

Grand Valley State University

General Education Program

2016–2017

Do you have questions?

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

General Education Program

(616) 331-8140

www.gvsu.edu/gened
gened@gvsu.edu

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

Financial Aid

(616) 331-3234

finaid@gvsu.edu
www.gvsu.edu/financialaid

Housing

(616) 331-2120

housing@gvsu.edu
www.gvsu.edu/housing

Records

(616) 331-3327

regdept@gvsu.edu
www.gvsu.edu/registrar

Padnos International Center

(616) 331-3898

studyabroad@gvsu.edu
www.gvsu.edu/studyabroad/

Student Academic Success Center

(616) 331-3588

sasc@gvsu.edu
www.gvsu.edu/sasc

Public Safety Services

(616) 331-3255

www.gvsu.edu/gvpd

Laker Store

(616) 331-2450

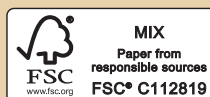
www.ubs.gvsu.edu

“I had a vague interest in a General Education class and I took it and ended up falling in love. That’s how I found my major.”

– SHUKRI BANA, CLASS OF 2016
WOMEN, GENDER, AND SEXUALITY STUDIES MAJOR
ENGLISH MINOR

Grand Valley State University is an affirmative action, equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university. 4/16

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College Academic Advising Centers

Brooks College of Interdisciplinary Studies/Office of Integrative Learning and Advising

133 Lake Michigan Hall, Allendale
(616) 331-8200
integrative@gvsu.edu
www.gvsu.edu/integrativelearning

Academic Advising for:

- Area Studies
 - African/African American Studies
 - Chinese Studies
 - East Asian Studies
 - Latin American/Latino/a Studies
 - Middle East Studies
- Environmental Studies
- Human Rights
- Intercultural Training Certificate
- LGBTQ Studies
- Liberal Education and Professional Skills (LEPS) Certificate
- Liberal Studies
- Religious Studies
- Sustainable Food Systems Certificate
- Women, Gender and Sexuality Studies

College of Community and Public Service Undergraduate Advising Center

321C Richard M. DeVos Center,
Grand Rapids
(616) 331-6890
ccpsadvisor@gvsu.edu
www.gvsu.edu/ccpsadvising

Academic Advising for:

- Criminal Justice
- Hospitality & Tourism Management
- Legal Studies
- Public & Nonprofit Administration
- Social Work

College of Education Student Information and Services Center

401C Richard M. DeVos Center,
Grand Rapids
(616) 331-6650
coeserve@gvsu.edu
www.gvsu.edu/coe

Academic Advising for:

- Elementary Education
- Secondary Education
- Special Education

College of Health Professions Student Services

113 Cook-DeVos Center for
Health Sciences, Grand Rapids
(616) 331-5900
chpss@gvsu.edu
www.gvsu.edu/chpss

Academic Advising for:

- Allied Health Sciences – Emphases:
 - American Sign Language Interpreting
 - General Allied Health Sciences
 - Histotechnology
 - Prehealth Physician Assistant
 - Prehealth Physical Therapy

- Prespeech Language Pathology
- Respiratory Care
- Diagnostic Medical Sonography
- General Abd/Ob Gyn
- Echocardiography & Vascular
- Health Information Management
- Medical Laboratory Science
- Radiation Therapy
- Radiologic & Imaging Sciences
- Therapeutic Recreation

College of Liberal Arts and Sciences Academic Advising Center

C-1-140 Mackinac Hall, Allendale
(616) 331-8585
advstu@gvsu.edu
www.gvsu.edu/clasadvising

Academic Advising for:

- Advertising and Public Relations
- Anthropology
- Art – Studio Art
- Art Education
- Art History
- Athletic Training
- Behavioral Neurosciences
- Behavioral Science
- Biochemistry
- Biology
- Biomedical Science
- Cell & Molecular Biology
- Chemistry
- Classics – Greek/Latin
- Communication Studies
- Comprehensive Science & Arts for Teaching with Elementary Spanish
- Comprehensive Science & Arts for Teaching with Special Education

- Dance
- Earth Science
- English
- Exercise Science
- Film & Video Production
- French
- Geography
- Geology
- Geology-Chemistry
- German
- Health Communication
- History
- Integrated Science
- International Relations
- Mathematics
- Multimedia Journalism
- Music
- Natural Resource Management
- Philosophy
- Photography

- Physical Education – Prof. Instruction or Sport Leadership
- Physics
- Political Science
- Psychology
- Social Studies
- Sociology

- Spanish
- Statistics
- Theatre
- Writing

Kirkhof College of Nursing/ Office of Student Services

328 Cook-DeVos Center for Health Sciences,
Grand Rapids
(616) 331-7160 or (800) 480-0406
kcon@gvsu.edu
www.gvsu.edu/kcon/oss

Academic Advising for:

- Nursing
- Prenursing

Seidman College of Business Seidman Undergraduate Programs

1041 L. William Seidman Center,
Grand Rapids
(616) 331-7500
go2gvbiz@gvsu.edu
www.gvsu.edu/business/undergraduateprograms

Academic Advising for:

- Accounting
- Business Economics
- Economics
- Entrepreneurship
- Finance
- General Business
- General Management
- Human Resources Management
- International Business
- Management, Management Information Systems
- Marketing
- Operations
- Supply Chain Management

Seymour and Esther Padnos College of Engineering and Computing Student Services Center

315 Kennedy Hall, Grand Rapids and
C-2-218 Mackinac Hall, Allendale
(616) 331-6025
pcecadvising@gvsu.edu
www.gvsu.edu/pcec/advising

Academic Advising for:

- Computer Science
- Information Systems
- Computer Engineering
- Electrical Engineering
- Interdisciplinary Engineering
- Mechanical Engineering
- Product Design and Manufacturing Engineering
- Occupational Safety and Health Management

Student Academic Success Center

200 Student Services, Allendale
Premajor Advising
(616) 331-3588
Student Athletes: 152 FH
(616) 331-3328
www.gvsu.edu/sasc

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 or she operates, and encourages the examination and questioning of those assumptions. Liberal learning begins in the General Education Program and continues through the more specialized studies comprising each student's major and minor areas of study.

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

Mission of the General Education Program

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

Student Learning Outcomes of the General Education Program

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

Knowledge Goals:

1. The major areas of human investigation and accomplishment — the arts, the humanities, the mathematical sciences, the natural sciences, and the social sciences.
2. An understanding of one's own culture and the culture of others.
3. An understanding of how academic study connects to issues in the world.

Skills Goals:

1. Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives learned through structured activities that occur over a significant period of time.
2. Critical and creative thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.
3. Ethical reasoning is a decision-making process based on defining systems of value.
4. Information literacy is the process of locating, evaluating, and using multiple forms of information.
5. Integration is the process of synthesizing and applying knowledge, experiences, and multiple perspectives to new, complex situations.
6. Oral communication is the practice of effectively communicating verbally with a public audience across a variety of contexts.
7. Problem solving is the process of designing and evaluating strategies to answer open-ended questions or achieve goals.
8. Quantitative literacy is a competency and comfort in working with numbers.
9. Written communication is the practice of creating and refining messages that educated readers will value.

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 student learning outcomes.
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:
 - An understanding and appreciation of the mission and goals of the GVSU General Education Program
 - College-level teaching experience; and advanced study or experience in the subject
 - A professional commitment to the subject, as demonstrated by teaching experience, publication, continuing professional education, or professional activities

Structure of the General Education Program

The General Education Program is divided into three sections: Foundations, Cultures, and Issues.

I. Foundations

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

II. Cultures

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

III. Issues

Grand Valley State University provides all students with opportunities to integrate their learning and cocurricular experiences and then to build connections between prior understanding and new learning. Issues courses provide such opportunities within the classroom. They also develop students' understanding of issues arising within some of the most compelling topics of our time: globalization, health, human rights, identity, sustainability, and the connected topics of information, innovation, and technology.

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

General Education Requirements

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

Foundations

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

Cultures

You 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 Issues credit in addition to Cultures credit. See the specific course for details.

Issues

You will select two courses from any of the Issues categories.

The following rules apply to Issues courses:

- You may choose courses from the same Issues category (Globalization, Health, etc.) or from different Issues categories.
- You must choose two courses from two different disciplines.
- If a course is crosslisted in two disciplines, your second course must be taken from a third discipline.
- Issues courses must be taken at GVSU (except Study Abroad, see www.gvsu.edu/studyabroad).
- Issues courses have a junior standing prerequisite.
- For class standing, a junior is defined as a student who has earned 55-84 credits. For prerequisite checking, a student must have completed or will have completed at least 55 credits prior to taking the course. However, they can register for the class while the final credits are in progress.

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

Graduation Requirements

As an undergraduate student at Grand Valley State University, you are pursuing a baccalaureate degree. In order to earn your degree, you need to meet certain minimum requirements.

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.
 - **SWS (Supplemental Writing Skills):** You must complete two courses in the SWS section that carry an SWS designation. Visit www.gvsu.edu/sws for more details.
 - 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 by visiting www.gvsu.edu/catalog/.
 - You must complete 58 hours at a senior institution; your last 30 hours must be taken at Grand Valley.
- 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: reading critically and actively, writing lucidly and expressively, and understanding numerical data and mathematical reasoning. Therefore, the university requires specific competency levels in reading, writing, and mathematics.

Reading Requirement

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

ENG 099 — College Efficiency and Reading Training

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

Mathematics Requirement

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, when you are admitted, an initial mathematics placement is determined based on your mathematics subscore on the ACT or SAT exam. There are four possible initial placements:

- **MTH 097:** You may enroll in MTH 097.
- **MTH 110:** You may enroll in MTH 097 or MTH 110.
- **Introductory Mathematics:** You may enroll in most courses in the General Education Mathematical Sciences Foundations category (including CIS 160, GPY 200, PHI 103, STA 215, and MTH 122, 125, 131, and 221).
- **Advanced Mathematics:** You may enroll in any of the courses in the General Education Mathematical Sciences Foundations category, including MTH 201 (Calculus).

Mathematics Proficiency Testing

Mathematics proficiency testing is available to change your placement. There are proficiency tests for MTH 110 (Algebra), MTH 122 (College Algebra), and MTH 123 (Trigonometry). Testing is free, and results are available immediately. For more information, visit www.gvsu.edu/s/mv/.

MTH 110 is the prerequisite to every course in the Mathematical Sciences Foundations. The MTH 110 prerequisite is fulfilled by one of the following:

- Successfully complete MTH 110
- Initial mathematics placement of “Ready for Introductory Mathematics” or “Ready for Courses Requiring Advanced Mathematics”
- 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

Writing Requirements

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

I. General Education Foundations writing requirement (WRT 150)

II. SWS requirement (two courses)

I. General Education Foundations Writing Requirement (WRT 150):

Students must complete WRT 150 with a grade of C (not C-). 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 and 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 from the Writing Center. Credits earned for this course do not count toward the number of credits required for graduation.

WRT 150 — Strategies in Writing

Students practice a variety of rhetorical forms and develop structure, style, and voice. They invent, plan, draft, revise and edit, formulate and support arguments, and incorporate sources. Students work regularly with a consultant from the Frederik Meijer Center for Writing and Michigan Authors and in a computer classroom. Students choosing to begin this course instead of WRT 098 should have good confidence in their fundamental writing ability. Students must receive a grade of C (not C-) or better to fulfill this part of the university writing requirement. Writing 150 is a prerequisite for any SWS course. Credits: 4

II. Supplemental Writing Skills Requirement:

After completing WRT 150 with a grade of C (not C-) or better, students must take two courses designated SWS. These courses are designated SWS in each semester's course schedule. Not all sections of a multisection course are designated SWS; only those sections that carry the designation will result in SWS credit. Visit www.gvsu.edu/sws for more details.

