LIB 300
- SOC 333
- CTH 300
- LIB 310
- SOC 346
- CTH 373 (W)
- LIB 311
- SOC/WGS 350 (W)
- ECO 330
- LIB 330
- SOC 356
- ECO 342
- LIB 340
- SOC 357
- ECO 349 (W)
- LIB 345
- SOC 366
- ECO 350
- LIB 350 (US)
- SOC/WGS 375
- ECO 369 (W)
- LIB 373
- SOC 379
- ECO 435
- LIB 401 (US)
- SOC 381 (US)
- ECO 436
- MGT 303 (W)
- SOC 385
- EGR 304
- MGT 340
- SOC 386
- ENG 335 (US)
- MGT 345
- SOC 392
- ENG 381
- MGT 355 (US)
- SPA 300
- ENG 382
- MGT 438
- SPA 307
- ENG 383
- MGT 466 (W)
- STA 345
- ENG 384
- MKT 358
- SW 300
- ENG 385
- MKT 359
- SW 322
- ENG 386
- MKT 361
- WGS 310
- ENG 392
- MKT 369
- WRT 381
- GEO 300
- MKT 375

For more information contact: gened@gvsu.edu, 181 Lake Ontario Hall, (616) 331-8140. www.gvsu.edu/gened
The United States is a nation that has been, and is increasingly becoming, one composed of people from many different backgrounds. Few nations have been faced with the challenges and opportunities of incorporating so many diverse groups of people. Members of such a nation and its societies need to be able to understand how diversity may affect their own individual identities as well as their relationships with people in their social and political communities.

Student Learning Outcomes

All courses in the U.S. Diversity Culture category help students learn:

1. About one’s own culture and the cultures of others:
   a. To examine the historical trajectories and consequences, worldviews, languages, and/or ways of life of diverse cultures within the United States
   b. To examine how social constructions of ethnicity/race and at least one of the following social attributes shape group and individual identities: gender, class, abilities, age, sexual orientation, religion, or common history
2. a. Written communication — the practice of creating and refining messages that educated readers will value; or
   b. Information literacy — the process of locating, evaluating, and using multiple forms of information
3. a. Oral communication — the practice of effectively communicating verbally with a public audience across a variety of contexts; or
   b. Ethical reasoning — a decision making process based on defining systems of value

Courses

Students are required to take one course in the U.S. Diversity Culture category.

AAA 201 — Introduction to African American Studies
Traces the historical development and examines the scope, theories, discourses, and methodologies defining African American studies and the critical responses to these studies. Surveys perspectives on African American history, religion, social organization, politics, economy, literature, and culture and social ideology. Fulfills one of the Foundations – Social and Behavioral Sciences.

AAA/WGS 352 — Black Women’s Histories and Cultures
A historical and theoretical analysis of the distinct identities African American women constructed for themselves (and had constructed for them) in response to the forces of patriarchal domination and political colonization. Prerequisite: Junior standing. Part of the Human Rights Issue.

AAA 355 — History of Underground Railroad
An exploration of the historical, political, and cultural contexts out of which the American Underground Railroad and abolitionists movements emerged with emphasis on the important role the State of Michigan played in these movements due to its geographical proximity of Canada. Prerequisite: Junior standing. Fulfills one Issues/Themes requirement.

ANT 311 — Native Peoples of North America
A multifaceted examination of North American Indians and a comparison of that culture with the American. Focus is on origin, early history, and present disposition of American Indian populations. Fulfills one Issues/Themes requirement.
EDF 315 — Diverse Perspectives on Education
This course will introduce the historical, philosophical, and sociological foundations of education in the United States. Emphasis will be placed on the changing purposes of education historically, the legal and procedural expansion of schooling to an increasingly diverse student population, and the cultural competencies needed to teach all students effectively.

ENG 335 — Literature of American Minorities
Studies the importance and variety of the literature of African American, Native American, Asian American, and Hispanic American authors. Emphasis on themes, literary styles, and the historical and social experience of marginality on the literature. Prerequisite: WRT 150. Fulfills one Issues/Themes requirement.

GPY 353 — Geography of the United States and Canada
A comparative study of the cultural and physical geographies of primarily the United States population, cultural diversity, migration, resources, and economy, with those of Canada.

HST 205 — American History to 1877
The development of the United States from the Colonial Period to the end of Reconstruction with an emphasis on the role that race, ethnicity, culture, political thought, economics, and gender played in shaping American values and institutions.

HST 206 — American History Since 1877
The legacy of Jim Crow, the impact of immigration on political systems in an urban industrial society, the quest of social, civil, racial, gender and political equality, competing economic and political thought, and the emergence and preservation of America as a world power.

HST 314 — African American History
Examines the history of African Americans from forced migration through the civil rights movement. Issues studied include race relations, black culture in slavery, emancipation, the origins of segregation, the great migration, and the civil rights movement. Prerequisite: HST 205 or HST 206 or junior standing.

ITC 100 — Introduction to Intercultural Competence
This course introduces students to the concept of cultural competence, and provides them with the knowledge and application of skills necessary to succeed in diverse settings. This course examines theories of intercultural engagement and then requires students to consider how they might apply knowledge in diverse practical settings.

LIB 201 — Diversity in the United States
Explores how the intersections of race, ethnicity, gender, sexual orientation, class, religion, and physical abilities affect the material lives and media representations of various cultural groups in the United States. Engages historical and current debates regarding issues of immigration, meritocracy, segregation, the economy, the environment, and identity. Fulfills one of the Foundations – Social and Behavioral Sciences.

LIB 320 — Voices of the Civil Rights Movement in the United States
This interdisciplinary course integrates numerous expressive genres, including autobiographies, oral histories, and music, to examine how activists challenged human rights violations. Narrations of individual transformations show how shared experiences, ideologies, and opposition expanded understandings of human rights nationally and globally during the civil rights movements in the United States. Part of the Human Rights Issue.

LIB 350 — The Immigrant Experience in the U.S.
This study of immigrant groups in the United States will focus on the marginalized experience of people who have moved from their “home” cultures, how they have adapted to the new world, and how this experience has helped shape U.S. culture. Emphasis on the fine arts, literature, biography, film, history, and sociology. Concentration on at least two cultures, one non-European. Fulfills one Issues/Themes requirement.

LIB 401 — Visionary Thinkers in the American Mosaic
A variable topics course that focuses on the life and work of a significant contributor to the American mosaic and thereby the United States’ vision of diversity. Fulfills one Issues/Themes requirement.
MGT 355 — The Diversified Workforce*
An examination of the experiences of different groups in the U.S. workforce including race, ethnicity, gender, age, disability, and sexual orientation. Cultural differences are explored and consideration is given to the ways in which organizational norms operate to include or marginalize groups of people. Fulfills one Issues/Themes requirement.

MUS 219 — Jazz History
Survey of jazz from 1900–present, including Dixieland, blues, swing, be-bop, cool jazz, jazz fusion, free jazz and the avant-garde, and the so-called “third stream.” Music background is helpful, but not mandatory.

MUS 300 — Exploring American Music
Introduction to a variety of American musical styles drawn from many cultures, including Native American, African American, Latino, and European American traditions. Topics may include folk music, religious music, Broadway, country, jazz, rock, and American classical music. Fulfills one Issues/Themes requirement.

SOC 205 — Social Problems
Examines a range of social conditions, arrangements, and behaviors typically defined as problems in modern society. Applies sociological analysis to understand how problems arise from the organization of society, and the processes by which conditions become identified as social problems, and how ideology and power shape responses. Fulfills one of the Foundations – Social and Behavioral Sciences.

SOC 323 — Families and Society
An examination of the basic concepts of culture and their application, first to the American family and then to the family in other cultures. Fulfills one Issues/Themes requirement.

SOC 381 — Class, Race, Gender, and Sexuality
Studies the meaning of difference in contemporary society. Focus on the interplay of structure and agency in relation to class, race, gender, and sexuality regarding life opportunity, privilege, and inequality. Prerequisite: SOC 201 or SOC 205. Fulfills one Issues/Themes requirement.

SOC 382 — Race and Ethnicity
Analysis of cultural, historical, and social construction of race and ethnicity in the U.S. and crossculturally. Assesses theories of prejudice, discrimination, and racism. Grounds the examination of the interplay of group privilege and disadvantage within the context of contemporary issues related to race and ethnicity. Prerequisite: SOC 201. Part of the Human Rights Issue.

SOC 420 — Sociology of Community
Examines sociology’s community studies tradition and concerns with the modern fate of close-knit, cohesive communities. Readings focus on the field’s intellectual origins, contrasts between small towns and cities, major theories, research methods, and contemporary communities. Prerequisite: Junior standing. Part of the Human Rights Issue.

SPA 313 — U.S. Latino/a Civilization and Culture
An introduction to the political, social, economic, and cultural history of Latinos/as in the United States, which will lead to an appreciation and awareness of the cultural roots and current lifestyles of these groups. Prerequisite: Completion of SPA 322 with a C or better (not C-).

WGS 255 — Gender and Popular Culture
This interdisciplinary course is an introductory examination of the role of U.S. popular culture in creating and maintaining ideologies of gender. Building upon an intersectional analysis, content will focus on using gender as a lens to analyze popular images and messages about race and sexuality.

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Nonbusiness majors with the credits and a 2.0 to 2.749 overall grade point average (GPA), and officially declared Seidman majors with the credits and a 2.5 to 2.749 overall GPA, will need to email their name, G-number, course, and semester for the course to go2gvbiz@gvsu.edu for an override to register.
General Education: Issues and Themes

Transition to Issues from Themes
Beginning in the fall of 2013, we will transition to the new upper division component — Issues — of our General Education Program. Students will have the opportunity to take Issues or Themes courses or a combination of Issues and Themes courses. Students who enter Grand Valley State University starting in the fall of 2014 will take “Issues” courses to satisfy their general education requirement. To make that transition as smooth as possible, students no longer need to take courses in a single Themes category.

Purposes of Issues and Themes Courses
At its highest levels, general education develops the ability to work across boundaries and apply what we learn in new and challenging ways. Thus, both the Issues and Themes requirements seek to have students apply learning across disciplines, learning and working with students from a wide variety of majors. Both Issues and Themes courses seek to have students make connections between two courses in different disciplines. Issues courses add a focus on working across disciplines within each course, helping students make those connections.

