

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.

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 cultures 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. To engage in articulate expression through effective writing and speaking.

A generally educated person has mastered the various forms of written and oral communication that permit full participation in a society and world dependent on the free interchange of ideas and information.

4. To think critically and creatively.

A generally educated person is able to think critically and creatively. Expressiveness, imagination, and originality are needed for innovation. Innovative ideas must be subjected 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.

5. To locate, evaluate, and use information effectively.

A generally educated person is able to locate, gather, assess, and process information from a variety of sources, and evaluate and use that information as the basis of informed judgments and intelligent decisions.

6. To integrate different areas of knowledge and view ideas from multiple perspectives.

A generally educated person is able to correlate and synthesize facts, basic concepts, and disparate knowledge into a coherent and meaningful whole. Making sense of a variety of data and experiences allows one to address human concerns in a broader way than can be accomplished through any one discipline.

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. Each course with a Foundations or Cultures designation uses methods that help students develop articulate expression, critical and creative thinking, and information literacy.**

Articulate expression can be developed by giving students opportunities to either write or speak; Foundations and Cultures courses do not have to do both. Speaking and/or writing do not have to be a large part of each course; the methods chosen would be up to each instructor and/or unit. A course which uses essay questions, short answer exams, short writing assignments, journal entries, reporting experiment results, short presentations, debate, structured discussion, etc., would, we believe, contribute to developing the ability to be articulate. We hope that smaller courses would choose to use more intensive methods.

Information literacy is the ability to locate, evaluate, and effectively use information. The university library has an information literacy homepage (www.gvsu.edu/infolit) that includes an extensive discussion of the meaning of information literacy, examples of information literacy assignments, and links to other resources for anyone interested in learning how to incorporate information literacy into his/her class. There are many ways for general education courses to meet the information literacy objective. Please note that the objective is not simply an “information technology” objective, nor solely a “library research” objective. Ideally, if research papers are assigned, the course would include discussions/readings on appropriate sources of information, the proper use and documentation of sources, as well as some instruction on where and how to search for information. Alternatively, courses can incorporate primary and field research. In the sciences, well-designed laboratory assignments are appropriate.

Upper level Themes courses should use more intensive methods than Foundations and Cultures courses. In addition, students learn how to integrate multiple perspectives.

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

The Structure of the General Education Program

The General Education Program is divided into three sections: Foundations, Cultures, 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. All classes that have received the Foundations designation help students develop the skills of creative and critical thinking, articulate expression, and information literacy.

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. Courses that receive the Cultures designation focus on the values, perceptions, history, and social life of various cultures and sub-cultures in the United States and in other countries or regions. Such study enhances one's ability to live and work intelligently, responsibly, and cooperatively in a multicultural nation and an interdependent world.

III. 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. Cross-disciplinary study helps students integrate knowledge from various disciplines through the study of a major idea.

Themes build on the knowledge gained in the Foundations. They consist of interrelated courses that explore an idea from different perspectives and examine the connections that exist, actually or potentially, among our various ways of understanding major ideas.

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; 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 or Themes credit in addition to Cultures credit. See the specific course for details.

Themes

Each student will select a Theme and choose courses from that Theme. The courses must come from two different disciplines. At least one of the courses must be upper level (300 or 400).

Note: Courses in General Education are subject to change without notice. Consult myBanner for the most accurate information.

Graduation Requirements

As an undergraduate student at Grand Valley, 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.

University Requirements

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 (non-graduation) 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. Four (non-graduation) credits.

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. Four credits.

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 multisession 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 associates 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 can also 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 the 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

If you believe that you are capable of doing mathematics work above your initial placement, then you are strongly encouraged to take one or more mathematics proficiency tests at orientation. Successful completion of a proficiency test allows you to waive a prerequisite for certain mathematics courses. There are proficiency tests for MTH 110 (Algebra), MTH 122 (College Algebra), and MTH 123 (Trigonometry). Contact the Student Academic Success Center (616) 331-3588 for test scheduling outside of orientation.

NOTES:

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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.

FOUNDATIONS

Physical Sciences

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. To engage in articulate expression through effective speaking or writing
3. To think critically and creatively
4. To locate, evaluate, and use information effectively

Courses

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

Non-lab 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 non-science 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.

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. Prerequisites: High school chemistry, MTH 110 or MTH 122 or MTH 125 or MTH 201. Fulfills the Physical Sciences Foundation.

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.

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.

NRM 140 — The Climatic Factor

A study of the atmosphere, broad aspects of weather and climate, microclimatology, the geography of climate and effects on terrain, vegetation, and people.

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.

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.

PHY 220 — General Physics I

The first half of a two-semester non-calculus 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.

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).

SCI 226 — Integrated Physical Science for K–8 Teachers

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.

Life Sciences

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
 - c. An examination of principles and questions that define the field
 - d. The approaches life scientists use at various levels of organization to understand how living things function
2. To engage in articulate expression through effective speaking or writing
3. To think critically and creatively
4. To locate, evaluate, and use information effectively

Courses

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

Non-lab 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 non-human 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. Part of the Earth and Environment Theme.

BMS 100 — Human Health and Disease

This course presents the basic terminology and concepts of medicine and health maintenance for non-science 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 non-science 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.

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.

BIO 109 — Plants in the World

A non-majors 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.

BIO 120 — General Biology I

Introduction to cell structure and physiology, growth and development, and genetics. For students with a strong science background or interest in science. Prerequisite: High school chemistry, CHM 109 or CHM 115. CHM 109 or CHM 115 can be taken concurrently.

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.

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.

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 scientific inquiry students develop reasoning and critical thinking skills. The course focuses on in-depth science teaching and learning that is connected to the other science disciplines. Prerequisite: MTH 221.

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.

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. To engage in articulate expression through effective speaking or writing
3. To think critically and creatively
4. To locate, evaluate, and use information effectively

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.

The Arts

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 to 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. To engage in articulate expression through effective speaking or writing
3. To think critically and creatively
4. To locate, evaluate, and use information effectively

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.

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.

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.

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, production practices, and theatrical operations. The course examines the duties and responsibilities of the various collaborative artists, such as actors, directors, designers, producers, and managers. Students will participate in the production activities of the college. Course is required for theatre majors.

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 the World Perspectives Culture.

PHI 220 — Aesthetics

An inquiry into the nature, criteria, and significance of the fine arts and/or artistic creation and response.

FOUNDATIONS

Mathematical Sciences

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”; an examination of principles and questions that define the field
 - b. An understanding of how computer scientists, logicians, mathematicians, or statisticians think and how knowledge in these fields is created
 - c. 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. To engage in articulate expression through effective speaking or writing
3. To think critically and creatively
4. To locate, evaluate, and use information effectively

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 non-mathematics 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.

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.

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.

Philosophy and Literature

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. To engage in articulate expression through effective speaking or writing
3. To think critically and creatively
4. To locate, evaluate, and use information effectively

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 excitements a lifetime of reading offers.

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 the World Perspectives requirement.

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. Fulfills the Philosophy and Literature Foundation. 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. Fulfills the Philosophy and Literature Foundation. Prerequisite: WRT 150.

Historical Perspectives

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. To engage in articulate expression through effective speaking or writing
3. To think critically and creatively
4. To locate, evaluate, and use information effectively

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 the World Perspectives Culture.

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. Part of the Changing Ideas: Changing Worlds Theme.

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. 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.