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

Guidelines for enrolling in SWS courses

- Students must receive a grade of C (not C-) or better to get SWS credit. If a student does not get at least a C in an SWS course, he/she can repeat the course or take and successfully complete another SWS course.
- Students must complete WRT 150 with a grade of C (not C-) or better before enrolling in an SWS class. If a student takes an SWS class before completing WRT 150, he/she will not receive SWS credit for the class.

General Education: Foundations

Arts and Humanities

The studies recognized as the arts and humanities rest upon intellectual discourse and philosophical reflection and emphasize aesthetic creation and understanding. They are a heritage of the traditional liberal disciplines of logic, rhetoric, and grammar — together with music, poetics, interpretation, history, and philosophy. We may speak of them as the arts of reflective thinking, communication, and creation of meaning. The arts and humanities provide students with training in judgment and the interrelationship of intellectual and emotional abilities. They furnish an opportunity for students to experience works from art, history, literature, and philosophy that 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. The methodologies scientists use to explore and understand the physical universe
2. The ways in which scientists use observations and theory to explain and predict the structure and processes of the physical universe
3. To examine fundamental concepts, principles, and issues of the discipline being studied
4.
 - a. Written communication — the practice of creating and refining messages that educated readers will value; or
 - b. Quantitative literacy — a competency and comfort in working with numbers; or
 - c. Information literacy — the process of locating, evaluating, and using multiple forms of information.
5.
 - a. Oral communication — the practice of effectively communicating verbally with a public audience across a variety of contexts; or
 - b. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve goals

Courses

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

Nonlab Courses

CHM 102 — Chemistry and Society

A survey of some of the many ways in which chemistry is involved with people's day-to-day existence. This course is not applicable to a chemistry major or minor. *Goals: Problem Solving, Quantitative Literacy*

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. *Goals: Oral Communication, Written Communication*

GEO 100 — Environmental Geology

The relationship between people and their physical geological environment. Topics include geologic hazards, hydrology and human health, mineral and energy resources, and land use planning. Primarily for nonscience majors; not for geology or earth science majors. Lectures and field trips. *Goals: Problem Solving, Quantitative Literacy*

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. *Goals: Problem Solving, Quantitative Literacy*

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. *Goals: Problem Solving, Quantitative Literacy*

Lab Courses**CHM 109 — Introductory Chemistry**

An introductory study of general chemistry that presents the basic chemical principles and their applications. Designed for general education and students in programs that require a chemistry background but not the rigor of a full year of general chemistry. Does not count toward a chemistry major. Credits: 4. *Goals: Problem Solving, Quantitative Literacy*

CHM 115 — Principles of Chemistry I

First semester in the two-semester general chemistry sequence for the sciences. Concepts of atomic structure, development of the principles of modern chemistry, connections between atomic/molecular structure and observed behavior. Students continuing with CHM 116 should take MTH 122 or 125 concurrently with CHM 115. Prerequisites: High school chemistry and MTH 110 or MTH 122 or MTH 125 or MTH 201. Recommended for science and engineering majors. Credits: 4. *Goals: Problem Solving, Quantitative Literacy*

CHM 201 — Introduction to Chemical Sciences

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

GEO 111 — Exploring the Earth

Introduction to the study of earth materials and processes, including minerals, rocks, mineral deposits, weathering, erosion, volcanism, and mountain building. Lectures, laboratory, and field trips. Credits: 4. *Goals: Problem Solving, Quantitative Literacy*

NRM 140 — The Climatic Factor

A study of the atmosphere, broad aspects of weather and climate, microclimatology, and the geography of climate and effects on terrain, vegetation, and people. Not applicable for the NRM major electives. Credits: 4. *Goals: Oral Communication, Written Communication*

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. *Goals: Problem Solving, Quantitative Literacy*

PHY 201 — Inquiry: The Mechanical and Thermal World

Course stresses understanding physical science to allow one to explain concepts to others, whomever the audience. Focus is on the development of fundamental concepts, reasoning, and critical-thinking skills through discovery learning and Socratic dialogue in the laboratory setting. Topics include mass, volume, density, buoyancy, heat, temperature, and electric circuits. Ideal for students preparing for careers in education. Credits: 4. *Goals: Problem Solving, Quantitative Literacy*

PHY 204 — Inquiry: Electricity, Magnetism, and Optics

Study of concepts based on readily observable phenomena in electricity, magnetism, and optics. Focus is on understanding fundamental concepts and reasoning and critical-thinking skills through discovery learning/Socratic dialogue. Topics include current, resistance, voltage, power and energy; magnets, electromagnets, motors, generators; introduces optics. Ideal for students preparing for careers in education. Credits: 4. *Goals: Problem Solving, Quantitative Literacy*

PHY 220 — General Physics I

The first half of a two-semester noncalculus sequence with a laboratory; recommended for life science majors. Topics include: kinematics, vectors, Newtonian mechanics, gravity, work, conservation of energy and momentum, fluids, and properties of matter. Prerequisites: MTH 122 and MTH 123. Credits: 5. *Goals: Problem Solving, Quantitative Literacy*

PHY 230 — Principles of Physics I

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

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 or MTH 222 or MTH 223 (may be taken concurrently). *Goals: Problem Solving, Quantitative Literacy*

Foundations: 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. Science as a way of investigating and understanding the physical universe
2. The unifying concepts of the life sciences such as evolution and cellular organization of organisms
3. a. Information literacy — the process of locating, evaluating, and using multiple forms of information; or
b. Quantitative literacy — a competency and comfort in working with numbers
4. a. Collaboration — the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time; or
b. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve goals

Courses

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

Nonlab Courses

ANT 206 — Human Origins

Examines the dynamic interplay between human biology and culture through the study of human evolution. Grounded in the mechanisms of evolution, the class examines the emergence of our species and our relationship to nonhuman primates among other topics. *Goals: Problem Solving, Quantitative Literacy*

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. *Goals: Information Literacy, Problem Solving*

BMS 100 — Human Health and Disease

This course presents the basic terminology and concepts of medicine and health maintenance for nonscience-oriented students. Emphasis is on the interaction of technical concepts of health and disease with political, economic, legal, and ethical aspects of American society. *Goals: Collaboration, Information Literacy*

Lab Courses

BIO 104 — Biology for the 21st Century

Introductory course for nonscience majors designed to provide a biological literacy for making informed personal, social, and environmental decisions. Topics include cell biology, genetics and biotechnology, form and function of the human body, evolution, and ecology. Does not count toward a biology major or minor. Credits: 4. *Goals: Problem Solving, Quantitative Literacy*

BIO 107 — Great Lakes and Other Water Resources

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

BIO 109 — Plants in the World

A nonmajor course that looks at the ways plants are used by humans as foods, flavorings, fibers, medicines, building materials, etc. Topics include biotechnology, environmental issues, and population issues. Credits: 4. *Goals: Information Literacy, Problem Solving*

BIO 120 — General Biology I

Introduction to cell structure and physiology, growth and development, and genetics. Prerequisites: High school chemistry, CHM 109, or CHM 115 strongly recommended (CHM 109 or CHM 115 may be taken concurrently). For students with a strong science background or interest in science. Recommended for science majors whose degree programs require BIO 120. Credits: 4. *Goals: Problem Solving, Quantitative Literacy*

BMS 202 — Anatomy and Physiology

An introduction to the human body, its form, and function. With the study of each system, correlations between its function and the functions of other systems are emphasized. Credits: 4. *Goals: Problem Solving, Quantitative Literacy*

CMB 150 — Biotechnology and Society

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

SCI 225 — Integrated Life Sciences for K–8 Teachers

Course promotes confidence in and mastery of life science concepts necessary to teach K–8 science. Through inquiry and group discussions students develop reasoning and thinking skills critical to science while also developing mastery of science content. Prerequisite: MTH 221 or MTH 222 or MTH 223 (may be taken concurrently). Credits: 4. *Goals: Problem Solving, Quantitative Literacy*

Foundations: 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. To understand general academic writing conventions for language, development, organization, and format
2. An awareness of a full range of writing processes, including invention, planning, organizing, revising, and editing
3. Familiarity with at least one academic citation and documentation system (such as MLA or APA style)
4. Written communication — the practice of creating and refining messages that educated readers will value; or
5. Information literacy — the process of locating, evaluating, and using multiple forms of information

Courses

Students are required to take one course in the Writing Foundations 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 Frederik Meijer Center for Writing and Michigan Authors and in a computer classroom. Students must receive a grade of C (not C-) or better to fulfill this part of the university writing requirement. WRT 150 is a prerequisite for any SWS course. Credits: 4. *Goals: Information Literacy, Written Communication*

Foundations: 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 define what is meaningful and significant in life.

Student Learning Outcomes

All courses in the Arts category help students learn:

1. To examine the principles and questions that define the field and analysis of formal elements of works of art
2. How meaning in the arts is created and interpreted
3. To understand the historical and cultural contexts for artists and their works
4.
 - a. Critical and creative thinking — uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing; or
 - b. Written communication — the practice of creating and refining messages that educated readers will value
5.
 - a. Collaboration — the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time; or
 - b. Oral communication — the practice of effectively communicating verbally with a public audience across a variety of contexts

Courses

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

ART 101 — Introduction to Art

Introduction to the visual arts. Examination of creative, social, historical, and aesthetic aspects of selected works of art. *Goals: Critical and Creative Thinking, Oral Communication*

ART 153 — Making and Meaning in Art and Design

This course entails investigating contemporary practices of art and design, studying how images and objects acquire meaning, experimenting with basic studio processes, and learning to use digital media in combination with traditional media in making art. *Goals: Critical and Creative Thinking, Oral Communication*

ART 159 — Drawing Fundamentals

Drawing course designed for non-art and design majors and minors outside of the Department of Art and Design. (Art and Design majors/minors must take ART 155.) Students will learn how to create observational and expressive drawings using the elements and principles of art, and how to develop ideas for drawing. *Goals: Critical and Creative Thinking, Oral Communication*

ART 260 — Introduction to Painting

A painting course designed for art majors and non-art majors. Fundamentals of painting in opaque media with a variety of subjects and styles. *Goals: Critical and Creative Thinking, Oral Communication*

ART 270 — Introduction to Sculpture

A hands-on studio course designed for art majors and non-art majors. Introduction to basic sculpture techniques (mold making, metal working, wood working, and sewing). Creative project topics include lost wax bronze casting, found object assemblage, soft sculpture, and fibers. Critical thinking skills and studio safety will also be covered. *Goals: Critical and Creative Thinking, Oral Communication*

ART 275 — Introduction to Ceramics

A ceramics course designed for art majors and non-art majors. All basic ceramics (hand-building) techniques, glazing, and concepts relating to ceramics and pottery. Included will be historical background, some clay geology, clay making, kiln loading and unloading. All other general studio practices and safety will also be covered. *Goals: Critical and Creative Thinking, Oral Communication*

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. *Goals: Critical and Creative Thinking, Oral Communication*

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. *Goals: Oral Communication, Written Communication*

CPH 175 — Understanding Still Photography

An introductory course in still photography without darkroom instruction. Covers camera operation, composition, aesthetics, image manipulation, and visual communication. Access to 35mm digital or film camera, with manual control options, required. Counts toward the photography minor, but not the major. Offered fall and winter semesters. *Goals: Critical and Creative Thinking, Oral Communication*

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. *Goals: Collaboration, Critical and Creative Thinking*

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. *Goals: Collaboration, Critical and Creative Thinking*

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. *Goals: Collaboration, Critical and Creative Thinking*

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. *Goals: Oral Communication, Written Communication*

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. *Goals: Collaboration, Critical and Creative Thinking*

MUS 218 — World Music

An exploration of nonWestern music and Western folk music. Develops listening skills and ability to describe musical sounds and structures. Introduces an ethnomusicological perspective that considers music in relation to other aspects of society and culture. Fulfills Cultures – World Perspectives. *Goals: Critical and Creative Thinking, Oral Communication*