Issues Courses
Issues courses address widely recognized human issues from the viewpoint of one discipline, but welcome multidisciplinary approaches in each course. Students will develop their ability to draw on previous knowledge and experience, collaborate with others, and address problems that connect to important world issues.

Issues and Themes Requirements
- Students must complete two courses in Issues or Themes. During this transitional year, students may graduate with two Issues courses, two Themes courses, or one Issues course and one Themes course.
- The courses selected must come from two different disciplines, as indicated by their three-letter designations (for example, AAA and ANT). If a course is crosslisted in two disciplines, the second course must come from a third discipline.
- Students may take two courses from the same Issue or they can select courses from different Issues.
- Students may not use more than one lower division (100 or 200 level) course to complete this Issues and Themes requirement.
- Students must have junior standing to take Issues courses.
- Issues courses must be taken at GVSU.
Globalization — including issues related to capitalism, economic justice, health, migration and immigration, communication, borders, education, etc.

Student Learning Outcomes

All courses in the Globalization Issue help students learn the following:

1. How the course relates to globalization
2. How complementary and competing perspectives covered in the course contribute to the ongoing discussion about globalization
3. Collaboration — two or more students working together and sharing the workload equitably as they progress toward shared learning objectives
4. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals
5. Integration — the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations

Courses

ANT 345 — Perspectives on Globalization
The anthropology of globalization examines the emergence of “globalized local cultures.” Students employ the ethnographic approach to understand globalization as the intensification of interconnectedness, in which anthropologists learn that fundamental problems of deep and universal concern to humans everywhere will need to be addressed at local, national, and global levels. Prerequisite: Junior standing. Fulfills Cultures – World Perspectives.

ECO 365 — Comparative Economic Systems*
Relative to such economic goals as economic freedom, full employment, growth, efficiency, consumer welfare, equitable distribution of income, and security, how well do alternative economic systems perform? This course studies contemporary, evolving capitalist, socialist, and mixed systems in different countries. Prerequisites: ECO 210 or ECO 200 and junior standing.

GPY 354 — Geography and Globalization of Asia
Introduction and survey of the physical and cultural geographies of Asia, their influence on the globalization of Asian economies, and the migration of Asian peoples. Prerequisite: Junior standing.

GPY 362 — Farmers, Crops, and Our Challenging Agricultural World
A geography of the world’s agricultural practices and development at different scales, from traditional methods to industrial agriculture with an emphasis on farming societies. Topics include indigenous agriculture and crop domestication, agroforestry and plantation systems, land use and rural societies, export crops, aquaculture and livestock, and drug cultivation. Prerequisite: Junior standing. Fulfills Cultures – World Perspectives.

*Nonbusiness majors with the credits and a 2.0 to 2.749 overall grade point average (GPA), and officially declared Seidman majors with the credits and a 2.5 to 2.749 overall GPA, will need to email their name, G-number, course, and semester for the course to go2gvbiz@gvsu.edu for an override to register.
LIB 335 — Sacred Texts — Global Contexts
A comparative study of sacred texts as literary masterpieces that shape and influence their respective cultural expressions and literary traditions. This interdisciplinary course will examine the multiple intersections of sacred texts with the many faces of globalization. Readings may include selections from: Rig Veda, Upanishad, Bible, Qur’an, and Tao Te Ching. Prerequisite: Junior standing. Fulfills Cultures – World Perspectives.

WRT 354 — Writing in the Global Context: Culture, Technology, and Language Practices
This course prepares students for the challenges of writing in the global context. Through analysis and practice, students will learn to write and design documents that respond to the needs of local and global audiences in the 21st century workplace. Focus: communication competence, cultural dimension of language and design. Prerequisite: Junior standing.
Health — including issues related to equity, disparities, health systems, finance, ethics, access, quality of care, safety, happiness, human development, genetics, etc.

Student Learning Outcomes

All courses in the Health Issue help students learn the following:
1. How the course relates to health
2. How complementary and competing perspectives covered in the course contribute to the ongoing discussion about health
3. Collaboration — two or more students working together and sharing the workload equitably as they progress toward shared learning objectives
4. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals
5. Integration — the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations

Courses

AHS 340 — Health Care Management
An introduction to the basic concepts of health care management, including problem solving, planning, organization, motivation, leadership, and group processes. Prerequisite: Junior standing.

BIO 328 — Biomedical Ethics
Examination of ethical dilemmas encountered in medicine and biomedical research, with an emphasis on obligations of health care workers to their patients. Biology majors may not use both BIO 328 and BIO 338 as elective credit within the major. Prerequisite: Junior standing.

ECO 343 — Health Economics
Application of microeconomic tools to health and medical care issues. Topics include demand for health care, economic choices of medical care providers, insurance markets, economic justification for government involvement in the medical care system, various proposals for health care reform in the U.S. and different health care systems in the world. Prerequisite: Junior standing.

HST 370 — History of Medicine and Health
Interdisciplinary exploration of the diverse ways that Western societies from Ancient Greece to the modern era have defined health and disease, provided health care, managed the environment, and sought to prevent illness. Examines the strengths and limits of past solutions to health questions and their applicability to modern society. Prerequisite: Junior standing.

MOV 350 — The Obesogenic Environment
Obesity is a global health issue. This course will examine obesity within the context of behavioral choices, and physical and social environments (e.g., public health policy, sociocultural influences, food accessibility, media, marketing). Obesity prevention and intervention strategies will also be explored. Prerequisite: Junior standing.
Human Rights — including issues related to political systems, power, war, peace, violence, terrorism, wealth, poverty, privacy, religion, gender, women, children, disabilities, labor, aging, incarceration, torture, etc.

Student Learning Outcomes

All courses in the Human Rights Issue help students learn the following:
1. How the course relates to human rights
2. How complementary and competing perspectives covered in the course contribute to the ongoing discussion about human rights
3. Collaboration — two or more students working together and sharing the workload equitably as they progress toward shared learning objectives
4. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals
5. Integration — the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations

Courses

AAA/WGS 352 — Black Women’s Histories and Cultures
A historical and theoretical analysis of the distinct identities African American women constructed for themselves (and had constructed for them) in response to the forces of patriarchal domination and political colonization. Prerequisite: Junior standing. Fulfills Cultures – U.S. Diversity.

CJ 325 — Criminal Justice and Human Rights
A comparative study of criminal justice in relation to past, current, and emerging human rights claims, violations, protections and enforcement locally, regionally, nationally, and internationally. Prerequisite: Junior standing.

CLA 367 — Thinking Like a (Roman) Lawyer
Many legal concepts we take for granted come directly from Roman Law, the influence of which continues be felt worldwide today. This course introduces legal reasoning and analysis through a discussion-based, case-by-case approach focusing on primary sources in translation. Especially valuable for prelaw students. Prerequisite: Junior standing.

HST 318 — History of Democracy in America
Examines the historical development of democratic principles, ideologies, and practices in American history through case studies of particular crises in American democracy. Focuses on limits of democracy and debates among Americans and between scholars about practice of democracy in a variety of areas and from a multiplicity of viewpoints. Prerequisite: Junior standing.

HST 378 — Contesting Human Rights
This course takes a game-based approach, based on written and oral analyses of primary sources, to explore key historical moments when human rights and questions of who should have them were contested. Students engage through collaborative role-play with complex historical situations in which rights were defined and fought over. Prerequisite: Junior standing.
LIB 320 — Voices of the Civil Rights Movement in the United States
This interdisciplinary course integrates numerous expressive genres, including autobiographies, oral histories, and music, to examine how activists challenged human rights violations. Narrations of individual transformations show how shared experiences, ideologies, and opposition expanded understandings of human rights nationally and globally during the civil rights movements in the United States. Prerequisite: Junior standing. Fulfills Cultures – U.S. Diversity.

LS/WGS 370 — Women and the Law
Overview of legal limitations on sex discrimination in the United States and efforts to end discrimination; marriage and divorce; relationships outside of marriage; reproductive rights and biological factors impacting these rights; violence against women; and employment discrimination focusing on gender-based influences that contribute to these human rights violations. Prerequisite: Junior standing.

PHI 320 — Social and Political Philosophy: Liberty and Justice
Analyzes the intellectual appropriation of the concept of freedom over time. Emphasis will be given to the dynamic interaction between freedom and social control in classics of Western philosophy from ancient times to modernity. Authors include Plato, Epicurus, Aristotle, Aurelius, Augustine, Hobbes, Rousseau, and Marx. Prerequisite: Junior standing.

PHI 325 — Ethics in Professional Life
Examination of ethical principles and practice in business, medicine, education, law, and government. This course aims at providing students with the intellectual framework for an ethical analysis of situations which arise within various professions. Also seeks to foster mutual understanding across professional lines. Prerequisite: Junior standing.

SOC 382 — Race and Ethnicity
Analysis of cultural, historical, and social construction of race and ethnicity in the U.S. and crossculturally. Assesses theories of prejudice, discrimination, and racism. Grounds the examination of the interplay of group privilege and disadvantage within the context of contemporary issues related to race and ethnicity. Fulfills U.S. Diversity requirement. Prerequisite: Junior standing.
Identity — including issues related to gender, sexuality, religion, culture, race, class, family, community, difference, education, technology, etc.

Student Learning Outcomes

All courses in the Identity Issue help students learn the following:

1. How the course relates to identity
2. How complementary and competing perspectives covered in the course contribute to the ongoing discussion about identity
3. Collaboration — two or more students working together and sharing the workload equitably as they progress toward shared learning objectives
4. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals
5. Integration — the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations

Courses

AAA/ENG 337 — Contemporary Black Literature
Studies the importance and variety of literature by Black authors from Africa, the Americas, and/or Afro-Europe since 1975. Texts written earlier than 1975 are used to consider influential historical and/or social events, trends and themes, literary styles, innovative uses of popular culture, and/or expression of the experience of marginality. Prerequisite: Junior standing. Fulfills Cultures – World Perspectives.

ANT 315 — Comparative Religions
A crosscultural study of contemporary religions. Examines the diversity of religious meaning through the lived experiences of cultures, traditions, and sects around the world. Exposes students to anthropological interpretations of religion through a range of methods, including ethnography. Themes include symbolism, ritual, death, shamanism, healing, magic, pilgrimage, and interfaith movements. Prerequisite: Junior standing. Fulfills Cultures – World Perspectives.

ART 391 — Civic Studio
Visual art methods are used to study, form, and present art in a specific public context. Includes the development of a project site, individual and collaborative work, and service learning. Studio operates “in public” presenting lectures, visual displays, and public gatherings. May be repeated for credit. Offered every third semester (fall/winter). Prerequisite: Junior standing.