Social and Behavioral Sciences

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. To engage in articulate expression through effective speaking or writing
3. To think critically and creatively
4. To locate, evaluate, and use information effectively

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 the World Perspectives Culture.

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 the U.S. Diversity Culture.

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 the World Perspectives Culture.

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.

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 the World Perspectives Culture.

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 the World Perspectives Culture.

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 the U.S. Diversity Culture.

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 the World Perspectives Culture.

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 the U.S. Diversity Culture.

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 endosees.

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.

Cultures

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 or Themes credit in addition to Cultures credit.

World Perspectives

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 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. To engage in articulate expression through effective speaking or writing
3. To think critically and creatively
4. To locate, evaluate, and use information effectively

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. Part of Social and Behavioral Sciences Foundation.

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. Part of the Global Change Theme.

AAA 302 — African Diaspora

Overview of the history and culture of African societies throughout the world and the persistence of African culture among black populations outside of Africa. Chronicle of major events in the diasporic experience. Examines ethnocultural debate, African cultural values, artistic and intellectual traditions, and cultural continua of African forms in the new world. Part of the Marginality and Difference Theme.

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 111 — Peoples of the World

A course in cultural diversity that examines world cultures through an ethnographic survey using an anthropological perspective. Emphasis on small scale, non-Western societies and village societies contained within nation states.

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 non-Western culture. Comparisons are drawn with our own. Fulfills the Social and Behavioral Sciences Foundation.

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 the Historical Perspectives Foundation.

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. Part of the Religion Theme.

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. Part of the Death and Dying Theme.

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. Prerequisites: WRT 150 and either a World Perspectives or a U.S. Diversity course. Part of the Earth and Environment Theme.

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. Part of the Global Change: Integration and Fragmentation Theme.

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. Part of the Continuity and Change in the Americas Theme.

ANT 370 — Crosscultural Perspectives on Gender

Examines gender as a fundamental organizing theme of culture. Also 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. Part of the Gender, Society, and Culture Theme.

ARA 202 — Intermediate Arabic II

Continuation of ARA 201. Prerequisite: C (not C-) or better in ARA 201, or credit.

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. Part of the Global Change Theme.

CHI 202 — Intermediate Chinese II

Continuation of 201. Prerequisite: C (not C-) or better in CHI 201.

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. Part of the Global Integration and Fragmentation Theme. Satisfies General Education requirements in the World Perspectives category.

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 economies; 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. Part of the Global Change Theme.

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. Part of the Global Change Theme.

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 the Philosophy and Literature Foundation.

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Non-business 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](#).

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.

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.

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 the Social and Behavioral Sciences Foundation.

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. Part of the Cities Theme.

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. Part of the Global Change Theme.

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 355 — Geography of Southwest Asia (The Middle East)

Introduction to physical and cultural geography of Southwest Asia and North Africa.

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.

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. Part of the Religion Theme.

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-Colombian 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 Non-Western 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.

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.

JPN 202 — Intermediate Japanese II

Continuation of JPN 201. Prerequisite: C (not C-) or better in JPN 201.

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 the Social and Behavioral Science Foundation.

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.

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 Religion Theme.

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Non-business 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](#).

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.

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. Part of the Global Change Theme.

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. Part of the Global Change Theme.

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 the Arts Foundation.

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 the Social and Behavioral Sciences Foundation.

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.

PLS 382 — Politics of Post-Communist 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 Post-Soviet Politics

A comparative empirical and theoretical analysis of government and politics in post-Soviet 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.

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.

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. Part of the Gender, Society, and Culture Theme. 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.

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U.S. Diversity

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 category help students learn:

1. About one's own culture and the cultures of others:
 - a. Feature an examination of the various cultures that make up the United States, highlighting both the variability and similarity in human behavior, beliefs, customs, and values
 - b. Examine how identity can be affected by ethnicity/race and at least one of the following social attributes: gender, class, abilities, age, sexual orientation, religion, or common history
 - c. Examine the historical and social consequences of United States diversity
 - d. Consider whether there is a United States culture — a common culture that unites and subsumes all groups in the United States
2. To engage in articulate expression through effective speaking or writing
3. To think critically and creatively
4. To locate, evaluate, and use information effectively

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 the Social and Behavioral Sciences Foundation.

AAA/WGS 352 — Black Women's Culture and Communities

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. Fulfills the Gender, Society, and Culture Theme.

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. Part of the Civil and Human Rights Movement Theme.

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. Part of the American Mosaic Theme.

ED 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. Part of the Marginality and Difference Theme.

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.

ICE 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 the Social and Behavioral Sciences Foundation.

LIB 320 — Social Autobiography in the U.S. Civil Rights Movement

An inquiry, through reading and writing, into the dynamics of cultural change and personal development in the U.S. civil rights movement through the genres of biography and social autobiography. Part of the Civil and Human Rights Movement Theme.

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. Part of the Marginality and Difference Theme.

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. Part of the American Mosaic Theme.

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. Part of the Marginality and Difference Theme.

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. Part of the American Mosaic Theme.

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 the Social and Behavioral Sciences requirement.

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. Part of the Human Journey Theme.

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. Part of the American Mosaic Theme.

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.

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-).

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Non-business 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 go2gzbiz@gvsu.edu for an override to register.

Themes

An important part of general education is the development of the ability to think in broad terms and to see the connections in the world. Themes help students learn to integrate knowledge from various disciplines through the study of a major idea. 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.

Purpose of Themes

The various academic disciplines represent different ways of viewing the world and creating knowledge. The purpose of Themes is to provide students with a coherent educational experience by immersing them in the ways different disciplines illuminate a topic. This kind of crossdisciplinary study helps students learn to integrate and harmonize different perspectives and prepares them to intelligently participate in the increasingly complex discourses that shape the modern world.

Theme Requirements

- A Theme is a group of courses that focuses on an idea, event, or issue from different perspectives. Each Theme consists of at least five courses.
- The courses selected must come from different disciplines.
- Completion of the Foundations requirement will serve as the prerequisite for upper division courses in the Theme. Some of the upper division courses might have additional prerequisites, but most will not.
- Students may select only one lower division (100 or 200 level) course in a Theme.

Marginality and Difference

Individuals and groups, both human and animal, situated on the margins of the dominant society have often been the sources of contempt, ridicule, misunderstanding, and fear. Courses in this Theme take an intimate and scholarly look at marginalized “outsiders.” This Theme will help students understand the social structures and processes that create and maintain marginalization, analyze the responses of the marginalized, and appreciate the experience of being an outsider. Such understanding leads one to appreciate the reciprocity between self and other, and self and society.

Student Learning Outcomes

All courses in Theme 1 — Marginality and Difference help students learn to:

1. Identify and analyze the means by which a dominant culture or group creates the state of marginalization
2. Examine and comprehend the experiences and responses of marginalized individuals and groups
3. Engage in articulate expression through effective speaking
4. Engage in articulate expression through effective writing
5. Think critically and creatively
6. Locate, evaluate, and use information effectively
7. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines. You CANNOT receive Theme credit for both SOC courses.

AAA 302 — African Diaspora

Overview of the history and culture of African societies throughout the world and the persistence of African culture among black populations outside of Africa. Chronicle of major events in the diasporic experience. Examines ethnocultural debate, African cultural values, artistic and intellectual traditions, and cultural continua of African forms in the new world. Fulfills the World Perspectives Culture.