PHI 220 — Aesthetics

An inquiry into the nature, criteria, and significance of the fine arts and/or artistic creation and response. *Goals: Collaboration, Critical and Creative Thinking*

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. *Goals: Collaboration, Critical and Creative Thinking*

Foundations: 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. Philosophy or literature as a “way of knowing,” including an examination of principles and questions that define the field and its contributions to human knowledge and civilization
2. The relationship between the works discussed, the cultures in which they were created, and the human concerns they illuminate
3. Critical analysis and interpretation of one or more primary texts as a major portion of course content
4.
 - a. Written communication — the practice of creating and refining messages that educated readers will value; or
 - b. Information literacy — the process of locating, evaluating, and using multiple forms of information
5.
 - a. Oral communication — the practice of effectively communicating verbally with a public audience across a variety of contexts; or
 - b. Ethical reasoning — a decision-making process based on defining systems of value

Courses

Students are required to take one course in the Philosophy and Literature Foundations 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. *Goals: Ethical Reasoning, Information Literacy*

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. *Goals: Ethical Reasoning, Written Communication*

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. *Goals: Ethical Reasoning, Written Communication*

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. *Goals: Oral Communication, Written Communication*

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. *Goals: Oral Communication, Written Communication*

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. *Goals: Ethical Reasoning, Written Communication*

ENG/AAA 231 — Early African American Literature

Analysis and discussion of discourse primarily written by African Americans during the formative years of this nation. Emphasizes literary discourse as a means of defining African American consciousness and community, and understanding how African American communities of origin shaped African American discursive expression. Prerequisite: WRT 150. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Ethical Reasoning, Written Communication*

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. *Goals: Ethical Reasoning, Written Communication*

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. *Goals: Ethical Reasoning, Written Communication*

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. *Goals: Ethical Reasoning, Written Communication*

PLS/HRT 105 — Introduction to Human Rights

Introduction to the historical and conceptual development of human rights as moral, legal, and cultural constraints on the behavior of states in relation to their citizens. Analysis is theoretical, exploring philosophical arguments surrounding the historical development of human rights and their current role in legal, cultural, literary, and political products. *Goals: Ethical Reasoning, Written Communication*

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. Computer science, logic, mathematics, or statistics as a “way of knowing,” including an examination of principles and questions that define the field
2. Techniques for problem solving, including recognition of key problem elements, the choice of suitable methods for solving a problem, and the appropriate application of these methods
3.
 - a. Critical and creative thinking — uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing; or
 - b. Quantitative literacy — a competency and comfort in working with numbers
4.
 - a. Collaboration — the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time; or
 - b. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve goals

Courses

Students are required to take one course in the Mathematical Sciences Foundations 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. *Goals: Problem Solving, Quantitative Literacy*

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. *Goals: Problem Solving, Quantitative Literacy*

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. *Goals: Collaboration, Quantitative Literacy*

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). *Goals: Problem Solving, Quantitative Literacy*

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, or assignment through Grand Valley math placement. *Goals: Problem Solving, Quantitative Literacy*

MTH 131 — Introduction to Mathematics

A survey for nonmathematics majors. Topics selected from inductive and deductive reasoning, geometry, statistics, computers, modeling, number theory, numeration systems, the mathematics of decision-making, and applications. Prerequisite: MTH 110, or assignment through Grand Valley math placement. *Goals: Collaboration, Quantitative Literacy*

MTH 201 — Calculus I

A development of the fundamental concepts of calculus using graphical, numerical, and analytic methods with algebraic and trigonometric functions of a single variable. Limits and continuity, derivatives, indefinite integrals, definite integrals, the Fundamental Theorem of Calculus, and applications of derivatives and integrals. Please see the mathematics program for placement test details. Prerequisites: MTH 122 and MTH 123, or placement into MTH 201 via the calculus readiness test. Credits: 4. *Goals: Problem Solving, Quantitative Literacy*

MTH 221 — Mathematics for Elementary Teachers I

Exploration of the teaching and learning of geometry, measurement, patterns and functions, probability, and statistics in elementary school mathematics, emphasizing development of mathematical representations and communication. Concepts are developed through hands-on experiences exploring mathematical models, strategies, relationships, and problem solving. Prerequisite: MTH 110 or MTH 122, and at least sophomore standing. Credits: 4. *Goals: Critical and Creative Thinking, Problem Solving*

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 or equivalent. *Goals: Critical and Creative Thinking, Problem Solving*

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. *Goals: Problem Solving, Quantitative Literacy*

Foundations: 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. How knowledge in the social or behavioral sciences is created and applied
2. The major approaches, methods, theories, and substantive findings of the field
3. An informed critical stance that will allow students to weigh and apply ideas and claims from the social and behavioral sciences outside the classroom
4.
 - a. Critical and creative thinking — uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing; or
 - b. Quantitative literacy — a competency and comfort in working with numbers; or
 - c. Information literacy — the process of locating, evaluating, and using multiple forms of information
5.
 - a. Problem solving — the process of designing and evaluating strategies to answer open-ended questions, or achieve goals; or
 - b. Ethical reasoning — a decision-making process based on defining systems of value; or
 - c. Oral communication — the practice of effectively communicating verbally with a public audience across a variety of contexts

Courses

Students are required to take two courses from two different disciplines within the Social and Behavioral Sciences Foundations category. If a course is crosslisted in two disciplines, your second course must be taken from a third discipline.

AAA 200 — Understanding Africa

An introduction to the theoretical, conceptual, and historical framework that has shaped the study of Africa and a multidisciplinary survey of the main topics and issues facing the African continent as a vehicle for understanding African studies and making sense of Africa's evolution. Fulfills Cultures – World Perspectives. *Goals: Critical and Creative Thinking, Ethical Reasoning, Oral Communication*

AAA 201 — Introduction to African American Studies

Traces the historical development and examines the scope, theories, discourses, and methodologies defining African American studies and the critical responses to these studies. It surveys perspectives on African American history, religion, social organization, politics, economy, literature, and culture and social ideology. Fulfills Cultures – U.S. Diversity. *Goals: Critical and Creative Thinking, Information Literacy, Oral Communication, Problem Solving*

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 nonWestern culture: comparisons are drawn with our own. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Ethical Reasoning*

ANT 220 — Introduction to Archaeology

Introduction to the methods and techniques of archaeology, including methods of excavation, analysis, dating, techniques, and data presentation. Course has fieldwork opportunities and draws on examples from local and worldwide research. Credits: 4. *Goals: Critical and Creative Thinking, Problem Solving*

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. *Goals: Critical and Creative Thinking, Ethical Reasoning*

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. *Goals: Critical and Creative Thinking, Problem Solving*

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. *Goals: Information Literacy, Problem Solving*

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. *Goals: Information Literacy, Problem Solving*

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. *Goals: Critical and Creative Thinking, Problem Solving*

GPY 235 — World Regional Geography

A survey of geography followed by an examination of specific geographic concepts. Physical, cultural, economic, and related factors will be given more emphasis than place-name geography. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Problem Solving*

GSI 201 — (Dis)Order and (In)Justice: An Introduction to Global Studies

This course introduces students to the interdisciplinary study of the origins and development paths of Latin American and Caribbean societies, with attention to the interrelationship between these societies and the United States. Fulfills Cultures - World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, and Problem Solving*

LAS 210 — Exploring Latin America

This course examines the origins and development paths of Latin American and Caribbean societies through the multifaceted lens of the social sciences. Attention is also given to U.S. Latinos and to the interrelationship between Latin America and the U.S. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Problem Solving*

LAS 220 — Introduction to Latino/a Studies

An interdisciplinary introduction to the diversity and complexity of the US Latino/a population, with attention to intra-ethnic and interracial relations, formation of social identities, and issues of assimilation and cultural conflict. Fulfills Cultures - U.S. Diversity. *Goals: Critical and Creative Thinking, Ethical Reasoning, Oral Communication, and Written Communication.*

LIB 201 — Diversity in the United States

Explores how the intersections of race, ethnicity, gender, sexual orientation, class, religion, and physical abilities affect the material lives and media representations of various cultural groups in the United States. Engages historical and current debates regarding issues of immigration, meritocracy, segregation, the economy, the environment, and identity. Fulfills Cultures – U.S. Diversity. *Goals: Critical and Creative Thinking, Ethical Reasoning, Written Communication*

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. *Goals: Critical and Creative Thinking, Problem Solving*

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. *Goals: Critical and Creative Thinking, Ethical Reasoning*

PLS 103 — Issues in World Politics

Analysis and discussion of contemporary issues in world politics as a vehicle for introducing core concepts in comparative politics, such as democracy, dictatorship, civil society, power, nationalism, political economy, social policy, identity politics, and development. Students will gain basic familiarity with the institutions, actors, and processes that influence world politics. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Problem Solving*

PLS 211 — International Relations

This introductory course in international relations examines interactions among states and non-state actors in the international environment. Class focuses on military, economic, ethnic, and religious conflict. Topics include power, organizations, nationalism, and economic integration. Major IR theories are exemplified by current topics, such as terrorism, poverty, trafficking, and climate change. Fulfills Cultures - World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, and Problem Solving.*

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. *Goals: Critical and Creative Thinking, Ethical Reasoning*

REL 100 — Religions of the World

An interdisciplinary study of multiple world religions in their cultural, historical and political context. Students will investigate topics including belief structures, ritual systems, sacred literature, social dimensions, and historical development of various religious traditions. The course will include identification and comparison of key aspects of religion across traditions. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Ethical Reasoning*

SOC 101 — 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. *Goals: Critical and Creative Thinking, Problem Solving*

SOC 105 — Social Problems

Examines a range of social conditions, arrangements, and behaviors typically defined as problems in modern society. Applies sociological analysis to understand how problems arise from the organization of society, and the processes by which conditions become identified as social problems, and how ideology and power shape responses to social problems. Fulfills Cultures – U.S. Diversity. *Goals: Critical and Creative Thinking, Ethical Reasoning, Written Communication*

SOC 287 — 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, both the uniquely American aspects of religion and in comparison to the broader diversity of religious expression globally. Fulfills Cultures - US Diversity. *Goals: Critical and Creative Thinking, Ethical Reasoning, and Information Literacy.*

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 courses. *Goals: Critical and Creative Thinking, Ethical Reasoning*

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. *Goals: Information Literacy, Problem Solving*

Foundations: 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. Ways in which historical knowledge is created, including chronological thinking, a comprehension of primary sources, and historical analysis and interpretation
2. To analyze 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
3. To evaluate historical understanding through the examination of various human endeavors, such as social, political, scientific/technological, economic, or philosophical/religious/aesthetic activities
4.
 - a. Written communication — the practice of creating and refining messages that educated readers will value; or
 - b. Critical and creative thinking — uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing; or
 - c. Oral communication — the practice of effectively communicating verbally with a public audience across a variety of contexts
5.
 - a. Problem solving — the process of designing and evaluating strategies to answer open-ended questions, or achieve goals; or
 - b. Ethical reasoning — a decision-making process based on defining systems of value; or
 - c. Information literacy — the process of locating, evaluating, and using multiple forms of information.

Courses

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

ANT 215 — Origins of Civilization

This course examines the consequences of decisions made by our ancestors, the successes and failures of past civilizations, so that we may better understand our own behavior. Development of world civilizations is explored using historic, archaeological, and other perspectives that inform us about the past. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Problem Solving, Written Communication*

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. *Goals: Ethical Reasoning, Written Communication*

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. *Goals: Ethical Reasoning, Written Communication*

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. Fulfills Cultures – World Perspectives. *Goals: Critical and Creative Thinking, Ethical Reasoning, Oral Communication*

GSI/HST 202 — History of Global Change and Social Transformation

A historical inquiry into long-term processes of global change and social transformation. Focus is on increasing interconnectedness of human communities from the deep past to the present, including spread of cultural, market and ecological exchanges, transport and communication technologies, developing ideas of social justice, and their connections to contemporary times. Fulfills Cultures – World Perspectives. *Goals: Critical and Creative Thinking, Ethical Reasoning, Oral Communication, and Written Communication*

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. *Goals: Critical and Creative Thinking, Information Literacy*

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. *Goals: Critical and Creative Thinking, Information Literacy*

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. *Goals: Information Literacy, Written Communication*

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. *Goals: Critical and Creative Thinking, Information Literacy*

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. *Goals: Critical and Creative Thinking, Information Literacy*

HST 203 — World History to 1500 A.D.