BIO 311 — Who’s Running Your Life: Genes, Evolution, and Behavior
The vast majority of human evolutionary history occurred while we lived in small hunter-gatherer groups. This course will examine if our genetically determined behavior from the past is still affecting us today. Prerequisite: Junior standing.

BIO 329 — Evolution of Social Behavior
Social behavior links to an animal’s quest for evolutionary fitness. Social behavior is rooted in genes, and shaped by development, learning, and environment. Through interdisciplinary lenses, we will explore social behavior in diverse vertebrate and invertebrate species, discover behavioral commonalities among species, and learn how scientists study animal behavior. Prerequisite: Junior standing.
CLA 365 — Stoicism, Identity, and the Happy Life
This course will address, through the life and thought of prominent Stoics, both the evolution of self and the development of an individual’s identity from the Stoic perspective. Through readings, writing, and journaling, students will explore the significance and relevance of key Stoic ideas about identity. Prerequisite: Junior standing.

COM 438 — Communication Ethics
An upper-division course for the study of communications ethics. Students explore how language and innocence are mutually exclusive, examine how rhetoric, ideology, and information bear upon social and personal evil, and consider ethics issues relating specifically to communicative media. Focus is directed to the assessment and development of ethical sense-making. Prerequisite: Junior standing.

LIB 314 — Life Journeys
Students will examine their own identity by means of personal and critical reflection through works selected from literature, mythology, philosophy, art, film, and music. Students will gain insight into their own life journey and the life journeys of others, empowering them to be more fully themselves in the world. Prerequisite: Junior standing.

LIB 325 — LGBTQ Identities
This interdisciplinary course draws on scholarship in the fields of sociology, literature, history, anthropology, LGBTQ, cultural, and gender studies in order to teach students about lesbian, gay, bisexual, transgender, intersex and queer complex identities (identity formation and development), identifications, and the social, political, historical, and cultural problems underpinning these constructions. Prerequisite: Junior standing.

PHI 300 — Theories of Human Nature
Survey of philosophical, scientific, and religious conceptions of the human being, from past and present, and from various cultures. Issues include meaning of life, destiny of humanity, relations between humans, human development and evolution, relations of humans to their creator/origins and to their environments, and methodologies for investigating human nature. Prerequisite: Junior standing.

PHI 370 — Sex Matters: Feminist Philosophy in the Contemporary World
Sex and gender are central to our identity. The course explores these concepts within the intersection of race, class, sexualities, and ethnicities. Philosophical analyses will be used to investigate how gendered biases infuse the structures of thought and action such that sex is a central component of our lives. Prerequisite: Junior standing.

PLS 301 — Poverty, Inequality, and U.S. Public Policy
This course examines poverty and inequality in the United States. Topics include definitions of poverty and inequality, historical trends, and policy responses. Diverse perspectives, including international comparisons, will be presented, and students will explore various dimensions of inequality through small group activities. Prerequisite: Junior standing.

SOC 420 — Sociology of Community
Examines sociology’s community studies tradition and concerns with the modern fate of close-knit, cohesive communities. Readings focus on the field’s intellectual origins, contrasts between small towns and cities, major theories, research methods, and contemporary communities. Prerequisites: STA 215 and SOC 201 or GPY 220 and Junior standing.
Information, Innovation, and Technology — including issues related to media, privacy, access, transparency, intellectual property, ethics, economics, creativity, education, politics, etc.

Student Learning Outcomes

All courses in the Information, Innovation, and Technology Issue help students learn the following:

1. How the course relates to information, innovation, and technology
2. How complementary and competing perspectives covered in the course contribute to the ongoing discussion about information, innovation, and technology
3. Collaboration — two or more students working together and sharing the workload equitably as they progress toward shared learning objectives
4. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals
5. Integration — the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations

Courses

AAA 305 — Perspectives on the Black Arts Movement
This course examines the relationship between "aesthetics," artistic form (i.e., song, dance, literature, etc.), and "politics," or the social function of art (i.e., entertainment, "protest art," "social art," "revolutionary art," etc.) during this period of African American cultural history through prose, fiction, visual culture, music, and film. Prerequisite: Junior standing.

ART 392 — Curatorial Studio
Curatorial Studio explores presentational and critical practice and the theoretical discourse specific to such practice within a studio context. This involves the curation (study and creation of visual presentations) in exhibitions of projects. May be repeated once for credit. Prerequisite: Junior standing.

CIS 358 — Information Assurance
Introduction to security, privacy, and information assurance. Coverage will include not only security threats, attacks, and defenses, but also issues important to information assurance such as risk management, security planning, and ethical issues. Perspectives of computing professionals as well as computing users from other professions will be discussed. Prerequisite: Junior standing.

GPY 365 — GIS for Economic and Business Decision Making
Explores the use of Geographic Information Systems (GIS) technology in economic and business decision making, including market area analysis, geodemographic segmentation, site selection, routing, customer profiling, sales territory management, and location strategies. Emphasis on hands-on activities. Problem-based learning approach. Prerequisite: Junior standing.

LIB 341 — Leadership for Social Change
An examination of the theory and practice of leadership in social change movements, focused on developing personal and organizational capacities for leadership in a liberal education context. Students identify a contemporary social issue and create an action plan for resolution, addressing that issue with at least one action step. Prerequisite: Junior standing.
MTH 312 — Cryptography and Privacy
An introduction to cryptography and information security with a focus on applications and issues from diverse areas. Topics will include a study of cryptographic primitives, historical cipher systems, symmetric and public-key cryptography, hash functions, digital signatures, electronic voting, and contemporary issues in privacy and security. Prerequisite: Junior standing.

STA 340 — Statistics in the Media
An examination of statistics reported in the media. Students will read news stories and published research to critically evaluate the conclusions made, recognizing when assertions are and are not supported by evidence. Common fallacies and misconceptions will be covered. Prerequisites: STA 215 and junior standing.
Sustainability — including issues related to the environment, population, natural resources, economic development, social justice, energy, etc.

Student Learning Outcomes

All courses in the Sustainability Issue help students learn the following:

1. How the course relates to sustainability
2. How complementary and competing perspectives covered in the course contribute to the ongoing discussion about sustainability
3. Collaboration — two or more students working together and sharing the workload equitably as they progress toward shared learning objectives
4. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals
5. Integration — the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations

Courses

**ANT 340 — Culture and Environment**
Comparing different adaptive strategies of cultures from around the world and seeks understanding of ethical and social values different groups have related to the environment. Attention is focused on how humans relied on cultural mechanisms in the past to adapt and change their physical and natural environment. Prerequisites: Junior standing, WRT 150, and either U.S. Diversity or Historical Perspectives. Fulfills Cultures – World Perspectives.

**BIO 338 — Environmental Ethics**
Examines philosophical underpinnings of environmental ethics. Explores approaches for understanding sustainability issues, solving ongoing environmental problems, and developing a global environmental ethic. Biology majors may not use both BIO 328 and BIO 338 as elective credit within the major. Prerequisites: Junior standing, and WRT 150 (C or better) in order to get SWS credit.

**ECO 345 — Environmental and Resource Economics**
Develops a systematic economic framework to analyze market and government allocations of natural and environmental resources. Topics include relationships between population growth, land development, and environmental quality; regulatory versus market-oriented environmental policies; supplies and prices of mineral and energy resources; and harvest and protection of forests and fisheries. Prerequisites: ECO 211 or ECO 200 and Junior standing.

*Nonbusiness majors with the credits and a 2.0 to 2.749 overall grade point average (GPA), and officially declared Seidman majors with the credits and a 2.5 to 2.749 overall GPA, will need to email their name, G-number, course, and semester for the course to gvsu2gvbiz@gvsu.edu for an override to register.
EGR 306 — Urban Sustainability
Social, environmental, and economic points of view are engaged to study how successful cities work. Study approached using assigned reading compared to direct observation and immersion into urban environments. Focuses on the interaction of built environment with social and natural environments. How engineering decisions about materials used in buildings impact structural integrity, energy use, and economics. Prerequisites: MTH 110 and junior standing.

GEO 360 — Earth Resources in Transition: Conventional to Sustainable
Exploration of transition from conventional to sustainable earth resource issues, technologies, and science. Focuses on one, or a combination of, earth resources: water, energy, or earth materials (minerals and metals). Topics may include water resources, treatment and usage; oil and gas origins, exploration, recover, and refining; mining and metals recover. Prerequisite: Junior standing.

HTM 368 — Geotourism
A study of geotourism, tourism that sustains or enhances the geographic character of a place. Topics include: community development, land use and planning, conservation of resources, tourist satisfaction and marketing, with the purpose of sustaining or enhancing the environment, culture, aesthetics, heritage, and the well-being of a place’s residents. Prerequisite: Junior standing, HTM 202 (recommended).

LIB 322 — Wicked Problems of Sustainability
Sustainability, as a wicked problem, is an intractable, ongoing, and high-stakes issue. This course engages students in participatory research on the inextricably linked dimensions of sustainability, such as economics, environment and social equity. Students will work with community partners to address specific interdisciplinary problems of sustainability. Prerequisite: Junior standing.

NRM 451 — Natural Resource Policy
Study of how natural resource policy is developed and implemented in the United States. Focuses on public policies toward renewable resources such as forests, biodiversity, land, recreation, and water. Includes foundations of the American legal system, choice of policy instruments, and basic methods of policy analysis. Prerequisite: Junior standing.

PLS/ENS 303 — Introduction to U.S. Environmental Policy
This course examines the decision-making processes to cope with modern environmental problems. The course focuses on both domestic and international environmental issues with special attention to interests, ideas, and institutions. Offered fall semester. Prerequisite: Junior standing.

SOC 351 — Urban Sociology
Explores urban theory (Chicago School, political economy, and cultural approaches); the evolution of cities; suburbanization, race relations, street life, sustainability (economic, social, and environmental), redevelopment, urban politics, and international comparisons. Readings focus on theory, specific cities, and environmental concerns. Prerequisites: SOC 201 and junior standing.