BIO 329 — Evolution of Social Behavior

Study of the social behavior of animals from a Darwinian perspective, emphasizing evolutionary, behavioral, and social processes through which animal societies are structured and maintained. Only one of BIO 309, 311, 329, or 349 may be counted toward a biology major or minor. Does not count toward biopsychology major. Prerequisites: Junior standing. One course in biology or psychology recommended.

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 the U.S. Diversity requirement.

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.

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 the U.S. Diversity requirement.

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 the U.S. Diversity requirement.

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 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.

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Non-business 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 go2gzbiz@gvsu.edu for an override to register](#).

Changing Ideas: Changing Worlds

Throughout history, controversial ideas challenged and changed the prevailing thoughts and theories of the time, significantly altering the way humans view the world and themselves. The courses in this thematic category will focus on the major ideas and thinkers that have caused paradigm shifts.

Courses in the Changing Ideas: Changing Worlds Theme have a common focus on the following questions: What ideas could be so powerful as to shatter all previous thought and transform our world? Who were the thinkers who made such an impact? What obstacles did they face along the way? Who were the people whose worlds were changed and what impact did these ideas have? How did these thinkers and their ideas influence the world we know now?

Student Learning Outcomes

All courses in Theme 2 — Changing Ideas: Changing Worlds help students learn to:

1. Demonstrate that intellectual endeavor is characterized as much by challenge and conflict as by cooperation
2. Develop an appreciation for how paradigm shifts influence how we communicate, structure our society, and view our world/universe philosophically and as a physical entity
3. Explore how paradigm shifts in one field reverberate across multiple disciplines and society as a whole
4. Engage in articulate expression through effective speaking
5. Engage in articulate expression through effective writing
6. Think critically and creatively
7. Locate, evaluate, and use information effectively
8. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines.

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.

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.

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.

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 the Historical Perspectives Foundation.

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.

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.

FOUNDATIONS

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

Physical Sciences

CHM 102	
CHM 111	
GEO 100	
GEO 103	
GEO 105	
Lab Courses	
CHM 109	PHY 201
CHM 115	PHY 204
CHM 201	PHY 220
GEO 111	PHY 230
NRM 140	SCI 226
PHY 105	

Writing
(1 course) p. 18

WRT 150

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

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

CLA 101	ENG/AAA 231(W)
CLA 201	LIB 100
COM 202	PHI 101
ENG 105	PHI 102
ENG 203	RST 331
ENG 212	RST 333

Social and Behavioral Sciences

(2 courses from 2 disciplines) pp. 27–29

AAA 200 (W)	LIB 201 (US)
AAA 201 (US)	PA 270
ANT 204 (W)	PLS 102
ANT 220	PLS 103 (W)
CJ 101	PSY 101
ECO 100	SOC 201
ECO 210	SOC 205 (US)
ECO 211	SW 150
GPY 220	WGS 200
GPY 235 (W)	
LAS 210 (W)	

Life Sciences

ANT 206	
BIO 105 (T11)	
BMS 100	
Lab Courses	
BIO 104	
BIO 107	
BIO 109	
BIO 120	
BMS 202	
CMB 150	
SCI 225	

Arts
(1 course) pp. 19–20

ART 101	CTH 161
CLA 250	DAN 200
CLA 275	MUS 100
CFV 225	MUS 129
CTH 101	MUS 218 (W)
	PHI 220

Mathematical Sciences
(1 course) pp. 21–22

CIS 160	MTH 131
GPY 200	MTH 201
MTH 122	MTH 221
MTH 123	PHI 103
MTH 125	STA 215
	Prerequisite to all courses is MTH 110 or its equivalent

Historical Perspectives

(1 course)
pp. 25–26

ANT 215 (W)	HST 102
CLA 121	HST 103
CLA 131	HST 203
HSC 201 (T2)	HST 207
HSC 202	HST 208
	HST 101

CULTURES

World Perspectives
(1 course) pp. 31–37

AAA 200 (SBS)	HST 204
AAA 300 (T15)	HST 211 (T9)
AAA 302 (T1)	HST 212
AAA/PLS 319	HST 230
ANT 111	HST 235
ANT 204 (SBS)	HST 240
ANT 215 (H)	HST 241
ANT 315 (T9)	HST 310
ANT 316 (T14)	HTM 175
ANT 340 (T11)	ITA 202
ANT 345 (T15)	JPN 202
ANT 346	LAS 210 (SBS)
ANT 360 (T7)	LAT 202
ANT 370 (T8)	LIB 335 (T9)
ARA 202	MES 201
BUS 301 (T15)	MGT 303 (T15)
CHI 202	MGT 466 (T15)
CTH 373 (T15)	MUS 218 (A)
EAS 201	PHI 210
ECO 349 (T15)	PHI 240
ECO 369 (T15)	PLS 103 (SBS)
ENG 204	PLS 281
ENG/AAA 231 (PL)	PLS 283
FRE 202	PLS 284
GER 202	PLS 382
GPY 235 (SBS)	PLS 385
GPY 324 (T17)	POL 202
GPY 350 (T15)	PSY 355
GPY 351	RST 225
GPY 355	RUS 202
GPY 362	SOC/WGS 350 (T8)
GRK 202	SPA 202

U.S. Diversity

(1 course) pp. 38–40

AAA 201 (SBS)	LIB 320 (T13)
AAA/WGS 352 (T8)	LIB 350 (T1)
AAA 355 (T13)	LIB 401 (T20)
ANT 311 (T20)	MGT 355 (T1)
ED 315	MUS 219
ENG 335 (T1)	MUS 300 (T20)
GPY 353	SOC 205 (SBS)
HST 205	SOC 323 (T4)
HST 206	SOC 381 (T20)
HST 314	SOC 382
ICE 100	SPA 313
LIB 201 (SBS)	

UNIVERSITY REQUIREMENTS

Supplemental Writing Skills
(SWS) (after WRT 150)

- _____
- _____

B.A. Degree Cognate

3rd semester proficiency in a foreign language (201 level)

B.S. Degree Cognate

- _____
- _____
- _____

- 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

Courses in General Education are subject to change without notice. Consult myBanner for the most accurate information.

THEMES

Select 1 Theme.

Choose 2 courses from 2 different disciplines within the selected Theme: pp. 41-89. Only 1 course may be at the 100/200 level.