Basic content and methods of history through an introductory study of world cultures before 1500 A.D. The course focuses on specific societies in Africa, Asia, Europe, and the Western Hemisphere, analyzing and comparing the ways in which political, economic, social, cultural, and demographic factors influenced the development of these various cultures. Required for majors. *Goals: Information Literacy, Written Communication*

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. *Goals: Information Literacy, Written Communication*

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. *Goals: Information Literacy, Written Communication*

HST 212 — India: History and Civilization

Examines the history, culture and civilization of India from ancient to early modern period. It covers the rise and fall of civilizations, kingdoms and dynasties. In tracing historical developments, the course emphasizes the rich and diverse culture of human experiences that have shaped a relatively unique civilization in South Asia. Fulfills Cultures – World Perspectives. *Goals: Ethical Reasoning, Oral Communication, Written Communication*

MES 201 — Introduction to the Middle East

An entry-level course introducing students to the variety and complexity of the Middle East. Provides a broad view of the region from the perspective of several disciplines and is especially suitable for students having little familiarity with the region. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Problem Solving*

General Education: 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 Issues credit in addition to Cultures credit.

Cultures: World Perspectives

These courses are meant to help students understand the perspectives and ways of life of people in societies located primarily outside of 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 Cultures category help students learn:

1. To examine how culture affects people's efforts to understand, use, and survive in their environments, and how these efforts, in turn, affect culture
2. To 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
3.
 - a. Critical and creative thinking — uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing; or
 - b. Information literacy — the process of locating, evaluating, and using multiple forms of information
4.
 - a. Collaboration — the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time; or
 - b. Oral communication — the practice of effectively communicating verbally with a public audience across a variety of contexts

Courses

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

AAA 200 — Understanding Africa

An introduction to the theoretical, conceptual, and historical framework that has shaped the study of Africa and a multidisciplinary survey of the main topics and issues facing the African continent as a vehicle for understanding African studies and making sense of Africa's evolution. Fulfills one of the Foundations – Social and Behavioral Sciences. *Goals: Critical and Creative Thinking, Ethical Reasoning, Oral Communication*

AAA 300 — U.S.-Africa Relations

Examines the historical development of the relationship between the United States and Africa, and the broad range of issues — cultural, economic, political, security, and social — that condition and shape the relationship. *Goals: Critical and Creative Thinking, Oral Communication*

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. *Goals: Collaboration, Critical and Creative Thinking*

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: Junior standing. Part of the Globalization Issue. *Goals: Collaboration, Critical and Creative Thinking, Integration, Problem Solving*

AAA/ENG 337 — Contemporary Black Literature

Studies the importance and variety of literature by Black authors from Africa, the Americas and/or Afro-Europe since 1975. Texts written earlier than 1975 are used to consider influential historical and/or social events, trends and themes, literary styles, innovative uses of popular culture, and/or expression of the experience of marginality. Prerequisite: Junior standing. Part of the Identity Issue. *Goals: Collaboration, Information Literacy, Integration, Oral Communication, Problem Solving*

ANT 204 — Introduction to Cultural Anthropology

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

ANT 215 — Origins of Civilization

This course examines the consequences of decisions made by our ancestors and the successes and failures of past civilizations, so that we may better understand our own behavior. Development of world civilizations is explored using historic, archaeological, and other perspectives that inform us about the past. Fulfills Foundations – Historical Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Problem Solving, Written Communication*

ANT 315 — Comparative Religions

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

ANT 340 — Culture and Environment

Compares different adaptive strategies of cultures from around the world and seeks understanding of ethical and social values different groups have related to the environment. Attention is focused on how humans relied on cultural mechanisms in the past to adapt and change their physical and natural environment. Prerequisite: Junior standing, WRT 150, and either Historical Perspectives or U.S. Diversity. Part of the Sustainability Issue. *Goals: Collaboration, Critical and Creative Thinking, Integration, Oral Communication, Problem Solving*

ANT 345 — Perspectives on Globalization

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

ARA 202 — Intermediate Arabic II

Continuation of ARA 201. Prerequisite: C (not C-) or better in ARA 201, or credit. Credits: 4. *Goals: Information Literacy, Oral Communication*

CHI 202 — Intermediate Chinese II

Continuation of 201. Prerequisite: C (not C-) or better in CHI 201. Credits: 4. *Goals: Information Literacy, Oral Communication*

CHI 323 — Late Imperial Chinese Culture

This course offers an overview of different components of Chinese civilization in the last three imperial dynasties: Yuan (1279-1368), Ming (1368-1644), and Qing (1644-1912). The course materials include fiction, drama, prose, poetry, biography and autobiography, and various forms of traditional arts. *Goals: Critical and Creative Thinking, Oral Communication*

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. *Goals: Critical and Creative Thinking, Oral Communication*

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. Fulfills Foundations – Historical Perspectives. *Goals: Critical and Creative Thinking, Ethical Reasoning, Oral Communication*

ECO 349 — Emerging Markets Issues*

Examines important problems in emerging markets throughout the world, such as: policies to stimulate growth via international trade; foreign aid and multinational investment in transitional economics; the use of natural resources and agriculture in economic development; and the relationship of economic development to education, health, and migration. Prerequisites: Junior standing and ECO 200 or ECO 210. Part of the Globalization Issue. *Goals: Collaboration, Critical and Creative Thinking, Integration, Oral Communication, Problem Solving*

ECO 369 — International Economic 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: Junior standing and ECO 200 or ECO 210. Part of the Globalization Issue. *Goals: Critical and Creative Thinking, Oral Communication*

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. *Goals: Collaboration, Critical and Creative Thinking*

ENG/AAA 231 — Early African American Literature

Analysis and discussion of discourse primarily written by African Americans during the formative years of this nation. Emphasizes literary discourse as a means of defining African American consciousness and community, and understanding how African Americans' communities of origin shaped African American discursive expression. Prerequisite: WRT 150. Fulfills Foundations – Philosophy and Literature. *Goals: Collaboration, Critical and Creative Thinking, Ethical Reasoning, Written Communication*

FRE 202 — Intermediate French II

Study of written language through readings of modern authors, continued practice in listening and speaking; review of grammar. Prerequisite: C (not C-) or better in FRE 201, or credit, or appropriate placement test score. Credits: 4. *Goals: Critical and Creative Thinking, Oral Communication*

GER 202 — Intermediate German II

Continuation of GER 201. Prerequisite: C (not C-) or better in GER 201, or credit, or appropriate placement test score. Credits: 4. *Goals: Information Literacy, Oral Communication*

GPY 235 — World Regional Geography

A survey of geography followed by an examination of specific geographic concepts. Physical, cultural, economic, and related factors will be given more emphasis than place-name geography. Fulfills one of the Foundations – Social and Behavioral Sciences. *Goals: Collaboration, Critical and Creative Thinking, Problem Solving*

GPY/PA 324 — Urbanization

Examines the process of urbanization, its impact on various cultures, and its long-term sustainability. Considers the rapid urbanization in the developing countries and the dynamic growth of global urban systems, emphasizing the evolution of cities over time, space, and vastly different social, political, and cultural environments. Prerequisite: Junior standing. Part of the Sustainability Issue. *Goals: Collaboration, Critical and Creative Thinking, Integration, and Problem Solving*

*You must have completed 55 credits to enroll in 300-400 level Seidman College of Business courses. If you are a non-business major with a 2.0 to 2.749 overall GPA, please email your name, G-number, course and semester to go2gvbiz@gvsu.edu to request a permit to register. Secondary admissions criteria applies for business majors.

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. *Goals: Critical and Creative Thinking, Oral Communication*

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. *Goals: Collaboration, Critical and Creative Thinking*

GPY 352 — Geography of Latin America

The growth and development of Latin America has a significant impact on most activities in North America. Examines those effects and studies the cultural and physical development of Latin America. *Goals: Information Literacy, Oral Communication*

GPY 355 — Geography of Southwest Asia (The Middle East)

Introduction to physical and cultural geography of Southwest Asia and North Africa. *Goals: Collaboration, Critical and Creative Thinking*

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. *Goals: Critical and Creative Thinking, Oral Communication*

GPY/ENS 362 — Farmers, Crops, and Our Challenging Agricultural World

A geography of the world's agricultural practices and development at different scales, from traditional methods to industrial agriculture with an emphasis on farming societies. Topics include indigenous agriculture and crop domestication, agroforestry and plantation systems, land use and rural societies, export crops, aquaculture and livestock, and drug cultivation. Prerequisite: Junior standing. Part of the Globalization Issue. *Goals: Collaboration, Information Literacy, Integration, Problem Solving*

GRK 202 — Intermediate Greek II

Readings from Homer's Iliad or Odyssey supplemented by study of early Greek history and culture. Prerequisite: GRK 201. *Goals: Critical and Creative Thinking, Oral Communication*

GSI 201 — (Dis)Order and (In)Justice: An Introduction to Global Studies

An interdisciplinary introduction to global studies using themes of order/disorder and justice/injustice to explore problems and issues affecting people globally. Focuses on interconnectedness of global concerns and links between the local and global, primarily from a social science perspective. Possible topics: migration, human trafficking, food security, anti-globalization movements, infectious disease. Fulfills one of the Foundations – Social and Behavioral Sciences. *Goals: Collaboration, Critical and Creative Thinking, and Problem Solving*

GSI/HST 202 — History of Global Change and Social Transformation

A historical inquiry into long-term processes of global change and social transformation. Focus is on increasing interconnectedness of human communities from the deep past to the present, including spread of cultural, market and ecological exchanges, transport and communication technologies, developing ideas of social justice, and their connections to contemporary times. Fulfills Foundations – Historical Perspectives. *Goals: Critical and Creative Thinking, Ethical Reasoning, Oral Communication, and Written Communication*

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. *Goals: Critical and Creative Thinking, Oral Communication*

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. *Goals: Collaboration, Critical and Creative Thinking*

HST 212 — India: History and Civilization

Examines the history, culture and civilization of India from ancient to early modern period. It covers the rise and fall of civilizations, kingdoms and dynasties. In tracing historical developments, the course emphasizes the rich and diverse culture of human experiences that have shaped a relatively unique civilization in South Asia. Fulfills Foundations – Historical Perspectives. *Goals: Ethical Reasoning, Oral Communication, Written Communication*

Quick Guide 2016-2017

UNIVERSITY REQUIREMENTS

General Requirements

- The last 30 semester hours toward a baccalaureate degree must be earned in Grand Valley courses.
- A minimum of 58 semester hours must be earned at a senior institution.
- Courses numbered below 100 do not apply toward the minimum 120 semester hours needed to graduate.

Supplemental Writing Skills (SWS)

(after WRT 150)

Students must receive a grade of C (not C-) or better in WRT 150 and both SWS courses to fulfill this requirement.

1. _____

2. _____

Key:

- (A) Arts
- (HP) Historical Perspectives
- (I) Issues
 - (I-G) Globalization
 - (I-H) Health
 - (I-HR) Human Rights
 - (I-I) Identity
 - (I-IIT) Information, Innovation, and Technology
 - (I-S) Sustainability

- (NS) Natural Sciences
- (PL) Philosophy and Literature
- (SBS) Social and Behavioral Sciences
- (US) U.S. Diversity
- (WP) World Perspectives

() Indicates course also fulfills a second General Education category

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

All courses are 3 credits unless otherwise indicated.