WGS 335 — Women, Health, and Environment
This course is an overview of contemporary women’s health issues focusing on the interconnectedness between health and the environment. Topics include reproductive issues, pesticides, sustainable development, occupational hazards, health insurance, and breast cancer. Discussions and readings will focus on the impact of race, class, and sexuality on women’s health. Prerequisite: Junior standing.
Study Abroad Issues

Study Abroad Issues is an alternative to the traditional General Education Issues option, allowing students to complete this requirement through participation in an approved study abroad program. Study Abroad Issues offers maximum flexibility to accommodate the vast array of academic interests students have and the study abroad options available to them. Many study abroad programs offer incredibly rich and insightful courses that focus on the host country or culture. Study Abroad Issues is a perfect avenue for students to earn credit toward their degree, while at the same time enriching their experience and knowledge of the host culture. While it is not required that a student take a course on the host culture in order to meet this requirement, it is strongly encouraged. The General Education Issues curriculum was intentionally designed to better prepare students for ethical reasoning, collaboration, and problem solving in the 21st century, all of which are fundamentally imbedded in the learning experience of study abroad.

More and more sectors of our economy involve working with international companies, collaborating or working with foreign teams, or working as part of a multinational or multicultural organization. Gaining meaningful international experience is one of the best ways to prepare for the increasingly interconnected, global society. Study abroad enriches students on a professional, academic, and personal level, as well as enhances their competitive edge. More than 700 Grand Valley students complete some kind of international experience each year — with most students identifying their experience overseas as not only the best thing they’ve done at Grand Valley, but the best thing they’ve done in their entire lives.

The following guidelines apply to the Study Abroad Issues option:

### Six or more credits abroad
- Students must take two 3-credit courses at the host institution to fulfill their General Education Issues requirement. Any two 3-credit courses will count.
- Students must submit a written reflection paper to receive the Issues credit.

**Courses cannot count for both Issues and Foundation credit.**

One of the courses completed abroad will automatically fulfill the World Perspectives requirement.

### Three credits abroad
- Take one 3-credit course abroad **AND**
- Take one 3-credit Issues course at GVSU from a different discipline.
- Students must submit a written reflection paper to receive Issues credit.

**Courses cannot count for both Issues and Foundation credit.**

The course completed abroad will automatically fulfill the World Perspectives requirement.

### Faculty-led program
- Students participating in a GVSU faculty-led program MUST take two 3-credit courses from **two different disciplines** to receive Issues credit.

If the faculty-led program offers two or more courses from the same discipline, students can use one study abroad course and one Issues course, from a different discipline, at GVSU.

- Students must submit a written reflection paper to receive Issues credit.

**Courses cannot count for both Issues and Foundation credit.**

One of the courses completed abroad will automatically fulfill the World Perspectives requirement.
The following rules apply to Issues and Themes courses:

- You can choose 2 Issues courses, or 1 Issues course and 1 Themes course, or 2 Themes courses.
- You must choose 2 courses from 2 different disciplines. Only 1 course can be taken at the 100 or 200 level.
- If a course is crosslisted in two disciplines, your second course must be taken from a third discipline.
- Issues courses must be taken at GVSU.
- Issues courses have a junior standing prerequisite.

African American Studies

**AAA 300 — U.S.-Africa Relations**
Examines the historical development of the relationship between the United States and Africa, and the broad range of issues — cultural, economic, political, security, and social — that condition and shape the relationship. Fulfills Cultures – World Perspectives.

**AAA 302 — African Diaspora**

**AAA 315 — Field to Factory: African American Migration**
Examines the sociocultural, political, economic, psychological, and interpersonal consequences of the migration of over one million African Americans from the rural South to the industrialized North during the decades surrounding World Wars I and II. Prerequisite: Junior standing.

**AAA 340 — African American Culture and Social Thought**
Examines the cultural ties between Africans and African Americans, the historical and sociocultural context of African American cultural expression, and the defining dialogues, moments, and personages in African American culture and social thought. Prerequisite: Sophomore standing.

**AAA 341 — Civil Conflicts in Africa**
The analysis of the nature and dynamics of both nonviolent and violent conflicts — civil wars — in Africa, and the efforts to resolve them. The focus will be on selected case studies of African states.

**AAA 351 — Perspectives on African American Males**

**AAA 355 — History of Underground Railroad**
An exploration of the historical, political, and cultural contexts out of which the American Underground Railroad and abolitionists movements emerged with emphasis on the important role the State of Michigan played in these movements due to its geographical proximity of Canada. Prerequisite: Junior standing. Fulfills Cultures – U.S. Diversity.
Allied Health Sciences

AHS 330 — Health Care: A Global Perspective
This course examines public health and its links between global health, social and economic development, and the impact on creating healthy societies. The course will provide students with an understanding of the risks diseases pose to worldwide society and the burden of disease-related costs on individual cultures.

AHS 352 — Introduction to Holistic Health Care
This Theme course offers students the opportunity to critically examine holistic health beliefs and practices and their cultural position in American society. The philosophical and theoretical premises behind these beliefs and practices will be analyzed and compared to Western medicine and to one another.

Anthropology

ANT 311 — Native Peoples of North America

ANT 316 — Death, Burial, and Culture
This course examines how different cultures approach issues and customs surrounding death. Drawing on evidence from biological and cultural anthropology and archaeology, students learn from death and how it illuminates life in different cultures around the world and through time. Prerequisite: ANT 204 or ANT 206 or ANT 220 or permission of instructor. Fulfills Cultures – World Perspectives.

ANT 320 — Culture and Disease
Introduces students to the anthropological study of disease ecology and medical systems crossculturally. Explores the impact of disease, ecology, and sociocultural behavior throughout human evolution. Investigates the efficacy and nature of non-Western curing procedures and the cultural and psychodynamic features of illness. Prerequisite: ANT 204 or ANT 206 or ANT 220.

ANT 355 — Migration in Americas
A comparative, crosscultural study of human migration in the Americas, drawing on the discipline of anthropology for methodology and content. Explores patterns of migration and issues of adaptation, assimilation, borders, transnationalism, immigrants, refugees, displaces, identity, and ethnicity.

ANT 360 — Ethnography of Mesoamerica
Examines the cultural history and social dynamics that have shaped modern Mesoamerica. Includes discussion of environment, archaeology, diversity of modern Mexican and Guatemalan cultures, and current issues of development and human rights. Fulfills Cultures – World Perspectives.

ANT 370 — Crosscultural Perspectives on Gender
Examines gender as a fundamental organization theme of culture. Emphasizes the sociocultural basis for gender differences using a crosscultural and comparative approach. Discusses how gender relations affect all other aspects of human life. Prerequisite: ANT 204 or ANT 206.
The following rules apply to Issues and Themes courses:

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### Biology

**BIO 105 — Environmental Science**

Study of natural ecosystems, their interrelationships, and human impacts; evolution of humans and environmental determinants of their cultures; land use; resource and energy utilization, population trends and causative factors, air and water pollution; and economic factors influencing decision-making are emphasized. Fulfills Foundation – Life Sciences.

**BIO 309 — Plants and Human Health**

Examination of plants and fungi that are sources of medicines or herbal remedies, or are a regular part of people’s diets and have been found to have specific health benefits. Only one of BIO 309, 311, 329, or 349 may be counted toward a biology major or minor. Prerequisites: Junior standing and completion of the Life Sciences General Education category.

**BIO 310 — Biological Diversity of the Americas**

Examines the relationships between long-term gradual change, short-term chaotic change, and the biodiversity of the Americas. The value of biodiversity will also be discussed. Does not count toward a biology major or minor. Prerequisites: Junior standing and completion of the Life Sciences General Education Foundation.

**BIO 325 — Human Sexuality**

Introduction to the biological dimensions of human sexuality from physiological, ecological, and evolutionary perspectives.

**BIO 349 — The Darwinian Revolution**

Explores the Darwinian revolution in biology, its impact on the Western worldview, and the power of Darwin’s theory of evolution by natural selection to explain the diversity of life on earth. Only one of BIO 309, 311, 329, or 349 may be counted toward a biology major or minor. Prerequisite: Junior standing.

### Biomedical Sciences

**BMS 223 — Public Health Concepts**

An introduction to the strategies and tactics, both past and present, for the control and eradication of infectious and chronic diseases of humans.

**BMS 374 — Physiological Aspects of Death and Dying**

An overview of the physiological process connected with death and dying. Topics include body mechanisms associated with aging and common causes of death, autopsies, decompositions, modes of body disposition (and how they differ among cultures), and methods of body preservation (e.g. embalming and mummification). Not counted as an elective for HS or BIO majors.
Business

BUS 301 — International Business and Culture*
Explores how business is conducted in a country or region, and how culture influences business and its environment. Reviews a country’s history, economics, politics, government, arts, or education. Explores how business practices may differ from U.S. practices. To be taught in that country as a part of a study abroad program. Fulfills Cultures – World Perspectives.

Classics

CLA 315 — Ancient Religion
A study of the religious beliefs and practices of the ancient world, emphasizing the religious traditions of Greece, Rome, Egypt, and the Near East. Topics include: views of the afterlife; temples as sanctuaries; religion in daily life; “mystery” religions; and the rise of the monotheistic religions of Judaism and Christianity. Prerequisite: WRT 150.

CLA 320 — Women in the Classical World
Introduction of women’s lives and gender relations in ancient Greece and Rome, both in the private world of the family and public sphere of religion and politics. Topics include: myths about women; how legal, medical, and philosophical texts represent women; and what women say about themselves in their own writings. Prerequisite: WRT 150 with a C or better, or equivalent.

Communication

COM 220 — Media Literacy
Introductory course in the critical study of media. Students develop the ability to access, analyze, evaluate, and critique mediated communication in a variety of forms. Particular attention to how images, sounds, and words are combined to create meaning and the economic determinants of the media in the United States.

COM 320 — Vision and Culture
A historical survey of the evolving modes and techniques of vision, visuality, and representation in art, science, and mass media in order to examine how those modes of vision have both reflected and influenced our ways of knowing ourselves and the world.

COM 372 — Global Communications
A global focus on the relationship between media and society. The nature of global media in a world community. Varieties of media technologies, contents, and effects. How media encourages crosscultural unity, or increases tensions within and between nations.

Communication—Advertising and Public Relations

CAP 305 — Sports Promotion
Deals with the promotion and sponsorship of sports and the active lifestyle industry, including corporate motivation and involvement. Studies the effect of media on sports through critical analysis. Emphasis is placed on defining and applying communication theory, concepts, and strategies. Prerequisite: Junior standing.

CAP 315 — Advertising Copywriting
Practice in the copywriting process, from conception of ideas to finished copy, for product and corporate advertising objectives.