1 Marginality and Difference	AAA 302 (W) SOC 250	BIO 329 SOC 385	ENG 335 (US)	HST 376	LIB 350 (US)	MGT 355 (US)
2 Changing Ideas: Changing Worlds	BIO 349	ENG 383	GEO 310	HSC 201 (H)	HST 364	PHY 303
3 Society and the Media	CJR 236 PSY 349	COM 220 SOC 366	COM 372	LIB 373	MKT 358	PLS 340
4 The Human Journey	CLA 265 PSY 377	LIB 314 SOC 323 (US)	NUR 344	PHI 300	PSY 364	PSY 366
5 War and Peace	AAA 341 PLS 211	CJ 405 PLS 311	ENG 384	HST 317	HST 377	LIB 345
7 Continuity and Change in the Americas	ANT 355	ANT 360 (W)	BIO 310	ENG 385	GEO 350	HST/LAS 374
8 Gender, Society, and Culture	AAA 351 ECO 350 SOC/WGS 375	AAA/WGS 352 (US) HST 371 SOC 379	ANT 370 (W) LIB 325 WGS 310	BIO 325 LS/WGS 370	CJ/WGS 320 PHI 370	CLA 320 SOC/WGS 350 (W)
9 Religion	ANT 315 (W) LIB 335 (W)	CLA 315 PHI 312	HST 211 (W) PHI 343	HST 311 PLS 330	HST 342 PSY 385	LIB 300 SOC 357
10 Ethics	BIO 328 PHI 325	BIO 338 PLS 338	COM 438	MGT 340	MGT 438	MKT 375
11 Earth and Environment	ANT 340 (W) GPY 356 NRM 451	BIO 105 (NS) GPY 361 WGS 335	ECO 345 GPY 363	EGR 306 GPY/ENS 410	ENG 382 GPY/ENS 412	GEO 300 LIB 330
12 Freedom and Social Control	BIO 311 PHI 320	CJ 325 SOC 392	CLA 287	ENG 392	HST 372	LIB 340
13 Civil and Human Rights Movement	AAA 305 SOC 333	AAA 355 (US)	ENG 381	HST 316	LIB 320 (US)	PLS 307
14 Death and Dying	ANT 316 (W) SPA 307	BMS 374	ENG 386	NUR 354	PHI 341	SOC 386
15 Global Change: Integration and Fragmentation	AAA 300 (W) ECO 369 (W) MGT 466 (W)	AHS 330 GPY 335 MKT 359	ANT 345 (W) GPY 350 (W) PLS 315	BUS 301 (W) HST 386	CTH 373 (W) HTM 202	ECO 349 (W) MGT 303 (W)
16 Health, Illness, and Healing	AHS 340 PSY 368	AHS 352 SOC 356	ANT 320 SW 322	BIO 309	BMS 223	HST 370
17 Cities	AAA 315 HST 327	ECO 435 HST 344	ECO 436 PA 307	GPY 309 SOC 351	GPY 324 (W)	GPY 385
18 Creativity: Ideas and Innovation	CAP 315 MKT 369	CTH 300 SOC 346	ECO 342 SPA 300	EGR 304 WRT 219	LIB 310	MGT 345
19 Perception	COM 320	HST 320	LIB 311	PHI 440	PHY 307	PSY 361
20 American Mosaic	AAA 340 SOC 381 (US)	ANT 311 (US) SOC 420	HST 315 SW 300	LAS 475	LIB 401 (US)	MUS 300 (US)
22 Sport and Life	CAP 305 PHY 306	ECO 330 STA 345	HST 325 WRT 381	MKT 361	PED 315 + one coreq: see page 86	

24 Study Abroad

All Study Abroad Theme requests must be approved prior to studying abroad.
Details on proposing a Study Abroad Theme can be found at www.gvsu.edu/studyabroad/.

Society and the Media

The mass media is more than the common currency of public and private discourse — indeed, even our internal discourse. But just as most of us rarely think about the air we breathe, so do we rarely think about the media that is our constant companion from the cradle. On those occasions when we do, it is frequently the most simplistic of terms: the media cause violence in society, a breakdown in morality, corruption of our political system, and reduction in the public attention span. The reality, of course, is far more complex and subtle.

Mass media plays a central role in developing and passing on culture, shaping attitudes and opinions, even creating the mythology by which individuals locate and identify themselves. It is also a powerful economic force, indispensable to modern society. This Theme examines media from varying perspectives — social, psychological, political, economic, cultural, and aesthetic — in order to help students develop intellectual tools to engage and critically interpret its content.

Student Learning Outcomes

All courses in Theme 3 — Society and the Media help students learn to:

1. Recognize the power of the media to affect and even create our perception of the world beyond our own experience
2. Become aware of the social, political, and economic implications of media production
3. Engage in articulate expression through effective speaking
4. Engage in articulate expression through effective writing
5. Think critically and creatively
6. Locate, evaluate, and use information effectively
7. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines. You CANNOT receive Theme credit for both COM courses. You CANNOT receive Theme credit for both CJR 236 and COM 220.

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.

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 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.

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.

MKT 358 — Advertising and Marketing Communications*

A managerial analysis and examination of the non-personal, 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 non-personal communications activities. These elements are strongly related to personal selling in the private sector firm.

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.

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.

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.

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Non-business 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 go2gvybiz@gvsu.edu for an override to register](#).

The Human Journey

The focus of this Theme is to understand human development from multiple perspectives. We are what we are because we influence and are influenced by many different physical, sociocultural, and historical forces. Courses in this Theme address the development of both the species and the individual throughout the lifespan. Study in these areas allows us to become conscious of the assumptions and biases that inform and affect human behavior.

Student Learning Outcomes

All courses in Theme 4 —The Human Journey help students learn to:

1. Demonstrate an understanding that human development, on both the individual and species level, is determined by multiple factors, both internal and external, interacting at particular points in time and space
2. Demonstrate an understanding that life and life events can be explained from multiple perspectives
3. Identify and consider the operating assumptions and biases that inform and affect the behaviors of individuals and communities
4. Engage in articulate expression through effective speaking
5. Engage in articulate expression through effective writing
6. Think critically and creatively
7. Locate, evaluate, and use information effectively
8. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines. You CANNOT receive Theme credit for more than one PSY course.

CLA 265 — Stoicism and the Happy Life

This course will address, through the life and thought of prominent Stoics, both the evolution of self and the personal development of individuals from the Stoic perspective. Through readings, writing, and journaling, students will explore the significance of key ideas for the Stoics' life as well as their own.

LIB 314 — Life Journey

A study engaging the perspectives of the humanities on life development from childhood to old age as found in literature and such other expressions of various cultures as mythology, philosophy, art, film, and music. Prerequisite: WRT 150 with a C or better, or equivalent.

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.

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.

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 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.

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 the U.S. Diversity requirement.

War and Peace

Scholars affirm that people have been making war on one another for as long as there have been people, yet have lived together and cooperated with one another peaceably all along as well. Economic, social, political, and cultural conflicts arise continually, sometimes with tragic results. Efforts to resolve such conflicts before they flare up in open warfare have grown increasingly important since industrialization, as the human capacity for killing one another and destroying resources needed for survival has expanded exponentially, and continues to grow. It is impossible to open a newspaper or to watch television without seeing news about wars and efforts to end or prevent them. The world that we live in today is a product of both war and peacemaking. Students taking this Theme should come out of it with a broader understanding of the complexities of war and peace, and how these events affect their lives and world.

Student Learning Outcomes

All courses in Theme 5 — War and Peace help students learn to:

1. Analyze and interpret the causes, purposes, and outcomes of wars
2. Develop an understanding of the full experience of warfare from diverse perspectives
3. Analyze and interpret the impact of warfare on society as a whole
4. Consider ways of preventing and ending wars, and of making and keeping peace
5. Engage in articulate expression through effective speaking
6. Engage in articulate expression through effective writing
7. Think critically and creatively
8. Locate, evaluate, and use information effectively
9. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines. You CANNOT receive Theme credit for both HST courses or both PLS courses.

AAA 341 — Civil Conflicts in Africa

The analysis of the nature and dynamics of both non-violent and violent conflicts — civil wars — in Africa, and the efforts to resolve them. The focus will be on selected case studies of African states.

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.

ENG 384 — Literary Responses to War and Peace

This course 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.

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 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.

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.

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 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.