FOUNDATIONS

Natural Sciences

Two courses, one from each category; one must contain a lab

Physical Sciences* pp. 11-13

- CHM 102 Chemistry and Society
- CHM 111 Introduction to Green Chemistry
- GEO 100 Environmental Geology
- GEO 103 Oceans
- GEO 105 Living with the Great Lakes

Lab Courses

- CHM 109 Introductory Chemistry (4 cr)
- CHM 115 Principles of Chemistry I (4 cr)
- CHM 201 Introduction to Chemical Sciences (4 cr)
- GEO 111 Exploring the Earth (4 cr)
- NRM 140 The Climatic Factor (4 cr)
- PHY 105 Descriptive Astronomy
- PHY 201 Inquiry: The Mechanical and Thermal World (4 cr)
- PHY 204 Inquiry: Electricity, Magnetism, and Optics (4 cr)
- PHY 220 General Physics I (5 cr)
- PHY 230 Principles of Physics I (5 cr)
- SCI 226 Integrated Physical Science for K-8 Teachers

Life Sciences* pp. 14-15

- ANT 206 Human Origins
- BIO 105 Environmental Science
- BMS 100 Human Health and Disease

Lab Courses

- BIO 104 Biology for the 21st Century (4 cr)
- BIO 107 Great Lakes and Other Water Resources (4 cr)
- BIO 109 Plants in the World (4 cr)
- BIO 120 General Biology I (4 cr)
- BMS 202 Anatomy and Physiology (4 cr)
- CMB 150 Biotechnology and Society (4 cr)
- SCI 225 Integrated Life Sciences for K-8 Teachers (4 cr)

Quick Guide 2016-2017

FOUNDATIONS, *continued*

Arts*

One course, pp. 17-18

ART 101.....	Introduction to Art
ART 153.....	Making and Meaning in Art and Design
ART 159.....	Drawing Fundamentals
ART 260.....	Introduction to Painting
ART 270.....	Introduction to Sculpture
ART 275.....	Introduction to Ceramics
CFV 225.....	Film Culture
CLA 250.....	Classical Art and Archaeology
CPH 175.....	Understanding Still Photography
CTH 101.....	Introduction to Theatre
CTH 161.....	Theatre Production
DAN 200.....	Introduction to Dance
MUS 100.....	Introduction to Music Literature
MUS 129.....	Fundamentals of Music
MUS 218 (WP) ..	World Music
PHI 220.....	Aesthetics
WRT 219.....	Introduction to Creative Writing

Philosophy and Literature*

One course, pp. 19-20

CLA 101.....	Greek and Roman Mythology
CLA 201.....	Classical Literature
COM 202.....	Critical Interpretation
ENG 105.....	Literatures in English
ENG 203.....	World Literature
ENG 212.....	Introduction to Shakespeare
ENG/AAA 231 (WP)...	Early African American Literature
LIB 100.....	Introduction to Liberal Education
PHI 101.....	Introduction to Philosophy
PHI 102.....	Ethics
PLS/HRT 105.....	Introduction to Human Rights

Mathematical Sciences*

One course, pp. 21-22

CIS 160.....	Programming with Visual BASIC
GPY 200.....	Computer Cartography
MTH 122.....	College Algebra
MTH 123.....	Trigonometry
MTH 125.....	Survey of Calculus
MTH 131.....	Introduction to Mathematics
MTH 201.....	Calculus I (4 cr)
MTH 221.....	Mathematics for Elementary Teachers I
PHI 103.....	Logic
STA 215.....	Introductory Applied Statistics

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

Writing

One course, p. 16

WRT 150.....	Strategies in Writing (4 cr)
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Students must receive a grade of C (not C-) or better to fulfill this requirement.

Social and Behavioral Sciences*

Two courses, each from a different discipline, pp. 23-25

AAA 200 (WP)	Understanding Africa
AAA 201 (US).....	Introduction to African American Studies
ANT 204 (WP)	Introduction to Cultural Anthropology
ANT 220.....	Introduction to Archaeology (4 cr)
CJ 101.....	Justice and Society
ECO 100.....	Current Economic Issues
ECO 210.....	Introductory Macroeconomics
ECO 211.....	Introductory Microeconomics
GPY 220.....	Cultural Geography
GPY 235 (WP)	World Regional Geography
GSI 201 (WP).....	(Dis)Order and (In)Justice: An Introduction to Global Studies
LAS 210 (WP).....	Exploring Latin America
LAS 220 (US).....	Introduction to Latino/a Studies
LIB 201 (US).....	Diversity in the United States
PA 270.....	Public and Nonprofit Administration
PLS 102.....	American Government and Politics
PLS 103 (WP).....	Issues in World Politics
PLS 211 (WP).....	International Relations
PSY 101.....	Introductory Psychology
REL 100 (W).....	Religions of the World
SOC 101.....	Introduction to Sociology
SOC 105 (US)	Social Problems
SOC 287 (US)	Sociology of Religion
SW 150.....	Human Needs in Complex Societies
WGS 200.....	Introduction to Gender Studies

Historical Perspectives*

One course, pp. 26-28

ANT 215 (WP)	Origins of Civilization
CLA 121.....	Greek Civilization
CLA 131.....	Introduction to Roman Civilization
EAS 201 (WP)	East Asia in the Contemporary World
GSI/HST 202 (WP)...	History of Global Change and Social Transformation
HSC 201.....	The Scientific Revolution
HSC 202.....	The Technological Revolution
HST 101.....	Introduction to World Civilizations
HST 102.....	Introduction to European Civilizations
HST 103.....	Introduction to American Civilizations
HST 203.....	World History to 1500 A.D.
HST 207.....	European Civilization to the Later Middle Ages
HST 208.....	European Civilization since the Later Middle Ages
HST 212 (WP)	India: History and Civilization
MES 201 (WP)....	Introduction to the Middle East

CULTURES

World Perspectives**

One course, pp. 30-33, 38-40

AAA 200 (SBS).....	Understanding Africa	HST 211.....	History of Islamic Civilization
AAA 300.....	U.S.-Africa Relations	HST 212 (HP).....	India: History and Civilization
AAA 302.....	African Diaspora	HST 230.....	Latin America in World History
AAA/PLS 319 (I-G) ...	African Politics	HST 235.....	Africa in World History
AAA/ENG 337 (I-I)...	Contemporary Black Literature	HST 240.....	A History of East Asia to 1800
ANT 204 (SBS).....	Introduction to Cultural Anthropology	HST 241.....	A History of East Asia since 1800
ANT 215 (HP).....	Origins of Civilization	HST 310.....	Cultural and Social Topics in NonWestern History
ANT 315 (I-I).....	Comparative Religions	HST 342 (I-I).....	History of Buddhism and East Asian Religions
ANT 340 (I-S)	Culture and Environment	HST 332 (I-G)	Emergence of Modern India and South Asia
ANT 345 (I-G).....	Perspectives on Globalization	HTM 175.....	International Food and Culture
ARA 202	Intermediate Arabic II	HTM 202.....	International Tourism
CHI 202	Intermediate Chinese II	ITA 202.....	Intermediate Italian II
CHI 323	Late Imperial Chinese Culture	JPN 202	Intermediate Japanese II
CTH 373	Global Arts Performance and Management	LAS 210 (SBS).....	Exploring Latin America
EAS 201 (HP).....	East Asia in the Contemporary World	LAT 202	Intermediate Latin II
ECO 349 (I-G)....	Emerging Markets Issues	LIB 335 (I-G)	Sacred Texts – Global Contexts
ECO 369	International Economic Issues	LIB 400.....	Global Visionary Thinkers
ENG 204	World Mythology	MES 201 (HP)	Introduction to the Middle East
ENG/AAA 231 (PL)...	Early African American Literature	MGT 303 (I-G)....	International Business and Culture
FRE 202.....	Intermediate French II	MGT 466.....	International Management and Multinational Corporations
GER 202	Intermediate German II	MUS 218 (A)	World Music
GPY 235 (SBS)	World Regional Geography	PHI 210	Eastern Philosophy
GPY/PA 324 (I-S) ...	Urbanization	PHI 240	Middle Eastern Philosophy
GPY 350	Geography of Russia and Its Neighbors	PHI 250	Existentialism
GPY 351	Geography of Africa	PLS 103 (SBS).....	Issues in World Politics
GPY 352	Geography of Latin America	PLS 211 (SBS) ...	International Relations
GPY 355	Geography of Southwest Asia (The Middle East)	PLS 281	Comparative Political Systems: Canada
GPY 356	Geography of Europe	PLS 283	Chinese Politics and U.S.-China Relations
GPY/ENS 362 (I-G)...	Farmers, Crops, and Our Challenging Agricultural World	PLS 284	Latin American Politics
GRK 202	Intermediate Greek II	PSY 355.....	Psychology and Culture
GSI 201 (SBS)....	(Dis)Order and (In)Justice: An Introduction to Global Studies	REL 100 (SBS) ...	Religions of the World
GSI/HST 202 (HP)...	History of Global Change and Social Transformation	RUS 202	Intermediate Russian II
HST 204.....	World History since 1500	SOC/WGS 350 (I-I) ..	Family and Gender in the Developing World
		SPA 202.....	Intermediate Spanish II

U.S. Diversity

One course, pp. 41-44

AAA 201 (SBS)...	Introduction to African American Studies	LIB 401.....	Visionary Thinkers in the American Mosaic
AAAWGS 352 (I-HR) ..	Black Women's Cultures and Communities	MES 202	Arab Americans
AAA 355.....	History of the Underground Railroad	MGT 355.....	The Diversified Workforce
ANT 311 (I-I).....	Native Peoples of North America	MUS 219.....	Jazz History
EDF 315.....	Diverse Perspectives on Education	MUS 300.....	Exploring American Music
ENG 335 (I-I)	Literature of American Minorities	PHI 230	American Philosophy
GPY 353	Geography of the United States and Canada	SOC 105 (SBS)	Social Problems
HST 205.....	American History to 1877	SOC 285	Families in Society
HST 206.....	American History Since 1877	SOC 287 (SBS)...	Sociology of Religion
HST 314.....	African American History	SOC 313 (I-HR) ...	Race and Ethnicity
ITC 100.....	Introduction to Intercultural Competence	SOC/WGS 317 (I-I) ...	Sociology of Gender
LAS 220 (SBS)	Introduction to Latino/a Studies	SOC/WGS 318 (I-I) ...	Sociology of Sexuality
LAS 373 (I-I)	Latinos/as in West Michigan	SOC 322 (I-I)	Sociology of Community
LIB 201 (SBS)....	Diversity in the United States	SOC 381	Class, Race, Gender, and Sexuality
LIB/HRT 320(I-HR)...	Voice of the Civil Rights Movement in the United States	SPA 313.....	U.S. Latino/a Civilization and Culture
LIB 350 (I-HR) ...	The Immigrant Experience in the U.S.	WGS 255.....	Gender and Popular Culture

**This requirement is automatically fulfilled through study abroad. Contact the Padnos International Center for details.

ISSUES

- You may choose your Issues courses from the same category (Globalization, Health, etc.) or from different categories.
- You must choose two courses from two different disciplines.