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### Communication—Journalism

**CJR 236 — News in Society**

News as a social phenomenon. Who decides what news is and how it is perceived, collected, stored, selected, displayed, and distributed? Analysis, criticism, and some projects.

### Communication—Theatre

**CTH 300 — Storytelling**

Exploration of stories and their possible uses through the oral tradition. Students will locate, create, and share stories; explore stories as a reflection of culture; and engage in practical activities that will provide a plethora of ideas for understanding and using storytelling in multiple aspects of one’s life. Prerequisite: Junior standing.

**CTH 373 — Global Arts Performance and Management**

Surveys contemporary international trends in intercultural performance, identifying the boundaries of an emerging world culture. Examines theater forms, theater festivals, and the issues arising from global arts performance. Fulfills Cultures – World Perspectives.

### Criminal Justice

**CI/WGS 320 — Crimes Against Women**

An in-depth study of crimes committed almost exclusively against women. Such crimes include: sexual harassment, rape, and certain types of murder. The course is taught within the framework of feminist theory and research.

**CJ 405 — Terrorism**

A survey of modern domestic and international terrorism. Examines the structure and dynamics of terrorist groups, types of terrorist violence, and justification of violence. Analysis of geographical regions, religion, ideology, technology, countermeasures, media, and mass destruction. Prerequisite: Junior standing.

### Economics

**ECO 330 — Sports Economics**

Examination of economic issues pertaining to professional and collegiate sports, including analysis of industrial organization and antitrust issues, labor relations, discrimination, and the impact of franchises on local economies. Prerequisite: Completion of the Social Sciences Foundation.

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**ECO 342 — Strategic Games**
The basic principles of game theory are analyzed to provide insight into real-world problems. Ability to construct simple games from actual situations and derive implications about expected behavior. Developing strategic responses for policy analysis and in response to competitor moves. Prerequisite: Completion of the Mathematical Sciences Foundation requirement.

**ECO 349 — Emerging Markets Issues**
Studies important problems in emerging markets throughout the world, such as: policies to stimulate growth via international trade; foreign aid and multinational investment in transitional economics; the use of natural resources and agriculture in economic development; and the relationship of economic development to education, health, and migration. Prerequisite: ECO 210 or ECO 200. Fulfills Cultures – World Perspectives.

**ECO 350 — Gender and Economics**
Analysis of gender differences in employment and earnings. Topics include allocation of time between the household and the labor market, employment and family structure, theories of discrimination, antipoverty programs, comparable worth, parental leave, and affirmative action. Historical trends and crosscultural comparisons are discussed along with current U.S. conditions.

**ECO 369 — International Economics Issues**
Selected topics in both international trade and international finance. Includes preferential trading arrangements such as NAFTA and the European Union; analysis of barriers to trade and arguments for protectionism; the influence of exchange rates on capital flows and the relationship between international trade and economic growth. Prerequisite: ECO 200 or ECO 210. Fulfills Cultures – World Perspectives.

**ECO 435 — Urban Economics**
Topics include the urbanization process, the city as an economic system, location analysis, poverty, housing, pollution, transportation, and public finance. Prerequisite: ECO 200 or ECO 211.

**ECO 436 — Real Estate Economics**
Develops an economic framework for understanding urban real estate markets. Topics include: the determinants of land prices and urban spatial structure; the characteristics of the urban housing market; factors that influence business locations; characteristics of commercial real estate markets; and the response of real estate markets to business cycles. Prerequisite: ECO 200 or ECO 211.

**Engineering**

**EGR 304 — Innovation**
An exploration of innovative techniques used in the development of new products and systems. Applying idea generation techniques. Balancing divergent thinking with decision making. Recognizing and managing conditions and activities supportive of an innovative environment. Examining the benefits and risks of innovative behaviors. The nature of innovation and technological advancement. Prerequisite: Junior standing.

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- Issues courses must be taken at GVSU.
- Issues courses have a junior standing prerequisite.

English

ENG 335 — Literature of American Minorities
Studies the importance and variety of the literature of African American, Native American, Asian American, and Hispanic American authors. Emphasis on themes, literary styles, and the historical and social experience of marginality in the literature. Prerequisite: WRT 150 with a C or better, or equivalent. Fulfills Cultures – U.S. Diversity.

ENG 381 — Regional Discourses of the Civil Rights Movement
Regional differences in U.S. civil rights’ discourse. Prerequisite: WRT 150.

ENG 382 — Nature Writing
Focuses on the literature that deals with the relationship between human beings and the natural world. The course includes literary nonfiction, nature poetry, environmental fiction, and other forms of literature that illuminate both human and nonhuman nature. In addition to writing analytic papers, students will try several forms of nature writing. Prerequisite: WRT 150 with a C or better, or equivalent.

ENG 383 — “Make it New!” Literary Modernism
From the cafes and “little magazines” of Paris emerged writers forging a new way to express the new realities of the twentieth century. Exploration of the literature in its cultural context. Prerequisite: WRT 150.

ENG 384 — Literary Responses to War and Peace
Uses literary texts to explore the causes and consequences of war from a variety of perspectives. Works may include short stories, novels, poetry, nonfiction essays, and autobiographies. Prerequisite: WRT 150 with a C or better, or equivalent.

ENG 385 — Writing and Revolution in the Americas
Examines literary responses to various forms of revolutionary change in the Americas. Students consider the ways in which writers have responded to major transformations in societies across the Western Hemisphere. Profound societal changes are examined against the backdrop of everyday life and the persistence of the status quo. Prerequisite: WRT 150 with a C or better, or equivalent.

ENG 386 — Literary Responses to Death and Dying
Course uses literary texts to acquaint students with the variety of responses of different cultures to issues surrounding death and dying. Works may include nonfiction, memoir, poetry, drama, and fiction. Prerequisite: WRT 150 with a C or better, or equivalent.

ENG 392 — Language and Power
Examines language as a means of achieving personal and cultural freedom and as a tool for controlling and oppressing others. Students study various theories of language use and explore the tension between our right to use language freely and our need to protect ourselves from the ways others use language. Prerequisite: WRT 150 with a C or better, or equivalent.
Environmental Studies

ENS/GPY 410 — Landscape Analysis
Landscape analysis is a broadly interdisciplinary study that includes concepts and methods of sustainable physical/human geography, ecology, planning, and architecture. It includes the biophysical and societal causes and consequences of landscape heterogeneity, processes, and evolution. Conceptual and theoretical core of this course links natural sciences with related human disciplines. Prerequisite: GPY 100 or BIO 105 or GEO 111.

ENS/GPY 412 — Global Environmental Change
Course focuses on the changing nature of our environment and human-environmental interactions. Topics include climatic fluctuations, environmental reconstructions, the interactions between humans and the environment since prehistoric times, and human-induced environmental change of the last century at the global, continental, and regional scales. Prerequisite: GPY 100 or BIO 105.

Geography

GPY 309 — Introduction to City and Regional Planning
An introductory course for people interested in careers in planning and public administration. The course explores the relationship between the goals of a community and the techniques needed to implement long-term and sustainable strategies.

GPY 324 — Urbanization
Examines the process of urbanization, its impact on various cultures, and its long-term comprehensive sustainability. Considers the dynamic growth of urbanization in third-world countries and the significant increase in global urbanization, emphasizing the evolution of cities over time, space, and vastly different social, political, and cultural environments. Fulfills Cultures – World Perspectives.

GPY 335 — Globalization and Development
Development involves positive and social, political, economic, cultural, and environmental changes for people living in a region or a country. GPY 335 explores the complex geography of the process associated with the development and the particular global development.

GPY 350 — Geography of Russia and its Neighbors
Introduces trends in physical, cultural, economic, and environmental geography of Russia and 14 Eurasian republics of the former Soviet Union. Fulfills Cultures – World Perspectives.

GPY 356 — Geography of Europe
The world has been strongly influenced by European geographic principles and practices. Course will focus on the physical and cultural geographic development of Europe, including a spatial analysis of the area's population, resources, and economy. Fulfills Cultures – World Perspectives.

GPY 361 — Historical Geography of the Amazon
This course explores natural resource use and human settlement over time in the Amazon Basin, from early tribal societies to the present. Topics include extractive economies, trade in animal and forest products, conservation and development initiatives, and the changing demands for resources in urban centers of Amazonia today.

GPY 363 — World Forests and their Use
A geography of the world's forests and their use, from traditional to industrial practices over space and time. Topics include the local, national, and international exploitation of forests, forest societies, foods, fuel and medicines, timber, protected areas, and the challenge of sustainable forest use in different regions and environments.
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• Issues courses must be taken at GVSU.
• Issues courses have a junior standing prerequisite.

**GEO 300 — Geology and the Environment**
Detailed examination of interactions and connections between people and their geologic environment from an earth systems perspective. Using case studies and current events, students investigate complex environmental processes and issues related to the lithosphere, hydrosphere, atmosphere, and biosphere. Students will reach and defend decisions concerning personal, corporate, and governmental actions. Does not count in geology/earth science major or minor. Prerequisites: Junior standing and completion of the Natural Sciences Foundation.

**GEO 310 — Plate Tectonics**
An upper-level course that explores the fundamental science behind plate tectonics, geology’s major paradigm. Investigates the evolution and development of the thoughts and technology that led to this relatively new (1960s) breakthrough, how plate tectonics is tested, and the predictions that it makes. Not part of the geology/earth science major or minor. Prerequisite: Completion of the Physical or Life Sciences Foundation.

**GEO 350 — Geology’s Great Debate in the New World**
Geology’s great debate, whether Earth was shaped by slow, uniform processes (uniformitarianism) or rapid, catastrophic events (catastrophism), is explored in the context of the history of the science of geology and the development of the New World by examining selected topics related to major or minor geologic events in the Western Hemisphere. Not part of the geology/earth science major or minor. Prerequisite: Completion of Physical or Life Sciences General Education requirement.
Health Sciences

HSC 201 — The Scientific Revolution
Examines the revolutionary changes in people’s view of their world and of themselves during the sixteenth and seventeenth centuries, from an animated magical world to a clockwork universe inhabited by mechanical men. The works of Copernicus, Galileo, and Newton are examined; their impact on society, religion, literature, and morals is sketched. Fulfills Foundation – Historical Perspectives.

History

HST 211 — History of Islamic Civilization
An introduction to the history of Islamic civilization and the development of its relationship with Western Europe and the United States. Fulfills Cultures – World Perspectives.