Continuity and Change in the Americas

The great forces in nature, culture, society, and history have shaped the living populations across the Western Hemisphere, from the Arctic down to the islands of Tierra Del Fuego. This Theme explores the dynamics of life in the Americas punctuated over time by dramatic change brought about by natural and globalizing forces. This focus provides students with a way to explore revolutionary and evolutionary aspects of history, culture, society, and nature, and their interconnections. With this understanding, students can see their lives and histories within the panorama of other social groups in a broader context. From an interdisciplinary perspective, the Theme examines such topics as geologic processes, biodiversity and sustainability, urbanization, migration, pre-Columbian civilizations, language, literature, politics, human rights, and social movements for revolutionary change affecting the U.S., Latin America, and the Caribbean. Courses in the Theme prepare students to engage in informed dialogue and civic responsibility in multicultural settings. The required Theme journal, portfolio, research, and practical experiences will help prepare students for a lifelong examination of the Americas.

Student Learning Outcomes

All courses in Theme 7 — Continuity and Change in the Americas help students learn to:

1. Develop a broad, liberal understanding of how continuity and change polarize, yet interact and affect nature and society over time
2. Gain an awareness of the effects that slow and fast changes leave in recorded natural history and have on the history and culture of social groups
3. Discriminate between natural features and cultural attributes that the Western Hemisphere shares globally, and that set it aside as a distinct, subglobal space
4. Develop a paradigm for critical thinking about one's future in relation to a lifelong examination of events in the Americas, including the U.S.
5. Engage in articulate expression through effective speaking
6. Engage in articulate expression through effective writing
7. Think critically and creatively
8. Locate, evaluate, and use information effectively
9. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines. You CANNOT receive Theme credit for both ANT courses.

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, displaced, 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 the World Perspectives requirement.

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.

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.

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.

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.

Gender, Society, and Culture

The purpose of this Theme is to explore sex and gender as the fundamental organizing principles of all human societies. In all societies, past and present, one's social status and identity are embedded in one's biological status. The courses in this Theme consider questions such as: How are the gender identities formed and constructed within social and historical context? How do gender and race intersect? How do economic and legal institutions and religious ideologies define and reinforce men's and women's status and roles? How have aspects of family life, sexual identity, and sexual orientation been perceived in other parts of the world and in different periods of history? How have feminist thinkers influenced social and political spheres in the U.S.? Courses in the Theme expose students to diverse models of gender relationships and help them analyze the origins, maintenance, and processes of change in gender roles and statuses in the U.S. and abroad.

Student Learning Outcomes

All courses in Theme 8 — Gender, Society, and Culture help students learn to:

1. Gain an understanding of the complexity of gender roles and the importance of the construction of gender in social, political, and economic areas
2. Examine and articulate the controversial issues concerning the biological and/or cultural biases of sex differences
3. Develop an awareness of how the social construction of gender shapes men's and women's experiences within a society through a critical assessment of biological- and/or social-based models of sex and gender
4. Engage in articulate expression through effective speaking
5. Engage in articulate expression through effective writing
6. Think critically and creatively
7. Locate, evaluate, and use information effectively
8. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines. You CANNOT receive Theme credit for both AAA 351 AND AAA 352/WGS 352. You CANNOT receive Theme credit for SOC 379 and SOC 375/WGS 375 and SOC/WGS 350.

AAA 351 — Perspectives on African American Males

A critical examination of the socialization, life ways, status, and future of African American males. Historical perspectives, present status, cultural expression and social relationships, empowerment, masculinity, psychosocial development and coping, and the future of African American males.

AAA/WGS 352 — Black Women's Cultures and Communities

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. Fulfils the U.S. Diversity requirement.

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. Fulfills the World Perspectives requirement.

BIO 325 — Human Sexuality

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

CJ/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.

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.

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.

HST 371 — The History of Gender, Family, and Sexuality

Explores the history of gender, family, and sexuality in selected modern European and North American countries. It will examine how men's and women's role, the demographics of and ideas about family life, and understandings of sexuality have changed over time. Prerequisite: Completion of the Historical Perspectives Foundation or junior standing.

LIB 325 — Understanding the Gay Life Cycle

A study of the gay life cycle focuses on issues of identity, relationships, and society. Issues are examined through the use of literature, movies, and guest speakers. Students become aware of similarities and differences between homosexual and heterosexual lifestyles.

LS/WGS 370 — Women and the Law

An 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 on these rights; violence against women; and employment discrimination focusing on gender-based influences.

PHI 370 — Feminist Philosophy

What do we mean by "feminist philosophy"? The aim of this course is to acquaint students with the various ways in which feminists have replied to this question, both in terms of the tradition of philosophy and in light of the diversity of views held by feminists themselves. Prerequisite: PHI 101 or PHI 102.

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 the World Perspectives requirement. Prerequisite: WRT 150.

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Non-business 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](#).

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.

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.

Religion

Religion is one of the most fundamental and enduring human responses to life. Some see it as an illusion, an opiate, or an understandable reaction to the otherwise intolerable fact that we will die. Others see religion as the body of values, rituals, and beliefs that connect humanity to the ultimate conditions of existence. Taken together, courses in this Theme examine different religions from different critical perspectives and methods in the humanities and social sciences. The purpose of this Theme is to expose students to a rigorous interdisciplinary study of religion.

Student Learning Outcomes

All courses in Theme 9 — Religion help students learn to:

1. Achieve a greater understanding of religions and religious practices
2. Achieve a greater understanding of the different ways of studying religion
3. Engage in articulate expression through effective speaking
4. Engage in articulate expression through effective writing
5. Think critically and creatively
6. Locate, evaluate, and use information effectively
7. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must choose two courses from different disciplines. You CANNOT receive Theme credit for both HST, LIB, or PHI courses.

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. Fulfills the World Perspectives requirement.

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.

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 the World Perspectives Culture.

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 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.

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 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. Fulfills the World Perspectives Culture.

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 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.

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.

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.

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.

Ethics

Ethics can raise our awareness of the implications of our acts, whether on ourselves, our progeny, or the biosphere as a whole. It can increase our consciousness of the reciprocal obligations we inevitably undertake in our social roles. Ethics can help us to engage our ideals, to recognize their value, and to act in ways that are informed by them. It can remind us of our duties as employers and employees, professionals, citizens, people inhabiting the earth, and as one generation linked to the generations that have come before us and those that will follow. Ethics can empower us because it can help us to see the many senses in which we are a part of a greater whole. Ethics involves the study of moral imagination, moral judgment, and moral action. Courses in the Ethics Theme are designed to strengthen these moral capacities.

Student Learning Outcomes

All courses in Theme 10 — Ethics help students learn to:

1. Understand the public consequences of their acts
2. Appreciate the reciprocal obligations of their roles in society
3. Recognize the ways in which behaviors are rationalized
4. Engage in articulate expression through effective speaking
5. Engage in articulate expression through effective writing
6. Think critically and creatively
7. Locate, evaluate, and use information effectively
8. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines. You CANNOT receive Theme credit for both BIO or MGT courses.

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.

BIO 338 — Environmental Ethics

Examination of the values, ideas, and technologies that humans have used, are using, and may use in the future with respect to environmental issues. Biology majors may not use both BIO 328 and BIO 338 as elective credit within the major. Prerequisite: Junior standing.

COM 438 — Communications 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.

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 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.

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.

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.

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.