Globalization (I-G) pp. 46-48

AAA/PLS 319 (WP)	African Politics
ANT 345 (WP)	Perspectives on Globalization
CLA 301	Re-imagining the Classics
CLA 302	The Stages of Greek and Roman Drama
ECO 349 (WP)	Emerging Markets Issues
ECO 365	Comparative Economic Systems
GPY 335	Globalization and Development
GPY 354	Geography and Globalization of Asia
GPY/ENS 362 (WP)	Farmers, Crops, and Our Challenging Agricultural World
LIB/HST/HRT 319	Human Traffic and Trafficking
LIB 335 (WP)	Sacred Texts – Global Contexts
MGT 303 (WP)	International Business and Culture
PA 372	International and Comparative Administration
SOC 355	Sociology of Work and Employment
STA 341	Demographic Methods
WRT 354	Writing in the Global Context: Culture, Technology, and Language Practices

Health (I-H) pp. 49-50

AHS 340	Health Care Management
ANT 320	Culture and Disease
BIO 309	Plants and Human Health
BIO 328	Biomedical Ethics
CMB 350	Foundations of Brewing
ECO 343	Health Economics
ENG 386	Literary Responses to Death and Dying
HST 370	History of Medicine and Health
LIB 342	Food Matters
MOV 350	The Obesogenic Environment
NUR 344	Healthy Aging: A Lifelong Journey
NUR 354	Living with Life-Limiting Illness
PSY 367	Health Psychology
SW 322	Responding to Illness

Human Rights (I-HR) pp. 51-53

AAA/WGS 352 (US)	Black Women's Cultures and Communities
ANT 421	Anthropology of Social Movements
CJ 325	Criminal Justice and Human Rights
CLA 367	Thinking Like a (Roman) Lawyer
ENG 384	Literature of War
HST 318	History of Democracy in America
HST 378	Contesting Human Rights
LIB/HRT 320 (US)	Voices of the Civil Rights Movement in the United States
LIB 350 (US)	The Immigrant Experience in the United States
LS/WGS 370	Women and the Law
MES 370	Contemporary Issues in the Middle East: The Model Arab League
MUS 301	History of Rock and Roll
PHI 320	Social and Political Philosophy: Liberty and Justice
PHI 325	Ethics in Professional Life
SOC 313 (US)	Race and Ethnicity

Identity (I-I) pp. 54-57

AAA/ENG 337 (WP)	Contemporary Black Literature
AAA 340	African American Culture and Social Thought
ANT 311 (US)	Native Peoples of North America
ANT 315 (WP)	Comparative Religions
ART 391	Civic Studio
BIO 311	Who's Running Your Life: Genes, Evolution, and Behavior
BIO 329	Evolution of Social Behavior
CLA/WGS 325	Body, Gender, Sexuality in Antiquity
CLA 365	Stoicism, Identity, and the Happy Life
COM 438	Communication Ethics
ECO 350	Economics of Gender
EDF/IDS 325	Learning from Detroit: Education and Community Revitalization
EDR 317	Class-Conscious: Popular Culture, Schooling, and Identity

- If a course is crosslisted in two disciplines, your second course must be taken from a third discipline.
- Issues courses must be taken at GVSU.
- Issues courses have a junior standing prerequisite.

Identity – continued

ENG 335 (US)	Literature of American Minorities
HST 322	American Identity and Sport
HST 342 (WP)	History of Buddhism and East Asian Religions
HST 376	History of Witch Hunts
IDS 350	Civil Discourse
LAS 373 (US)	Latinos/as in West Michigan
LIB 314	Life Journeys
LIB 325	LGBTQ Identities
MLL 300	What's Language Got to Do With It?: Exploring Identity through Language, Culture, and Literature
PED 345	Disability, Sport, and Physical Activity
PHI 300	Theories of Human Nature
PHI 343	Philosophy of Religion
PHI 370	Sex Matters: Feminist Philosophy in the Contemporary World
PLS 301	Poverty, Inequality, and U.S. Public Policy
SOC/WGS 317 (US)	Sociology of Gender
SOC/WGS 318 (US)	Sociology of Sexuality
SOC 322 (US)	Sociology of Community
SOC/WGS 350 (WP)	Family and Gender in the Developing World
SW 333	Community Work with the Lesbian, Gay, Bisexual and Transgender Community

Information, Innovation, and Technology (I-IIT) pp. 58-60

AAA 305	Perspectives on the Black Arts Movement
ART 335	Digital Creativity
ART 392	Curatorial Studio
CIS 310	Introduction to the Structure and Mechanics of Social Networking
CIS 358	Information Assurance
CMB 321	Designing our future: Babies, Food, Medicine, and Biotechnology
ECO 330	Sports Economics
GPY/MKT/PA 365	GIS for Economic and Business Decision Making
GPY/ECO/PA 385	GIS in Urban and Regional Analysis
LIB 310	Creativity
LIB 323	Design Thinking to Meet Real World Needs
LIB 341	Leadership for Social Change
MTH 312	Cryptography and Privacy
SOC/LIB 366	American Society and Media
STA 340	Statistics in the Media

Sustainability (I-S) pp. 61-63

ANT 340 (WP)	Culture and Environment
BIO 319	Global Agricultural Sustainability
BIO 338	Environmental Ethics
ECO 345	Environmental and Resource Economics
EGR 306	Urban Sustainability
EGR 406	Renewable Energy Systems: Structure, Policy, and Analysis
ENG 382	Literature and the Environment
GEO 360	Earth Resources in Transition: Conventional to Sustainable
GPY/PA 324 (WP)	Urbanization
GPY/ENS 410	Landscape Analysis
GPY/ENS 412	Global Environmental Change
HTM 368	Geotourism
LIB 322	Wicked Problems of Sustainability
LIB 330	The Idea of Nature
MGT 340	Ethics and Business, Social Justice and Sustainability
NRM 451	Natural Resource Policy
PLS/ENS 303	Introduction to U.S. Environmental Policy
SOC 351	Urban Sociology
WGS 335	Women, Health, and Environment

Study Abroad pp. 64-65

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

HST 230 — Latin America in World History

This is a broad survey of Latin American history from the preColumbian 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. *Goals: Critical and Creative Thinking, Oral Communication*

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. *Goals: Critical and Creative Thinking, Oral Communication*

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. *Goals: Collaboration, Critical and Creative Thinking*

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. *Goals: Collaboration, Critical and Creative Thinking*

HST 310 — Cultural and Social Topics in Nonwestern History

Examines various topics in nonWestern cultural and social history. Course explores a specific topic defined by the instructor. May be repeated for credit if content varies. *Goals: Critical and Creative Thinking, Oral Communication*

HST 332 — Emergence of Modern India and South Asia

Examines the emergence of Modern India and South Asia from the seventeenth century to the present. Topics include: tradition, modernity, imperialism, culture, religion, women and gender, migration, globalization, human rights, nationalism, Indian diaspora, and conflict and cooperation between the South Asian countries and between India and major world powers. Prerequisite: Junior standing. Part of the Globalization Issue. *Goals: Collaboration, Critical and Creative Thinking, Integration, and Problem Solving.*

HST 342 — History of Buddhism and East Asian Religions

Examines Buddhism and major religious traditions of East Asia and their modern developments through historical perspectives. Explores the visions, values, and activities of people in India, Tibet, China and Japan, and how their religious traditions have shaped their life-experiences. Studies religious interactions among East Asian countries and their indigenous traits. Prerequisite: Junior standing. Part of the Identity Issue. *Goals: Collaboration, Critical and Creative Thinking, Integration, and Problem Solving*

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. *Goals: Critical and Creative Thinking, Oral Communication*

HTM 202 — International Tourism

Introduction to international tourism focusing on the socio-economic effects of international tourism along with the inherent public-private interaction. International tourism is more than a set of industries, but rather an activity that encompasses human behavior, uses of resources (public and private), and interaction with other people, economies, and environments. Prerequisite: HTM 101 suggested. *Goals: Collaboration, Critical and Creative Thinking*

ITA 202 — Intermediate Italian II

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

JPN 202 — Intermediate Japanese II

Continuation of JPN 201. Prerequisite: C (not C-) or better in JPN 201. Credits: 4. *Goals: Information Literacy, Oral Communication*

LAS 210 — Exploring Latin America

This course introduces students to the interdisciplinary study of the origins and development paths of Latin American and Caribbean societies, with attention to the interrelationship between these societies and the United States. Fulfills one of the Foundations – Social and Behavioral Sciences. *Goals: Collaboration, Critical and Creative Thinking, Problem Solving*

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. *Goals: Critical and Creative Thinking, Oral Communication*

LIB 335 — Sacred Texts - Global Contexts

A comparative study of sacred texts as literary masterpieces that shape and influence their respective cultural expressions and literary traditions. This interdisciplinary course will examine the multiple intersections of sacred texts with the many faces of globalization. Readings may include selections from Rig Veda, Upanishad, Bible, Qur'an, and Tao Te Ching. Prerequisite: Junior standing. Part of the Globalization Issue. *Goals: Collaboration, Critical and Creative Thinking, Integration, Problem Solving*

LIB 400 — Global Visionary Thinkers

This variable topics course examines the life and work of a visionary person or persons outside the U.S. whose theories and/or actions have effected deep change. The impact of these visionary ideas and actions result in paradigm shifts within global cultures, institutions, societies and world views. May repeat for credit. *Goals: Collaboration, Critical and Creative Thinking*

MES 201 — Introduction to the Middle East

An entry-level course introducing students to the variety and complexity of the Middle East. Provides a broad view of the region from the perspective of several disciplines and is especially suitable for students having little familiarity with the region. Fulfills Foundations – Historical Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Problem Solving*

MGT 303 — International Business and Culture*

An introduction to the issues that a company will experience when doing business in a global economy. Emphasis is on the influence of culture on business practices. Topics may also include economic structures, marketing approaches, accounting and financial issues, management and organization issues, and distribution issues. Junior Standing. Part of the Globalization Issue. *Goals: Collaboration, Critical and Creative Thinking, Integration, Problem Solving*

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. *Goals: Collaboration, Critical and Creative Thinking*

MUS 218 — World Music

An exploration of nonWestern music and Western folk music. Develops listening skills and ability to describe musical sounds and structures. Introduces an ethnomusicological perspective that considers music in relation to other aspects of society and culture. Fulfills Foundations – Art. *Goals: Critical and Creative Thinking, Oral Communication*

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. *Goals: Critical and Creative Thinking, Oral Communication*

PHI 240 — Middle Eastern 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. *Goals: Critical and Creative Thinking, Oral Communication*

*You must have completed 55 credits to enroll in 300-400 level Seidman College of Business courses. If you are a non-business major with a 2.0 to 2.749 overall GPA, please email your name, G-number, course and semester to go2gvbiz@gvsu.edu to request a permit to register. Secondary admissions criteria applies for business majors.

PHI 250 — Existentialism

An investigation of a major philosophical and literary movement in the 19th and 20th century. Important existentialists include Dostoevsky, Kierkegaard, Nietzsche, Heidegger, Sartre, and Camus. Topics include authenticity, freedom, consciousness, commitment, our relations to others and God, how emotions provide insights unavailable to reason, and the limits of philosophy. *Goals: Critical and Creative Thinking, Oral Communication*

PLS 103 — Issues in World Politics

Analysis and discussion of contemporary issues in world politics as a vehicle for introducing core concepts in comparative politics, such as democracy, dictatorship, civil society, power, nationalism, political economy, social policy, identity politics, and development. Students will gain basic familiarity with the institutions, actors, and processes that influence world politics. Fulfills one of the Foundations – Social and Behavioral Sciences. *Goals: Collaboration, Critical and Creative Thinking, Problem Solving*

PLS 211 — International Relations

This introductory course in international relations examines interactions among states and non-state actors in the international environment. Class focuses on military, economic, ethnic, and religious conflict. Topics include power, organizations, nationalism, and economic integration. Major IR theories are exemplified by current topics, such as terrorism, poverty, trafficking, and climate change. Fulfills one of the Foundations – Social and Behavioral Sciences. *Goals: Collaboration, Critical and Creative Thinking, and Problem Solving.*

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. *Goals: Information Literacy, Oral Communication*

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. *Goals: Critical and Creative Thinking, Oral Communication*

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. *Goals: Collaboration, Critical and Creative Thinking*

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. *Goals: Collaboration, Critical and Creative Thinking*

REL 100 — Religions of the World

An interdisciplinary study of multiple world religions in their cultural, historical, and political context. Students will investigate topics including belief structures, ritual systems, sacred literature, social dimensions, and historical development of various religious traditions. The course will include identification and comparison of key aspects of religion across traditions. Fulfills one of the Foundations – Social and Behavioral Sciences. *Goals: Collaboration, Critical and Creative Thinking, Ethical Reasoning*