HST 311 — History of Religion in the United States
This course is a study of the major developments in the religious history of the United States from the first North American colonies to the start of the twenty-first century, concentrating on the relationship between religion and other aspects of American history. Prerequisite: WRT 150.

HST 315 — Latinos: Forging of Ethnic Identities
Examination of the ways in which Mexicans, Cubans, Puerto Ricans, Central Americans, and others have over time created ethnic identities in the United States out of their transnational experiences. Also explores the impact of this process on American political, economic, and social structures. Prerequisite: Completion of the Historical Perspectives Foundation or junior standing.

HST 316 — History of the Civil Rights Movement 1940-1980
This course will focus on United States civil rights leaders and their rhetoric of resistance, and focus on the social and cultural formations that undermined racial segregation. It will also examine the events and forces that created space for a successful movement. Prerequisite: Completion of the Historical Perspectives Foundation or junior standing.

HST 317 — History of American Foreign Policy
Historical development of United States relations with foreign powers, focusing on issues of war and peace. Concentration on significant periods of policy formation and change, with attention to factors determining policy. Prerequisite: Completion of the Historical Perspectives Foundation or 55 credits.

HST 320 — American Indians
An examination of selected topics and peoples from among the diverse native American peoples north of Mexico, from the mythic beginnings to the modern era. Topics include problems of writing Indian history, ethno history, Indian-white relations, environmentalism, survival, assimilation, and Indian perspectives on American history. Prerequisite: Completion of the Historical Perspectives Foundation or junior standing.

HST 325 — Topics of the History of Sport
Examines sports history in different regions and chronological periods. Topics will vary, but all sections will explore sport within the broader contexts of social, political, cultural, and economic trends. In addition, particular interest will be paid to issues such as race, class, sexuality, and gender in sport. Prerequisite: Historical Perspectives Foundation or junior standing.

HST 327 — History of United States Urban Society
A historical analysis of American urban structures including the commercial city, the industrial city, the suburbs, and the edge city. These structures will be seen as metaphorical theatrical stages upon which ethnic, racial, gender, and economic groups create social and cultural formations. Prerequisite: Completion of the Historical Perspectives Foundation or junior standing.
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HST 342 — History of East Asian Religions
Introduces the major East Asian religious traditions and their modern developments through historical perspectives; also explores religious interactions among East Asian countries as well as their indigenous traits. Readings include primary materials and interpretative secondary scholarship. Prerequisite: Completion of the Historical Perspectives Foundation or junior standing.

HST 344 — Urban Africa
Urbanization has transformed millions of lives. This course will focus on the histories of African urban dwellers: the development of urban cultures; the creation of new social, economic, and criminal networks; conflict and cooperation amongst urbanites; and the changing nature of state control in the cities. Prerequisite: HST 204 or HST 235 or junior standing.

HST 364 — Renaissance and Reformation Europe
Survey of European history from 1350 to 1560. Topics include political, social, cultural, intellectual, and religious history, with emphasis on major changes in these areas in Renaissance Italy and Reformation Germany, and on the connections between these changes. Prerequisite: Fulfillment of the Historical Perspectives requirement or junior standing.

HST 371 — The History of Gender, Family, and Sexuality
Variable topics centering on the history of gender and sexuality. Topics include historical understandings of gender identity and sexual orientation and may vary by region and era. May be repeated if content varies. Offered fall and winter semesters. Prerequisites: Completion of Historical Perspectives Foundation, or junior standing.

HST 372 — From Slavery to Freedom
Ironically, the modern concept of freedom emerged in societies deeply invested in its opposite, slavery. This course looks at the history of slavery and its abolition in four American societies — Haiti, the U.S., Cuba, and Brazil — to distinguish the distinctive ways in which each of them defined and constructed freedom. Prerequisite: HST 210 or LAS 310 or 55 credits.

HST/LAS 374 — Revolution in the Americas
Men and women make history, sometimes through gradual, passive means and sometimes through sudden, active means. In the Americas, both categories of history-making have been common. This course explores international relations in the hemisphere by comparing revolutionary and evolutionary processes of change from Tierra del Fuego to the Northwest Territories. Prerequisite: HST 204, LAS 210, or junior standing.

HST 376 — History of Witches
Examines witch trials in various places and times across history, from a variety of perspectives, with emphasis on the marginalization of the accused witches within their communities. Geographical and chronological focus will vary, but may include early modern Europe, colonial North America, or contemporary Africa. Prerequisite: Completion of the Historical Perspectives Foundation or junior standing.
**HST 377 — History of Warfare**
Survey of the role of warfare in world history from prehistory to the beginning of the industrial era. Uses a variety of media and sources to examine how and why humans have fought wars and how warfare has affected different aspects of human experience in different world regions and eras. Prerequisite: Completion of the Historical Perspectives Foundation or junior standing.

**HST 386 — Europe in the Age of Change and Global Integration**
Examines Europe in the 20th century, including the age of total war; the Holocaust and its legacy; postwar recovery; the Cold War; social, political, and cultural developments in East and West; the rise of the European Union; the end of communism; and contemporary Europe. Prerequisite: Historical Perspectives Foundation or junior standing.

**Latin American Studies**

**LAS 475 — Latinos in West Michigan**
Surveys the dynamic yet little-known world of Latinos in the region and guides students through a research project documenting their experiences, achievements, and challenges. Students learn and apply field research and interviewing skills to produce and present original reports on local Latino individuals and issues. Prerequisite: LAS 210.

**LAS/HST 374 — Revolution in the Americas**
Men and women make history, sometimes through gradual, passive means and sometimes through sudden, active means. In the Americas, both categories of history-making have been common. This course explores international relations in the hemisphere by comparing revolutionary and evolutionary processes of change from Tierra del Fuego to the Northwest Territories. Prerequisite: HST 204, LAS 210 or junior standing.

**Liberal Studies**

**LIB 300 — Jewish Scriptures and Traditions**
Focusing on the textual heritage of Judaism, the ancestor of Islam and Christianity, as well as a vibrant religion today, this course explores Jewish traditions and rituals as they originated throughout history and as practiced today in the world’s diverse Jewish communities. Prerequisite: Junior standing.

**LIB 310 — Creativity**
An examination of human creativity and the nature of the creative process. Characteristics of the creative process in artistic and scientific endeavors.

**LIB 311 — Meaning**
Introduction to concepts related to the construction, expression, propagation, and understanding of meaning in a diverse society. Emphasis on multidisciplinary perspectives underpinning authentic individual and/or collective agency per dialogue, democracy, and other critical forms of praxis.

**LIB 330 — The Idea of Nature**
A historical and crosscultural examination of how nature has been interpreted by science, philosophy, religion, literature, and art.

**LIB 340 — Utopias: Ideal Worlds**
Is freedom really life without external social constraints, or is it unattainable unless we accept some amount of societal control over our actions? This course reviews several utopias and dystopias — some real, some fictional — to probe the proper balance between freedom and both formal and informal means of social control.
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LIB 345 — War in the Nuclear Age
Interdisciplinary survey of the history and culture of the nuclear age. Exploration of how the development of nuclear weapons and the possibility of nuclear war have influenced relations between nations, shaped the U.S. domestic agenda, and profoundly transformed the lives of individuals.

LIB 350 — The Immigrant Experience in the U.S.
This study of immigrant groups in the United States will focus on the marginalized experience of people who have moved from their “home” cultures, how they have adapted to the new world, and how this experience has helped shape U.S. culture. Emphasis on the fine arts, literature, biography, film, history, and sociology. Concentration on at least two cultures, one non-European. Fulfills Cultures – U.S. Diversity.

LIB 373 — American Society and Mass Culture
Interdisciplinary approach to how mediated mass culture, including film, television, and popular music, creates meaning for people in contemporary American society. Emphasis on the interactive relationship between the mass audience and mass culture.

LIB 401 — Visionary American Thinker
A variable topics course that focuses on the life and work of a significant contributor to the American mosaic and thereby the United States’ vision of diversity. May be repeated for credit. This is offered only as an online course. Fulfills Cultures – U.S. Diversity.

Management

MGT 303 — Introduction to International Business*
An introduction to the issues that a company will experience when doing business in a global economy. Emphasis on the influence of culture on business practices. Topics will include economic structures, marketing approaches, accounting and financial issues, management and organization issues, and distribution issues. Fulfills Cultures – World Perspectives.

MGT 340 — Business, Social Change, and Ethics*
Examines the process of business development and the ethical questions that process raises. Particular attention is paid to the questions raised by market pressures, bureaucratic structure, and income stratification.

MGT 345 — Team Building*
A class that integrates theory and application by teaching students how to be effective members of a work team. Emphasis on both logical and creative problem solving. Dynamics and processes within teams serve as the focus of analysis, learning, and practice.

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Nonbusiness majors with the credits and a 2.0 to 2.749 overall grade point average (GPA), and officially declared Seidman majors with the credits and a 2.5 to 2.749 overall GPA, will need to email their name, G-number, course, and semester for the course to go2gvbiz@gvsu.edu for an override to register.
MGT 355 — The Diversified Workforce*
An examination of the experiences of different groups in the American workforce, including race, ethnicity, gender, age, disability, and sexual orientation. Cultural differences are explored and consideration is given to the ways in which organizational norms operate to include or marginalize different kinds of people. Fulfills Cultures – U.S. Diversity.

MGT 438 — Business Ethics*
An inquiry into the relevance of the classical ethical literature to the resolution of everyday business problems. Particular emphasis will be placed on the practical usefulness of the Socratic tradition. That tradition requires that we attend to clarifying our own values as well as those of others. We will read a number of Socratic dialogues, respond to a variety of business cases, and attend to the relationship between them and the process of understanding ourselves. Prerequisite: MGT 331.

MGT 466 — International Management and Multinational Corporations*
A study of the managerial challenges of conducting business in a global economy. Emphasis on cultural differences and their impact on the situations and issues managers confront when working internationally. Prerequisite: Senior status or approval of instructor. Fulfills Cultures – World Perspectives.

Marketing

MKT 358 — Advertising and Marketing Communications*
A managerial analysis and examination of the nonpersonal, demand-generating element of the firm's marketing efforts. Includes study of communication theory; advertising; market, audience, and target segmentation and selection; media analysis; public relations; publicity; and most other nonpersonal communications activities. These elements are strongly related to personal selling in the private sector firm.

MKT 359 — Multinational Marketing*
Emphasizes global marketing decision making from the manager's point of view. Examines how successful international companies, both large and small, decide which goods and services to market in specific parts of the world. Evaluates the strategies and tactics necessary for multinational marketing success.