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Non-business 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 go2gzbiz@gvsu.edu for an override to register](#).

Earth and Environment

This Theme will examine the environment from a variety of perspectives, including personal, cultural, regional, national, and global. Phenomena considered may vary in scale from local to global and over time scales from moments to millennia. The purpose of the Theme is to increase the students' knowledge of the importance of the environment and to produce citizens who make informed personal and political decisions about the environment. Courses are designed to enable a student to develop a critical understanding of the consequences of human interactions with the environment for humans and other species, the natural world, and the earth as a whole. Students will also examine how natural environmental factors affect, and are affected by, social and cultural life.

Student Learning Outcomes

All courses in Theme 11 — Earth and Environment help students learn to:

1. Understand human views of and influences on the environment
2. Recognize environmental influences on humans, their cultures, and their endeavors
3. Engage in articulate expression through effective speaking
4. Engage in articulate expression through effective writing
5. Think critically and creatively
6. Locate, evaluate, and use information effectively
7. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines. You CANNOT receive Theme credit for more than one GPY course.

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. Prerequisites: WRT 150. World Perspective or U.S. Diversity. Fulfills the World Perspective requirement.

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 the Life Sciences Foundation without lab requirement.

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. Prerequisite: ECO 211 or ECO 200.

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. Prerequisite: MTH 110.

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.

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.

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.

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.

GPY/ENS 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.

GPY/ENS 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.

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Non-business 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 330 — The Idea of Nature

A historical and crosscultural examination of how nature has been interpreted by science, philosophy, religion, literature, and art.

NRM 451 — Natural Resource Policy

Study of how natural resource policy is developed and implemented in the United States. The evolution of public policies with respect to public land acquisition and disposal, forestry, rangeland, minerals, parks, wilderness, fisheries, wildlife, and water are discussed.

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.

Freedom and Social Control

To most college students, few things are more important than freedom, which you may feel you have for the first time because you are now living on your own. You may rank it above even other core democratic values, like equality, with which it is sometimes at odds. Historically, freedom has meant different things in different cultures and contexts. The aspiration of people to have freedom has been expressed, on one hand, by liberation movements and immigration patterns throughout the world on the part of persons “yearning to be free,” and on the other hand by individuals and groups seeking to maximize their own freedom through exercising control over others. Our ideas about freedom and social control affect our lives in important ways by helping shape what we think to be humanly possible and desirable. This Theme will help you think critically about these issues from a variety of perspectives, and to wrestle with the apparent paradox that to have freedom, one might need to relinquish some of it.

Student Learning Outcomes

All courses in Theme 12 — Freedom and Social Control help students learn to:

1. Explore the historical, philosophical, biological, political, and cultural underpinnings of our ideas about freedom and/or social control
2. Examine the ways that ideas about freedom and social control inform social practice and express or redefine human nature
3. Wrestle with the relationships between freedom and social control, especially the apparent paradox that to have societal freedom, one might need to relinquish some of it
4. Engage in articulate expression through effective speaking
5. Engage in articulate expression through effective writing
6. Think critically and creatively
7. Locate, evaluate, and use information effectively
8. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines.

BIO 311 — The Biological Basis of Society

Examines the relationships and conflicts between the biological basis of human behaviors and the ideas of socially defined freedoms and controls. 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 requirement.

CJ 325 — Criminal Justice and Human Rights

This course focuses on the tension between evolving definitions of human rights and criminal justice systems' efforts to maintain or increase levels of social control. The course also provides opportunities to study international perspectives on criminal justice institutions.

CLA 287 — Roman Law

Multidisciplinary introduction to the legal system that governed the Roman Empire and influenced all subsequent Western legal thought. Interactive, case-based approach focuses upon analysis of hypothetical situations. Topics include substantive private law, Roman legal history, and contributions to modern legal systems. Especially valuable for prelaw students. All readings in translation. 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.

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.

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.

PHI 320 — Social and Political Philosophy

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: Prior work in philosophy or political science or permission of instructor.

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.

Civil and Human Rights Movements

The quest for human rights has been a defining aspect of modern societies resulting in various social movements to advance civil and human rights in both U.S. and global contexts such as the U.S. civil rights movement and the South African anti-apartheid movement. Students taking this Theme will enter the lives of those who participated in a civil or human rights social movement, relive the human dramas that unfolded, and reflect on the continuing quest for civil and human rights in societies today and in the future.

Student Learning Outcomes

All courses in Theme 13 — Civil and Human Rights Movements help students learn to:

1. Analyze the evolution of public discourses regarding human rights
2. Examine contested social constructs of “difference” such as race, ethnicity, gender, sexualities, class, faith, and nationality in relation to human rights
3. Comprehend the ways that social movements strive to advance human rights
4. Engage in articulate expression through effective speaking
5. Engage in articulate expression through effective writing
6. Think critically and creatively
7. Locate, evaluate, and use information effectively
8. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines. You CANNOT receive Theme credit for more than one AAA course.

AAA 305 — Perspectives on the Black Arts Movement

An analysis of the development and reception of shifts in black American identity, ideals, and aspirations as articulated by black artists and activists reacting to the integrationists ideals of the civil rights movement.

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. Fulfills the U.S. Diversity requirement. Prerequisite: Junior standing.

ENG 381 — Regional Discourses of the Civil Rights Movement

Regional differences in U.S. civil rights' discourse. Prerequisite: WRT 150.

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.

LIB 320 — Social Autobiography of the U.S. Civil Rights Movement

An inquiry, through reading and writing, into the dynamics of cultural change and personal development in the U.S. civil rights movement through the genres of biography and social autobiography. Fulfills the U.S. Diversity Culture.

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.

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.

Death and Dying

Death is a universal experience among humans. Most experts in the field of grief and bereavement categorize the American society as a death-denying culture. As a result, many individuals are uncomfortable discussing issues related to death and dying and may go to great lengths to avoid dealing with death-related issues. The Death and Dying Theme will provide students with an opportunity to explore death and dying issues in a structured, safe forum. Students who select this Theme will develop a greater understanding of the experience of death on a personal and societal level.

Student Learning Outcomes

All courses in Theme 14 — Death and Dying help students learn to:

1. Understand how attitudes, beliefs, and/or issues related to death and dying have evolved over time
2. Understand death and dying from multiple viewpoints such as personal, family, social, public, legal, or clinical
3. Understand that the death of human beings is a social event
4. Understand that there is conceptual confusion about the definitions, criteria, measurement (tests), and meanings of death
5. Engage in articulate expression through effective speaking
6. Engage in articulate expression through effective writing
7. Think critically and creatively
8. Locate, evaluate, and use information effectively
9. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines.

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. Fulfills the World Perspectives requirement. Prerequisite: ANT 204 or ANT 206 or ANT 220 or permission of instructor.

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 elective for HS or BIO majors.

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.

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.

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.

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.

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.

THEME 15

Global Change: Integration and Fragmentation

The peoples and societies of the world are constantly changing, and often these changes are influenced by what is happening in other countries and in other cultures. In the past we may have dismissed as unimportant the fact that as a nation we influence others, and that others influence us. But, as these connections become an increasingly important aspect of our lives, we cannot afford to ignore them any longer. In the Global Change: Integration and Fragmentation Theme we look at some of the different links among nations and peoples around the world. We investigate how some influences tie societies more closely together, while others push them further apart. We explore how these relationships affect us.