RUS 202 — Intermediate Russian II

Continuation of RUS 201. Prerequisite: C (not C-) or better in RUS 201, or credit. Credits: 4. *Goals: Collaboration, Critical and Creative Thinking*

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. Prerequisites: Junior standing and WRT 150 with a grade of C (not C-). Part of the Identity Issues. *Goals: Collaboration, Critical and Creative Thinking, Integration, Oral Communication, Problem Solving*

SPA 202 — Intermediate Spanish II

Continuation of SPA 201. Introduction of writing techniques. Prerequisite: C (not C-) or better in SPA 201, or credit, or appropriate placement test score. Credits: 4. *Goals: Critical and Creative Thinking, Oral Communication*

Cultures: 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 Cultures category help students learn:

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

Courses

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

AAA 201 — Introduction to African American Studies

Traces the historical development and examines the scope, theories, discourses, and methodologies defining African American studies and the critical responses to these studies. Surveys perspectives on African American history, religion, social organization, politics, economy, literature, and culture and social ideology. Fulfills one of the Foundations – Social and Behavioral Sciences. *Goals: Critical and Creative Thinking, Information Literacy, Oral Communication, Problem Solving*

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. Prerequisite: Junior standing. Part of the Human Rights Issues. *Goals: Collaboration, Ethical Reasoning, Integration, Problem Solving, Written Communication*

AAA 355 — History of the 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. *Goals: Information Literacy, Oral Communication*

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. Prerequisite: Junior standing. Part of the Identity Issues. *Goals: Collaboration, Information Literacy, Integration, Oral Communication, Problem Solving*

EDF 315 — Diverse Perspectives on Education

This course will introduce the historical, philosophical, and sociological foundations of education in the United States. Emphasis will be placed on the changing purposes of education historically, the legal and procedural expansion of schooling to an increasingly diverse student population, and the cultural competencies needed to teach all students effectively. *Goals: Ethical Reasoning, Written Communication*

ENG 335 — Literature of American Minorities

Studies the importance and variety of literature by American minorities, such as African American, Native American, Asian American, Hispanic American, and other minority or marginalized authors. Emphasis will be on multiplicity of literary voices, social-historical contexts, and themes of negotiating identity between/among majority and minority cultures. Prerequisites: Junior standing and WRT 150. Part of the Identity Issues. *Goals: Collaboration, Ethical Reasoning, Integration, Problem Solving, Written Communication*

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. *Goals: Oral Communication, Written Communication*

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. *Goals: Ethical Reasoning, Written Communication*

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. *Goals: Ethical Reasoning, Written Communication*

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. *Goals: Oral Communication, Written Communication*

ITC 100 — Introduction to Intercultural Competence

This course introduces students to the concept of cultural competence, and provides them with the knowledge and application of skills necessary to succeed in diverse settings. This course examines theories of intercultural engagement and then requires students to consider how they might apply knowledge in diverse practical settings. *Goals: Information Literacy, Oral Communication*

LAS 220 — Introduction to Latino/a Studies

An interdisciplinary introduction to the diversity and complexity of the US Latino/a population, with attention to intra-ethnic and interracial relations, formation of social identities, and issues of assimilation and cultural conflict. Fulfills one of the Foundations - Social and Behavioral Sciences. *Goals: Critical and Creative Thinking, Ethical Reasoning, Oral Communication, and Written Communication.*

LAS 373 — Latinos/as in West Michigan

An interdisciplinary examination of demographic, socioeconomic, political, and cultural trends in the growing, diverse Latino/a community in the West Michigan area. Students have option of conducting an original research project or engaging in service-learning. Part of the Identity Issue. *Goals: Collaboration, Ethical Reasoning, Information Literacy, Integration, Problem Solving*

LIB 201 — Diversity in the United States

Explores how the intersections of race, ethnicity, gender, sexual orientation, class, religion, and physical abilities affect the material lives and media representations of various cultural groups in the United States. Engages historical and current debates regarding issues of immigration, meritocracy, segregation, the economy, the environment, and identity. Fulfills one of the Foundations – Social and Behavioral Sciences. *Goals: Critical and Creative Thinking, Ethical Reasoning, Written Communication*

LIB/HRT 320 — Voices of the Civil Rights Movement in the United States

This interdisciplinary course integrates numerous expressive genres, including autobiographies, oral histories, and music, to examine how activists challenged human rights violations. Narrations of individual transformations show how shared experiences, ideologies, and opposition expanded understandings of human rights nationally and globally during the civil rights movements in the United States. Prerequisite: Junior standing. Part of the Human Rights Issue. *Goals: Collaboration, Integration, Oral Communication, Problem Solving, Written Communication*

LIB 350 — The Immigrant Experience in the U.S.

An interdisciplinary course framing immigration in the United States as part of a global struggle for human rights. Students develop an understanding of the experiences of diverse immigrants and how migrations shape the U.S. historically, economically, politically and culturally. Examines policies and perspectives about citizenship and human rights. Prerequisite: Junior standing. Part of the Human Rights Issue. *Goals: Collaboration, Integration, Oral Communication, Problem Solving, Written Communication*

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. *Goals: Ethical Reasoning, Information Literacy*

MES 202 — Arab Americans

Introduces students to the Arab American community in the United States, and its historical experiences and to other salient social and political issues. Topics include such issues as immigration, race and ethnicity, gender, political behavior, economic development, education, media coverage, and civil rights. *Goals: Oral Communication, Written Communication*

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. *Goals: Oral Communication, Written Communication*

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. *Goals: Oral Communication, Written Communication*

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. *Goals: Ethical Reasoning, Information Literacy*

PHI 230 — American Philosophy

Focuses on the history and context of American philosophy, from the pre-colonial indigenous wisdom traditions to contemporary philosophers. Special emphasis on American Pragmatism as a distinctively American philosophical movement, and on the issues of race as a common theme in American philosophy. *Goals: Ethical Reasoning, Written Communication*

SOC 105 — Social Problems

Examines a range of social conditions, arrangements, and behaviors typically defined as problems in modern society. Applies sociological analysis to understand how problems arise from the organization of society, and the processes by which conditions become identified as social problems, and how ideology and power shape responses. Fulfills one of the Foundations – Social and Behavioral Sciences. *Goals: Critical and Creative Thinking, Ethical Reasoning, Written Communication*

SOC 285 — 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. *Goals: Ethical Reasoning, Information Literacy*

SOC 287 — 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, both the uniquely American aspects of religion and in comparison to the broader diversity of religious expression globally. Fulfills one of the Foundations – Social and Behavioral Sciences. *Goals: Critical and Creative Thinking, Ethical Reasoning, and Information Literacy*

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SOC 313 — 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: Junior standing. Part of the Human Rights Issues. *Goals: Collaboration, Integration, Oral Communication, Problem Solving, Written Communication*

SOC/WGS 317 — Sociology of Gender

Explores gender as a socially constructed system of stratification, focusing on gender in the United States. Topics may include: how ideas about gender shape childhood, families, education, work, violence, science, and social inequality. Examines how gender intersects with other systems of stratification, including race, sexuality, class, age, and ability. Prerequisite: Junior standing. Part of the Identity Issues. *Goals: Collaboration, Integration, Oral Communication, Problem Solving, Written Communication*

SOC/WGS 318 — Sociology of Sexuality

Explores sexuality as a socially constructed system of stratification, focusing on the U.S. Explores the production of sexual identities and desires, and how ideas about sexuality shape the media, violence, social movements, and work. Examines how sexuality intersects with other systems of stratification, including race, gender, class, age, and ability. Prerequisite: Junior standing. Part of the Identity Issues. *Goals: Collaboration, Integration, Oral Communication, Problem Solving, Written Communication*

SOC 322 — 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: SOC 201 and junior standing. Part of the Identity Issues. *Goals: Collaboration, Integration, Oral Communication, Problem Solving, Written Communication*

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 280. *Goals: Ethical Reasoning, Information Literacy*

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-). *Goals: Oral Communication, Written Communication*

WGS 255 — Gender and Popular Culture

This interdisciplinary course is an introductory examination of the role of U.S. popular culture in creating and maintaining ideologies of gender. Building upon an intersectional analysis, content will focus on using gender as a lens to analyze popular images and messages about race and sexuality. *Goals: Ethical Reasoning, Information Literacy*

General Education: Issues

Purposes of Issues Courses

At the highest levels, courses in the General Education Program develop students' ability to work across boundaries and apply what they learn in new and challenging ways. Thus, the Issues requirement seeks to have students apply learning across disciplines by learning and working with students from a wide variety of majors.

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

Issues Requirements

You will select two courses from any of the Issues categories.

The following rules apply to Issues courses:

- You may choose courses from the same Issues category (Globalization, Health, etc.) or from different Issues categories.
- You must choose two courses from two different disciplines.
- If a course is cross-listed in two disciplines, your second course must be taken from a third discipline.
- Issues courses must be taken at GVSU (except for Study Abroad, see www.gvsu.edu/studyabroad).
- Issues courses have a junior standing prerequisite.
- For class standing, a junior is defined as a student who has earned 55-84 credits. For prerequisite checking, a student must have completed or will have completed at least 55 credits prior to taking the course. However, they can register for the class while the final credits are in progress.

Issues: Globalization

Globalization — including issues related to capitalism, economic justice, health, migration and immigration, communication, borders, education, etc.

Student Learning Outcomes

All courses in the Globalization Issues help students learn:

1. How to link course material to globalization
2. How complementary and competing perspectives contribute to the ongoing discussion about globalization
3. Collaboration — the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time
4. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve goals
5. Integration — the process of synthesizing and applying knowledge, experiences, and multiple perspectives to new, complex situations

Courses

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: Junior standing. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Integration, Problem Solving*

ANT 345 — Perspectives on Globalization

The anthropology of globalization examines the emergence of “globalized local cultures.” Students employ the ethnographic approach to understand globalization as the intensification of interconnectedness in which anthropologists learn that fundamental problems of deep and universal concern to humans everywhere will need to be addressed at local, national, and global levels. Prerequisite: Junior standing. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Integration, Problem Solving*

CLA 301 — Re-imagining the Classics

Study of classical authors, genres, ideas, or aspects of visual culture and the ways they have been understood, adapted, and transformed in new cultural environments of later periods. The course may consider genres such as epic, lyric, or comedy; mythology or the history of ideas; styles of architecture or painting. Prerequisite: Junior standing. *Goals: Collaboration, Integration, and Problem Solving*

CLA 302 — The Stages of Greek and Roman Drama

Readings of Greek and Roman tragedies and comedies by playwrights such as Sophocles, Euripides, Aristophanes, and Plautus (in English translation) will be augmented by considerations of cultural contexts, both ancient and modern global, and staging or adaptation. The dramas engage issues from competing perspectives on violence, gender, class, and justice. Prerequisite: Junior standing. *Goals: Collaboration, Integration, and Problem Solving*

ECO 349 — Emerging Markets Issues*

Examines economic growth and development in emerging markets throughout the world. Topics include: policies to stimulate economic growth; the role of international trade, natural resources, and agriculture in economic development; foreign aid and multinational investment in transitional economies; and the human resource issues of education, health, and migration. Prerequisite: Junior standing, and ECO 200 or ECO 210. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Integration, Oral Communication, Problem Solving*

ECO 365 — Comparative Economic Systems*

Relative to such economic goals as economic freedom, full employment, growth, efficiency, consumer welfare, equitable distribution of income, and security, how well do alternative economic systems perform? This course studies contemporary, evolving capitalist, socialist, and mixed systems in different countries. Prerequisites: Junior standing and ECO 200 or ECO 210. *Goals: Collaboration, Integration, Problem Solving*

GPY 335 — Globalization and Development

Development involves positive and negative social, political, economic, cultural, and environmental changes for people living in a region or a country. GPY 335 explores the complex geography of the processes associated with development and in particular global development. Prerequisite: Junior standing. *Goals: Collaboration, Integration, and Problem Solving*