MKT 361 — Sports Marketing*
An examination of the unique marketing strategies within the sporting industry. The course will explore these strategies from a variety of stakeholder perspectives. A special emphasis on the local sporting scene, which will include group and individual projects, case studies, and field trips.

MKT 369 — Creativity in a Cubicle Environment*
Exploration of strategies for enhancing personal and group creativity in the workplace. Factors which encourage and discourage creativity, including the work environment and employee attitudes, are also examined. Students will apply the strategies discussed in a variety of assignments.

MKT 375 — Marketing Ethics*
The ethical implications of several current marketing public policy issues will be discussed, including consideration of each issue with regard to the responsibility of business in society. Guidelines for ethical decision-making, principles of ethical leadership, and ethical behavior in corporate governance will also be reviewed.

Music

MUS 300 — Exploring American Music
Introduction to a variety of American musical styles drawn from many cultures, including Native American, African American, Latino, and European-American traditions. Topics may include folk music, religious music, Broadway, country, jazz, rock, and American classical music. Fulfills Cultures – U.S. Diversity

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Nonbusiness majors with the credits and a 2.0 to 2.749 overall grade point average (GPA), and officially declared Seidman majors with the credits and a 2.5 to 2.749 overall GPA, will need to email their name, G-number, course, and semester for the course to go2gvbiz@gvsu.edu for an override to register.
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**Nursing**

**NUR 344 — Healthy Aging: A Lifelong Journey**
Our journey toward healthy aging does not begin when our hair turns gray, but begins the moment we enter this world. This course will explore factors that affect optimal aging, with an emphasis on how individuals can achieve health and vitality in old age through health promotion throughout life.

**NUR 354 — An Overview of End-of-Life Care**
This course is intended for persons interested in exploring issues surrounding death and dying. Emphasis is placed on providing the student who is a consumer with critical knowledge that will assist in improving end-of-life care.

**Philosophy**

**PHI 312 — Medieval Great Philosophers**
A study of one or several medieval great philosophers, such as: Plotinus, Augustine, Thomas Aquinas, and Maimonides. Focus will be on the philosopher’s writings, but attention also will be given to context and tradition. May be repeated for credit if content varies. Prerequisite: Prior work in philosophy or permission of instructor.

**PHI 335 — Philosophy and Democracy**
Explores the idea of democracy within the context of a major philosophical tradition. Investigates the concept of democracy in such areas as social and political thought, educational theory, aesthetics, ethics, metaphysics, philosophy of science, and philosophy of religion.

**PHI 341 — Philosophy of Death and Dying**
A philosophical exploration of ethical, religious, and metaphysical questions about death and dying, such as care for the dying, euthanasia, suicide, and life after death. What is a human being? The meaning of life? Our place in the universe? Classical and contemporary writings, East and West, will be examined.

**PHI 343 — Philosophy of Religion**
Does God exist? Is there life after death? How did evil enter the world? Is there any place for reason in religion, or is religious faith only a subjective experience? Questions like these will be considered, as well as the answers that have been given to them by some important religious philosophers. Prerequisite: Prior work in philosophy or permission of instructor.

**PHI 440 — Epistemology**
What is knowledge? What is the relation of knower to known? How is knowledge distinguished from belief? What are the nature and ground of certainty? Varieties of objectivism and subjectivism, ancient and modern will be considered. Prerequisite: Prior work in philosophy or permission of instructor.
Physical Education

PED 315 — Sport in Society
PED 315 is designed for non-PED majors and minors. Students explore social aspects in contemporary sport via examination of sport entertainment media and through participation in a corequisite sport course experience. Does not count toward the PED major or minor requirements. Corequisite: Student must enroll in a Movement Science Department PED 100 level individual or team sport activity course.

Physics

PHY 303 — The World After Einstein
How the revolution of ideas in physics started by Einstein’s theories have changed not only science, but also the way we view the world and universe. Writing and discussion of changes in physics and resulting changes in other fields initiated by Einstein’s ideas. Prerequisite: Junior standing.

PHY 306 — Physics of Sports
An investigation of how the world around us behaves and the physics behind various sporting activities. Why does a curveball curve? Why do swimmers spend so much time on their form? Course will include hands-on experiments, as well as a research project. Prerequisite: Completion of the Science General Education Foundation course requirements.

PHY 307 — Light and Sound
Much of our information about the world comes to us through light and sound. This course focuses on the creation, behavior, and perception of light and sound waves, and concludes with the application of the wave concepts to electrons (the quantum description of matter). Format includes lecture and hands-on activities. Prerequisite: Completion of the Science General Education Foundation course requirements.

Political Sciences

PLS 211 — International Relations
Examination of the major theories and fields of study in international relations, focusing on conflict and cooperation among nations. Topics include power, alliances, national security, and international political economy. Special attention is devoted to the causes of war and the use of international law, and organization to mediate international conflict.

PLS 306 — American Constitutional Law I
This course examines the constitutional foundations of the power relationship between the federal government and the states, among the three branches of the federal government, and between the government and the individual, with special emphasis given to the role of the Supreme Court in a democratic political system. Prerequisite: PLS 102 or junior standing.

PLS 307 — American Constitutional Law II
Civil liberties and civil rights: constitutional principles, theories of constitutional interpretations, Supreme Court rulings, political consequences of rulings, and political and legal factors that influence Supreme Court decisions, especially civil rights decisions. Prerequisite: PLS 102 or junior standing.

PLS 311 — International Conflict and Conflict Resolution
Analysis of the causes of war and conditions for peace. Topics also include peacekeeping operations and the outcomes and ethics of war. Prerequisite: PLS 211 or 55 credits.
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PLS 315 — International Political Economy
Empirical analysis of the politics of international economic relations, including the impact of domestic and international political variables on international economic cooperation and conflict. Part of the department’s B.S. cognate. PLS students must have also taken STA 215 and PLS 300 (for B.S. cognate). Prerequisite: PLS 211 or ECO 200 or ECO 210 or ECO 211.

PLS 330 — Religion and Politics in America
Explores the interaction of politics and religion in the United States. Surveys the political beliefs, behaviors, and organizations within major religious traditions. Topics include the role of religion in crafting public policy, the politics of church and state, and general theories of religion and public life. Prerequisite: PLS 102 or 55 credits.

PLS 338 — Citizenship
Citizenship addresses a core political issue — defining membership in a political community. This course will study classic statements about citizenship, the approach to citizenship taken historically in the U.S., a nation of immigrants, and several different contemporary visions of ethically appropriate citizenship. Prerequisite: Junior standing.

PLS 339 — Comparative Democratization
Seminar course assesses the theories and approaches used to explain the comparative politics of democratization. Focuses on democratic transition, consolidation, the social and institutional bases of democracy, and the role of individual choices in shaping democracy. Examines case studies of democratization in East Asia, Latin America, Europe, and the Middle East. Prerequisite: PLS 103 or junior standing.

PLS 340 — Mass Media and American Politics
An examination of the role of the mass media in American politics, including the news media as a political institution, the news media as policy makers, media influence on political leaders, and media impact on public opinion. Prerequisite: PLS 102 or junior standing.

Psychology

PSY 349 — Psychology Applied to Media
Focuses on two major content areas in the analysis of media: (1) study of the ways in which humans receive and interpret visual and auditory information (an understanding of perception will be emphasized in projects and analyses of media materials), and (2) study of communication theory in media as it relates to persuasion, attitude, and opinion change.

PSY 361 — Perception
Study of how humans organize and interpret simulation arising from objects in the environment. Review of theory, methodology, and research findings will be emphasized. Prerequisite: PSY 101.

PSY 364 — Lifespan Developmental Psychology
A survey of theories and research on human development from conception through death. Physical, perceptual, cognitive, personality, social, and emotional changes are reviewed and their interrelationships discussed. Does not satisfy the requirements for teacher certification. Only one (PSY 301 or PSY 364) may be counted toward a major or minor. Prerequisite: PSY 101.
PSY 366 — Perspectives on Aging
This course examines the perception of the elderly from a multidisciplinary perspective. It is first approached from more historical and philosophical perspectives, and then echoed by contemporary empirical studies from a more psychological perspective. Prerequisite: PSY 101 or PHI 101.

PSY 368 — Psychology of Physical Disabilities
Examines the effect of physical disabilities on body image, self-concept, emotions, and interpersonal functioning. Various approaches to the psychological rehabilitation of the disabled person will be compared and evaluated. Prerequisite: PSY 101.

PSY 377 — Psychology of the Quest
Explores the concept of “questing” as one of the stories that humans use to explain human life. The field of Jungian archetypal psychology will serve as the primary organizing structure for studying these meaning-making stories. Prerequisite: Junior standing.

PSY 385 — Psychology of Religion
A systematic study of psychological theories and empirical data on religious phenomena. Consideration will be given to various definitions of religious belief; the psychological explanations of religious behavior; the dynamics of religious thought, the relationships between religion, positive mental health, and psychopathology; and the social functions served by religion. Prerequisite: PSY 101.

Public Administration
PA 307 — Local Politics and Administration
Comparative study of government systems, rural and urban. Students specialize in their own governments.

Social Work
SW 300 — Pluralism in American Society
Pluralism in American society is explored through analysis of crosscultural practices and values, with an emphasis on the commonalities and differences for individuals, groups, organizations, and communities. The social welfare response in the context of U.S. diversity will be a primary focus.

SW 322 — Health Care and Social Services
Provides an overview of the health care and social services delivery systems in America. Examines values, and multicultural, political, and economic issues that affect the development and implementation of health care policy and practices. The effects of illness, environment, nutrition, and the roles of the generalist social work practitioner are included. Prerequisite: Junior standing.

Sociology
SOC 250 — Perspectives on Madness
Focus on the social construction of madness. Compares the different ways madness has been defined and treated throughout history and in different cultures. Relationship between those labeled mad, those who label, and the sociocultural context will be examined.

SOC 323 — Families in Society
An examination of the basic concepts of culture and their application, first to the American family and then to the family in other cultures. Fulfills Cultures – U.S. Diversity.
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SOC 333 — Sociology of the Civil Rights Movement
This course applies multiple sociological models of social movements to the American civil rights movement from 1940–1970s.

SOC 346 — Sociology of Art
Explores the ways that public debates over art, aesthetics, and taste mask fundamental conflicts of culture, class, race, ethnicity, and gender. Examines controversies over the public funding of historical and contemporary cultural projects as well as the fluid boundaries between the taste for high and popular culture.