Student Learning Outcomes

All courses in Theme 15 — Global Change: Integration and Fragmentation help students learn to:

1. Understand how different influences and trends shape countries and peoples around the world
2. Analyze the dynamic tension between integration and fragmentation
3. Engage in articulate expression through effective speaking
4. Engage in articulate expression through effective writing
5. Think critically and creatively
6. Locate, evaluate, and use information effectively
7. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines. You CANNOT receive Theme credit for both ECO, GPY, or MGT courses.

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 conditions and shapes the relationship. Fulfills World Perspectives Culture.

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 world-wide society and the burden of disease related costs on individual cultures.

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. Fulfills the World Perspectives Culture.

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 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 the World Perspectives Culture.

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 the World Perspective Culture.

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 the World Perspectives Culture.

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. Fulfills the World Perspectives Culture. Prerequisite: ECO 200 or ECO 210.

GPY 335 — Geographic Patterns — Global 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 the World Perspectives Culture.

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.

HTM 202 — International Tourism

Introduction to international tourism focusing on the socioeconomic impacts of international tourism along with the inherent public-private interactions. 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. Prerequisite: None — HTM 101 suggested.

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 the World Perspectives Culture.

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. Fulfills the World Perspectives Culture. Prerequisite: Senior status or approval of instructor.

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.

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.

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Non-business 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](#).

Health, Illness, and Healing

Terms such as health, illness, and healing are loosely utilized in everyday life, however, do we really know their meaning? This Theme explores the complexity of health, illness, and healing and their various manifestations across time, space, perception, and experience. Students enrolled in Theme courses: 1) analyze and understand how health, health maintenance, illness, and healing are identified, experienced, and perceived by individuals, societies, and cultures; 2) examine the dynamic interplay between human health, biology, and culture over time; and 3) develop a critical understanding of crosscultural healing practices and health care delivery.

Student Learning Outcomes

All courses in Theme 16 — Health, Illness, and Healing help students learn to:

1. Analyze health, health maintenance, illness, or healing across societies/cultures
2. Examine the dynamic interplay between human health, biology, and culture over time
3. Develop a critical understanding of healing practices and health care delivery across cultures
4. Engage in articulate expression through effective speaking
5. Engage in articulate expression through effective writing
6. Think critically and creatively
7. Locate, evaluate, and use information effectively
8. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines. You CANNOT receive Theme credit for both AHS 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 process.

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.

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.

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.

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.

HST 370 — History of Medicine and Health

Survey of medical and health-related topics from ancient Greece through the present. Course units will include disease migration, unorthodox medicine, professionalization, sanitary science, bacteriology, medicalization of deviance, nursing, philanthropy, gender, colonialism, environmental/industrial medicine, Medicare/Medicaid, and AIDS. Prerequisite: Completion of the Historical Perspectives Foundation or junior standing.

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.

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.

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.

Cities

The city is a bright light drawing people from the surrounding darkness; it has been a crucible upon which experiences in human history have been forged. Urbanization is a complex process occurring over time and across space. It always involves shifts of population — sometimes centripetal as rural people are drawn into a central city — sometimes centrifugal as the central city sprawls into a new kind of urbanism. During the last two centuries, urbanization has usually involved a shift from employment in agriculture and in the home to factory work. That shift has generally involved wrenching cultural transformations — moving people from traditional societies based on the farm and rooted in extended family to the continually changing mix of cultures, values, and language which they find in the cities. A subsequent change, one we are in the middle of, involves the breakdown of central cities, at least as centers of population, and the increasing importance of relatively homogeneous scattered suburbs.

Today, post industrial transformations and globalization create new challenges and opportunities for cities. The most dynamic cities are focused on high-technology production and services, and attract both well-educated and low-income individuals. Challenges for cities in the future include promoting sustainability through economic development, advancing environmental stewardship, and promoting social integration that satisfies the needs of diverse populations while reducing social exclusion.

Student Learning Outcomes

All courses in Theme 17 — Cities help students learn to:

1. Understand the key elements of the urbanization process in a global context
2. Comprehend how economic forces influence and shape cities
3. Understand how cities are socially and politically organized and how that organization affects the well-being of urban residents
4. Engage in articulate expression through effective speaking
5. Engage in articulate expression through effective writing
6. Think critically and creatively
7. Locate, evaluate, and use information effectively
8. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines. You CANNOT receive Theme credit for both ECO, GPY, or HST courses.

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.

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.

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 the World Perspectives Culture.

GPY 385 — Economic Geography of the United States

Analyzes the location of economic activity, changes in the location of economic activity, and the implications of changing economic location patterns for national, regional, and local economic development in the United States. Emphasis on the empirical study of the U.S. economy using GIS and spatial analysis techniques.

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.

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.

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Non-business 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](#).

PA 307 — Local Politics and Administration

Comparative study of government systems, rural and urban. Students specialize in their own governments.

SOC 351 — Urban Sociology

Explores urban theory, including Chicago school, political economy, pluralist, and postmodern approaches; the evolution of U.S. cities; suburbanization, immigration, race relations, street life, redevelopment, urban politics and planning; and international comparisons. Readings focus on urban theory, specific cities, and methods. Prerequisite: SOC 201.

Creativity: Ideas and Innovation

The central idea behind this Theme is that anyone can become more creative. Because creative thinking identifies opportunities that are unbounded, even students who already exhibit creative behaviors can be energized to question assumptions, synthesize ideas, and recognize the value in thinking in new ways. Courses in this Theme will identify the barriers to creative behavior by studying different populations, cultures, organizations, personality types, and individual thinking habits. Students will see how work and play environments can encourage creative activities and risk taking. Included in this Theme are courses that introduce students to the steps in creative processes and critically examine prevailing academic theories in the study of creativity. There are many opportunities for creative activities, such as case studies, interdisciplinary projects, and public performances. Courses in this Theme utilize multidisciplinary approaches that include literature, the fine and popular arts, exercises, puzzles, and games, which help students in finding solutions to open-ended problems. The techniques presented will produce students who are “thinkers” as well as “learners.”

Student Learning Outcomes

All courses in Theme 18 — Creativity: Ideas and Innovation help students learn to:

1. Investigate the factors that promote and inhibit creative thought and action
2. Illustrate the possibilities that creative methods, processes, and theories can offer
3. Engage in articulate expression through effective speaking
4. Engage in articulate expression through effective writing
5. Think critically and creatively
6. Locate, evaluate, and use information effectively
7. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines.

CAP 315 — Advertising Copywriting

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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Perception

The courses in the Perception Theme explore the relationship between perception and reality from scientific, philosophical, sociological, historical, and cultural perspectives. This diversity demonstrates the importance of this issue across disciplines, and, indeed, throughout time. From the ancient world to the modern, the relationship between reality and perception permeates nearly all academic disciplines as well as professional fields — and even everyday life. How we discern reality and adjudicate between competing interpretations arguably affects every decision a person makes. From the complex to the commonplace, the decisions that people make (or find forced upon them) involve a multitude of factors that shape perceptions, which in turn shape subsequent decisions. Perceptions obviously affect our lives in both deep and subtle ways. Our perceptions are influenced by personal and societal beliefs in science and religion, by private imagination and hopes, and by external social and natural forces, both known and unknown. Reality is thus both certain and uncertain, a negotiated process that depends on how we perceive, interpret, and express experience.