SOC/WGS 350 — Family and Gender in the Developing World
A comparative examination of the impact of development on families and gender roles in third-world countries. Will include consideration of general issues (e.g., factors affecting family reproduction decisions, women in the formal and informal labor force, etc.) and in-depth study of gender and family in one or more countries. Prerequisite: WRT 150. Fulfills Cultures – World Perspectives.

SOC 356 — Sociology of Health Care
An analysis of the social facets of health and disease, the social functions of health organizations, the relationship of health care delivery to other social systems, the social behavior of health care providers and consumers, and international patterns of health services. Race, class, and gender issues are examined.

SOC 357 — Sociology of Religion
Critically analyzes religion as an institutional structure and belief system, and explores the relationship of religion to social change and organization. Emphasis on religion in the contemporary United States; includes attention to non-Western influences.

SOC 366 — Sociology of Media
Critically examines the production and consumption of mass media. The roles that mass media plays in shaping values, ideology, and human interaction will be studied through examination of the economic and social organization of the mass media, media content, and the ways audiences interact with media.

SOC/WGS 375 — Perspectives on Masculinity
Discusses and analyzes social and political perspectives on men and the men’s movements. Engages students to look critically at men and sports, sexuality, work, and friendship.

SOC 379 — Love, Sex, and Gender
Considers the way in which ideas and values are socially constructed and contextually grounded. Focuses on the historical, socioeconomic, psychological, and political construction of love, sex, and gender in the United States. A comparative aspect is also provided. Prerequisite: Junior standing.

SOC 381 — Class, Race, Gender, and Sexuality
Studies the meaning of difference in contemporary society. Focuses on the interplay of structure and agency in relation to class, race, gender, and sexuality regarding life opportunity, privilege, and inequality. Prerequisite: SOC 201 or SOC 205. Fulfills Cultures – U.S. Diversity.
**SOC 385 — Social Class Inequalities**
Focus on the historical, socioeconomic, and political construction of class inequality in the United States from a critical perspective. Includes attention to cultural and global context. Prerequisite: Junior standing.

**SOC 386 — Death and Dying**
Considers the way in which ideas and values are socially constructed and contextually grounded. Specific focus on the historical, socioeconomic, psychological, and political construction of death and dying in the United States. A comparative aspect is also provided. Prerequisite: Junior standing.

**SOC 392 — Social Deviance and Social Control**
An analysis of deviant behavior: its causes, manifestations, prevention, and programs of control. Special attention is given to the role of social norms in generating as well as controlling deviance. Emphasis is put on ways in which social structures generate and label deviants.

**Spanish**

**SPA 300 — Reading and Telling Stories**
This course introduces some of the most important short story writers from Spain and Latin America of the late nineteenth and twentieth centuries. It is designed to aid students to develop reading strategies, as well as to become more skilled storytellers. Prerequisite: C (not C-) or better in SPA 202, or credit, or appropriate placement test score.

**SPA 307 — Death and Dying in Hispanic Literature**
Examines the literary representations of and responses to death and dying within the historical and cultural context of Spain and Latin America through the reading and discussion of representative poetic, dramatic, and narrative works. Course does not count toward the major or minor when taught in English. Does not count toward Spanish major or minor. Prerequisites: WRT 150 and the completion of the Philosophy and Literature General Education Foundation.

**Statistics**

**STA 345 — Statistics in Sports**
An application-oriented overview of the statistical methodology that can be utilized to describe and evaluate the performance of individuals or teams participating in sports. Emphasis will be on data collection, descriptive statistics, and statistical inference and modeling utilized in sports. Prerequisite: STA 215 or STA 312.

**Women and Gender Studies**

**WGS 310 — Sexual Orientation and the Law**
An examination of legal and policy issues relating to sexual orientation including constitutional law, criminal law, family law, and employment law. A multidisciplinary approach, including substantive and procedural legal issues, legal thought, women and gender studies, and philanthropy.

**WGS/CJ 320 — Crimes Against Women**
An in-depth study of crimes committed almost exclusively against women. Such crimes include: sexual harassment, rape, and certain types of murder. The course is taught within the framework of feminist theory and research.

**WGS/SOC 350 — Family and Gender in the Developing World**
A comparative examination of the impact of development on families and gender roles in third-world countries. Will include consideration of general issues (e.g., factors affecting family reproduction decisions, women in the formal and informal labor force, etc.) and in-depth study of gender and family in one or more countries. Prerequisite: WRT 150. Fulfills Cultures – World Perspectives.
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**WGS /SOC 375 — Perspectives on Masculinity**
Discusses and analyzes social and political perspectives on men and the men’s movements. Engages students to look critically at men and sports, sexuality, work, and friendship.

**Writing**

**WRT 381 — Writing and Sports**
Examines sports and culture from a range of perspectives in a range of genres, including those related to journalistic forms, commentary, the personal essay, fiction, and poetry. The theory and practice of these genres will be emphasized through student writing. Prerequisite: WRT 150.

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**How to Use the Advanced Registration Search Function to Search for General Education Categories**

1. Go to www.gvsu.edu and locate the myBanner link at the top of the page
2. Enter your G# as the User ID and your Pin#
3. Click on “Student”
4. Click on “Registration”
5. Click on “Search for Classes”
6. Select the appropriate term from the dropdown menu and submit. Be careful to select the correct semester/year.
7. Select “Advanced Search” without selecting anything else
8. Select all subjects. For Internet Explorer and Firefox, click on “Accounting” in the Subject box and then click “Shift + End.” For Google Chrome browsers, select “Control + A” to select all subjects in the box. Subjects will appear highlighted.
9. Scroll down toward the bottom of the page and look for “Attribute Type.” Select the type of General Education attribute you are looking for. To choose all of the Issues courses, go to the first Issue attribute, click on it, hold the shift key, scroll down to the last Issue attribute and click on it. Then choose “Section Search,” which will show all subjects that have a section with the selected attribute. You may also search for SWS (Supplemental Writing Skills) courses.
College Academic Advising Centers

Brooks College of Interdisciplinary Studies/Office of Integrative Learning and Advising
200 Connection, Allendale
(616) 331-8200
integrative@gvsu.edu
www.gvsu.edu/integrativelearning

Academic Advising for:
Chinese Studies
Liberal Studies
Religious Studies
Women and Gender Studies

College of Community and Public Service Undergraduate Advising Center
218C Richard M. DeVos Center, Grand Rapids
(616) 331-6890
ccpsadvisor@gvsu.edu
www.gvsu.edu/ccpsadvising

Academic Advising for:
Criminal Justice
Hospitality & Tourism Management
Legal Studies
Public & Nonprofit Administration
Social Work

College of Education Student Information and Services Center
Bldg C; Richard M. DeVos Center, Grand Rapids
(616) 331-6650
coeserve@gvsu.edu
www.gvsu.edu/coe

Academic Advising for:
Elementary Education
Secondary Education
Special Education

College of Health Professions Student Services
200 Cook-DeVos Center for Health Sciences, Grand Rapids
(616) 331-5900
chpss@gvsu.edu
www.gvsu.edu/chpss

Academic Advising for:
Allied Health Science
Diagnostic Medical Sonography
Medical Laboratory Science
Radiation Therapy
Radiologic & Imaging Sciences
Therapeutic Recreation
Occupational Therapy
Physical Therapy
Physician Assistant Studies
Speech-Language Pathology

College of Liberal Arts and Sciences Academic Advising Center
C-1-140 Mackinac Hall, Allendale
(616) 331-8585
advstu@gvsu.edu
www.gvsu.edu/clasadvising

Academic Advising for:
Advertising and Public Relations
Anthropology
Art – Studio Art
Art Education
Art History
Athletic Training
Biology
Biomedical Science
Biopsychology
Broadcasting
Cell & Molecular Biology
Chemistry
Classics – Greek/Latin
Communication Studies
Comprehensive Science & Arts for Teaching – Special Education
Dance
Earth Science
English
Exercise Science
Film & Video Production
French
Geography
Geology
Geology-Chemistry
German
Health Communication
History
Integrated Science
International Relations
Journalism
Mathematics
Music
Natural Resource Management
Philosophy
Photography
Physical Education – Prof. Instruction or Sport
Leadership
Physics
Political Science
Preprofessional Studies
Psychology
Social Studies
Sociology
Spanish
Statistics
Theatre
Writing

Kirkhof College of Nursing/Office of Student Services
326 Cook-DeVos Center for Health Sciences, Grand Rapids
(616) 331-7160 or (800) 480-0406
kcon@gvsu.edu
www.gvsu.edu/kcon/oss

Academic Advising for:
Nursing
Pre-Nursing

Seidman College of Business Seidman Undergraduate Student Services
L. William Seidman Center, Grand Rapids
(616) 331-7500
go2gvbiz@gvsu.edu
www.gvsu.edu/business

Academic Advising for:
Accounting
Business Economics
Economics
Finance
General Business
International Business Management
Marketing
Supply Chain Management

Seymour and Esther Padnos College of Engineering and Computing Student Services Center
315 Kennedy Hall, Grand Rapids and C-2-218 Mackinac Hall, Allendale
(616) 331-6025
pcecadvising@gvsu.edu
www.gvsu.edu/pcec/advising

Academic Advising for:
Computer Science
Engineering
Information Science
Occupational Safety and Health

Student Academic Success Center
200 Student Services, Allendale
(616) 331-3588
Student Athletes: 152 FH
(616) 331-3328
www.gvsu.edu/sasc
Pre-Major Advising
Do you have questions?

Check out these websites for additional information about classes, programs, advising, and more.

**General Education Program**
gened@gvsu.edu  
(616) 331-8140  
www.gvsu.edu/gened

Grand Valley State University  
One Campus Drive  
181 Lake Ontario Hall  
Allendale, MI 49401

**Financial Aid**  
(616) 331-3234  
www.gvsu.edu/financialaid

**Housing**  
(616) 331-2120  
www.gvsu.edu/housing

**Records**  
(616) 331-3327  
www.gvsu.edu/registrar

**Student Academic Success Center**  
(616) 331-3588  
www.gvsu.edu/sasc

**Department of Public Safety**  
(616) 331-3255  
www.gvsu.edu/gvpd

**University Bookstore**  
(616) 331-2450  
www.gvsu.edu/ubs

Grand Valley State University is an affirmative action, equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university. 4/13

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