The central unity among the courses in this Theme is an exploration of how we construct through perception various conceptions of truth. More specifically, the Theme explores the way in which beliefs, values, conceptual systems, historical, aesthetic and personal experience, physiology, and physics influence the way individuals and groups see and understand the world. This Theme encourages critical reflection on many fixed conventional assumptions about knowledge and reality, and emphasizes a multiperceptual approach that reveals the dynamic complexity of knowledge and of knowledge formation as the result of an interaction between cognitive actors and external objects.

We assembled a wide array of courses from diverse disciplines. Some have specific substantive focus, such as HST 320 (American Indians). Others explore the connection between knowledge and truth from a broader perspective, such as PHI 440 (Epistemology) and PSY 361 (Perception).

Each of the courses in the Theme contributes a different and valuable perspective to the central issue of perception and reality. We hope that this Theme will inspire students to critically reflect on previously taken-for-granted notions and confront some illusions of dogma, hypocrisy, and the facile oversimplifications common in popular conjecture. By doing so, we hope this Theme will enhance the intellectual sophistication and breadth of awareness of these students, which will serve them in their own major, in their general education, and throughout their lives.

Student Learning Outcomes

All courses in Theme 19 — Perception help students learn to:

1. Examine different ways by which perception occurs and how pre-existing knowledge affects the development of new knowledge
2. Build a critical awareness of how we construct perceptions of reality in various contexts
3. Engage in articulate expression through effective speaking
4. Engage in articulate expression through effective writing
5. Think critically and creatively
6. Locate, evaluate, and use information effectively
7. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines.

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.

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, ethnohistory, Indian-white relations, environmentalism, survival, assimilation, and Indian perspectives on American history. Prerequisite: Completion of the Historical Perspectives Foundation or junior standing.

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.

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.

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.

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.

THEME 20

American Mosaic

The American Mosaic Theme explores diversity in the United States. A mosaic is a picture that is comprised of bits and pieces of colorful tiles — each piece contributing to the whole picture in a critical and unique way. Courses in the Theme explore diversity in the U.S. by looking at the many different groups that make up our pluralistic nation.

The U.S. has been a diverse society throughout its history. In recent decades and continuing today there is heightened consciousness about gender, religion, age, race, ethnicity, sexual orientation, and ability status. This Theme allows students to learn about groups who are different from themselves, thereby preparing them for future experiences in the workplace and as citizens. Theme classes also explore how specific social groups have evolved over time.

Student Learning Outcomes

All courses in Theme 20 — American Mosaic help students learn to:

1. Examine the cultural, social, or economic composition of diverse groups in the United States
2. Understand the histories, cultures, and contributions of the diverse groups which comprise U.S. culture
3. Compare their own experience with other groups in the United States
4. Understand the unequal opportunities that different groups have experienced during U.S. history
5. Engage in articulate expression through effective speaking
6. Engage in articulate expression through effective writing
7. Think critically and creatively
8. Locate, evaluate, and use information effectively
9. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines. You **CANNOT** receive Theme credit for both SOC courses.

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.

ANT 311 — Native Peoples of North America

A multifaceted examination of North American Indians and a comparison of that culture with the American. Focus on origin, early history, and present disposition of American Indian populations. Fulfills the U.S. Diversity Culture.

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.

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.

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 the U.S. Diversity Culture.

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 the U.S. Diversity Culture.

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. Fulfills the U.S. Diversity Culture. Prerequisite: SOC 201 or SOC 205.

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.

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.

Sport and Life

Sports permeate all aspects of our media, economy, and educational institutions — our very culture. Thus, every academic discipline is in a position to offer insight into the role that sports play in societies. Indeed, the study of sport has long been a viable area of research, and sports scholars are on the cutting edge of their disciplines. The courses in this Theme help students learn the ways in which participation and appreciation of sports permeates all aspects of our individuality and our shared cultures.

Student Learning Outcomes

All courses in Theme 22 — Sport and Life help students learn to:

1. Analyze sport in various contexts and over time
2. Challenge and engage in the ethical and moral discussions surrounding sports
3. Examine sports as an integral part of students' lives and cultures
4. Engage in articulate expression through effective speaking
5. Engage in articulate expression through effective writing
6. Think critically and creatively
7. Locate, evaluate, and use information effectively
8. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines.

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.

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.

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.

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.

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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.

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.

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.

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.

Democracy

The historical roots of democracy extend to ancient Greece, but only since the mid-eighteenth century has it become a principle embraced by the masses and capable of sparking revolution. Moreover, what we think democracy means today in the United States often bears little resemblance to what it has meant in the past and what it currently means for other peoples around the globe. In fact, one might argue that Americans in the twenty-first century take democracy for granted and have little idea of what it entails or how it has shaped their politics, educational institutions, social relations, cultural values, economic practices, and legal system. These charges will not apply to students choosing the Democracy Theme, which explores the meanings of democracy and its far-ranging and often unanticipated consequences from various points of view.

Student Learning Outcomes

All courses in Theme 23 — Democracy help students learn to:

1. Explore the various definitions and concepts of democracies
2. Examine the role of the individual in democracies
3. Analyze the societal institutions that embody democratic ideals, for example, legal, economic, civic, scientific, and educational institutions
4. Engage in articulate expression through effective speaking
5. Engage in articulate expression through effective writing
6. Think critically and creatively
7. Locate, evaluate, and use information effectively
8. Integrate different areas of knowledge and view ideas from multiple perspectives

Courses

If you select this Theme, you must take two courses from different disciplines. You **CANNOT** receive Theme credit for both PLS courses.

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. Prerequisite: ECO 210 or ECO 200.

HST 318 — History of Democracy in America

Examines the historical development of democratic principles, ideologies, and practices in American history; period varies. Focuses on the range and limits of democracy in American history, debates among Americans over democracy and the practice of democracy in a variety of areas, including parties, voting, citizenship, and the presidency. Prerequisite: Completion of the Historical Perspectives Foundation or junior standing.

*You need 55 credits by the time you take a 300/400 level Seidman College of Business course. Non-business 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 go2gvybiz@gvsu.edu for an override to register.

MTH 330 — The Mathematics of Voting and Elections

A study of voting, elections, and social choice from within the framework of mathematical modeling and problem solving. Topics include models of voter preference, election procedures, voting paradoxes, impossibility theorems, power indices, and referendum elections. Prerequisites: MTH 110 and WRT 150 with a C or better, or equivalent, and completion of the Mathematical Sciences Foundation.

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.

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 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.

Study Abroad

A long-term sojourn abroad requires an individual to think critically about the values, culture, and social expectations of the host country while reflecting intensively on their own values, cultural traditions, and social norms. Studying in another country for a significant period of time offers a unique, integrated experience that shapes a person's perception of the world. While study abroad programs comprise varying academic curriculum, it is most common to find courses focusing on the history, literature, language and culture, business practices, political structures, economic issues, environmental issues, and other significant aspects of a particular host country. Though courses are pulled from varying academic disciplines, they all serve to explore a unifying Theme — the host country's society.

The Study Abroad Theme involves the study abroad experience as a way to complete your General Education Theme requirements. This Theme is designed for students who study abroad for one or two semesters, but may occasionally be approved for shorter-term programs.

All Study Abroad Theme requests must be approved prior to studying abroad. Details on proposing a Study Abroad Theme can be found at www.gvsu.edu/studyabroad/.

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Do you have questions?

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

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Housing

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