GPY 354 — Geography and Globalization of Asia

Introduction and survey of the physical and cultural geographies of Asia, their influence on the globalization of Asian economies, and the migration of Asian peoples. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

GPY/ENS 362 — Farmers, Crops, and Our Challenging Agricultural World

A geography of the world's agricultural practices and development at different scales, from traditional methods to industrial agriculture with an emphasis on farming societies. Topics include indigenous agriculture and crop domestication, agroforestry and plantation systems, land use and rural societies, export crops, aquaculture and livestock, and drug cultivation. Prerequisite: Junior standing. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Information Literacy, Integration, Problem Solving*

HST 332 — Emergence of Modern India and South Asia

Examines the emergence of Modern India and South Asia from the seventeenth century to the present. Topics include: tradition, modernity, imperialism, culture, religion, women and gender, migration, globalization, human rights, nationalism, Indian diaspora, and conflict and cooperation between the South Asian countries and between India and major world powers. Prerequisite: Junior standing. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Integration, and Problem Solving*

LIB/HST/HRT 319 — Human Traffic and Trafficking

Drawing on interdisciplinary approaches to globalization, the course critically examines the forced and/or coercive global transfer of people, the traffic and trafficking of humans, through historical and contemporary perspectives. Topics may include migrant smuggling, forced labor, slave trade, sex workers, voices of survival workers, and self-advocacy in survival communities. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

LIB 335 — Sacred Texts – Global Contexts

A comparative study of sacred texts as literary masterpieces that shape and influence their respective cultural expressions and literary traditions. This interdisciplinary course will examine the multiple intersections of sacred texts with the many faces of globalization. Readings may include selections from: Rig Veda, Upanishad, Bible, Qur'an, and Tao Te Ching. Prerequisite: Junior standing. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Integration, Problem Solving*

*You must have completed 55 credits to enroll in 300-400 level Seidman College of Business courses. If you are a non-business major with a 2.0 to 2.749 overall GPA, please email your name, G-number, course and semester to go2gvbiz@gvsu.edu to request a permit to register. Secondary admissions criteria applies for business majors.

MGT 303 — International Business and Culture*

An introduction to the issues that a company will experience when doing business in a global economy. Emphasis is on the influence of culture on business practices. Topics may also include economic structures, marketing approaches, accounting and financial issues, management and organization issues, and distribution issues. Fulfills Cultures - World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Integration, Problem Solving*

PA 372 — International and Comparative Administration

An examination of administrative structures in selected countries; the relationship of administrative structures to political, economic, and cultural systems; comparative administration and developmental models. Case studies from the U.S., Europe, Latin America, and Asia may be used. Offered on sufficient demand. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

SOC 355 — Sociology of Work and Employment

Provides an understanding of the current labor market through an examination of the changing dynamics of work, occupational structure, and labor relations in the U.S. and globally. Analyzes the impact of globalization on workers, and the efforts of workers' movements to respond to new economic challenges. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

STA 341 — Demographic Methods

An application-oriented overview of procedures and techniques for the collection, evaluation and analysis of demographic data. Topics include sources of and problems with vital statistics data, data registries and surveys; measures of population growth, composition, fertility, mortality and migration. Prerequisite: Junior standing and STA 215 or STA 312. *Goals: Collaboration, Integration, and Problem Solving.*

WRT 354 — Writing in the Global Context: Culture, Technology, and Language Practices

This course prepares students for the challenges of writing in the global context. Through analysis and practice, students will learn to write and design documents that respond to the needs of local and global audiences in the 21st century workplace. Focus: communication competence, cultural dimension of language and design. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

Issues: Health

Health — including issues related to equity, disparities, health systems, finance, ethics, access, quality of care, safety, happiness, human development, genetics, etc.

Student Learning Outcomes

All courses in the Health Issues help students learn:

1. How to link course material to health
2. How complementary and competing perspectives contribute to the ongoing discussion about health
3. Collaboration — the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time
4. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve goals
5. Integration — the process of synthesizing and applying knowledge, experiences, and multiple perspectives to new, complex situations.

Courses

AHS 340 — Health Care Management

An introduction to the basic concepts of health care management, including problem solving, planning, organization, motivation, leadership, and group processes. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

ANT 320 — Culture and Disease

Introduces students to the anthropological study of disease ecology and medical systems cross-culturally. 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 psycho-dynamic features of illness. *Goals: Collaboration, Integration, Problem Solving*

BIO 309 — Plants and Human Health

Examination of plants and fungi that are sources of medicines, 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. *Goals: Collaboration, Integration, Problem Solving*

BIO 325 — Human Sexuality

Introduction to the biological dimensions of human sexuality from physiological, ecological, and evolutionary perspectives. Part of the Health Issue. Offered each semester. Credits: 3. *Goals: Collaboration, Integration, Problem Solving*

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. Prerequisites: Junior standing and WRT 150 (for SWS sections). *Goals: Collaboration, Integration, Problem Solving*

CMB 350 — Foundations of Brewing

Introduction to history, culture, theory and practice of brewing. Students design and brew a beer of choice. Implications of beer consumption on social, psychological and biological health are emphasized. Effects of human migration, technological advances, economics, culture and globalization on beer production are also addressed. Prerequisite: Junior standing. *Goals: Collaboration, Integration, and Problem Solving.*

ECO 343 — Health Economics*

Application of microeconomic tools to health and medical care issues. Topics include demand for health care, economic choices of medical care providers, insurance markets, economic justification for government involvement in the medical care system, various proposals for health care reform in the U.S. and different health care systems in the world. Prerequisites: Junior standing and ECO 200 or ECO 211. *Goals: Collaboration, Integration, Problem Solving*

ENG 386 — Literary Responses to Death and Dying

Study of literary texts that examine attitudes, practices, and beliefs surrounding death and dying from multiple perspectives, including personal experience, across cultures, and historically. Studies associated issues such as illness, grief, mourning, memorials, and responses to national tragedies. Works may include poetry, memoir, drama, fiction, nonfiction, myth, and other arts. Prerequisites: Junior standing and WRT 150. *Goals: Collaboration, Integration, Problem Solving*

HST 370 — History of Medicine and Health

Interdisciplinary exploration of the diverse ways that Western societies from Ancient Greece to the modern era have defined health and disease, provided health care, managed the environment, and sought to prevent illness. Examines the strengths and limits of past solutions to health questions and their applicability to modern society. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

LIB 342 — Food Matters

An interdisciplinary exploration of food consumption and growing practices in local and global markets. Students examine competing information and arguments about evolutionary, historical, socio-political, cultural, and environmental factors shaping current food systems and their connections to cultural practices, nutrition, agriculture, political climates, and global trends in equitable access to food. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

MOV 350 — The Obesogenic Environment

Obesity is a global health issue. This course will examine obesity within the context of behavioral choices, and physical and social environments (e.g., public health policy, sociocultural influences, food accessibility, media, marketing). Obesity prevention and intervention strategies will also be explored. Prerequisites: Junior standing and PSY 101 or SOC 101. *Goals: Collaboration, Integration, Problem Solving*

NUR 344 — Healthy Aging: A Lifelong Journey

Healthy aging is a lifelong process. This course will explore factors that affect physical, mental, biological, and spiritual aspects of human aging. Emphasis will be placed on achieving and maintaining optimal health and well being across the life-course. *Goals: Collaboration, Integration, Problem Solving*

NUR 354 — Living with Life-Limiting Illness

This course is intended for persons interested in exploring issues surrounding death and dying. Content will explore common physical, psychosocial, spiritual, and culturally specific needs of the dying as well as ethical and legal considerations surrounding death. Standards of care from the discipline of hospice and palliative care are explored. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

PSY 367 — Health Psychology

Explores the relationships among psychology, health, illness, and behavioral medicine. Considers important contemporary health issues from bio-psychological and psychosocial perspectives and the role of psychology in health promotion. Prerequisites: Junior standing and PSY 101 or HNR 234. *Goals: Collaboration, Integration, Problem Solving*

SW 322 — Responding to Illness

This course investigates how the issue of health influences individuals, groups, and communities in unique ways. The complexity of responses to a continuum of health and illness conditions is explored through student collaboration, problem solving opportunities, and the integration of classroom experiences with exposure to health and illness issues. Offered fall and winter semesters. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

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Issues: Human Rights

Human Rights — including issues related to political systems, power, war, peace, violence, terrorism, wealth, poverty, privacy, religion, gender, women, children, disabilities, labor, aging, incarceration, torture, etc.

Student Learning Outcomes

All courses in the Human Rights Issues help students learn:

1. How to link course material to human rights
2. How complementary and competing perspectives contribute to the ongoing discussion about human rights
3. Collaboration — the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time
4. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve goals
5. Integration — the process of synthesizing and applying knowledge, experiences, and multiple perspectives to new, complex situations

Courses

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. Prerequisite: Junior standing. Fulfills Cultures – U.S. Diversity. *Goals: Collaboration, Ethical Reasoning, Integration, Problem Solving, Written Communication*

ANT 421 — Anthropology of Social Movements

This course overviews a wide range of processes and practices related to social movements, and anthropology's central role in expanding the definition of collective resistance beyond the scope of formalized protest (and strategic outcomes) to include and examine everyday forms and lived experience of resistance and dissent. *Goals: Collaboration, Integration, Problem Solving*

CJ 325 — Criminal Justice and Human Rights

A comparative study of criminal justice in relation to past, current, and emerging human rights claims, violations, protections and enforcement locally, regionally, nationally, and internationally. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

CLA 367 — Thinking Like a (Roman) Lawyer

Many legal concepts we take for granted come directly from Roman Law, the influence of which continues to be felt worldwide today. This course introduces legal reasoning and analysis through a discussion-based, case-by-case approach focusing on primary sources in translation. Especially valuable for prelaw students. Prerequisites: Junior standing and WRT 150. *Goals: Collaboration, Integration, Problem Solving*

ENG 384 — Literature of War

This course uses literary texts to explore the representations of war and conflict from a variety of perspectives. Works may include short stories, novels, poetry, nonfiction essays, or memoir. Ultimately, this course will examine how we write about war and ask how or if violence can become art. Offered fall and winter semesters. Prerequisites: Junior standing and WRT 150. *Goals: Collaboration, Integration, Problem Solving*

HST 318 — History of Democracy in America

Examines the historical development of democratic principles, ideologies, and practices in American history through case studies of particular crises in American democracy. Focuses on limits of democracy and debates among Americans and between scholars about practice of democracy in a variety of areas and from a multiplicity of viewpoints. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

HST 378 — Contesting Human Rights

This course takes a game-based approach, based on written and oral analyses of primary sources, to explore key historical moments when human rights and questions of who should have them were contested. Students engage through collaborative role-play with complex historical situations in which rights were defined and fought over. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

LIB/HRT 320 — Voices of the Civil Rights Movement in the United States

This interdisciplinary course integrates numerous expressive genres, including autobiographies, oral histories, and music, to examine how activists challenged human rights violations. Narrations of individual transformations show how shared experiences, ideologies, and opposition expanded understandings of human rights nationally and globally during the civil rights movements in the United States. Prerequisite: Junior standing. Fulfills Cultures – U.S. Diversity. *Goals: Collaboration, Integration, Oral Communication, Problem Solving, Written Communication*

LIB 350 — The Immigrant Experience in the United States

An interdisciplinary course framing immigration in the United States as part of a global struggle for human rights. Students develop an understanding of the experiences of diverse immigrants and how migrations shape the U.S. historically, economically, politically and culturally. Examines policies and perspectives about citizenship and human rights. Prerequisite: Junior standing. Fulfills Cultures – U.S. Diversity. *Goals: Collaboration, Integration, Oral Communication, Problem Solving, Written Communication*

LS/WGS 370 — Women and the Law

Overview of legal limitations on sex discrimination in the United States and efforts to end discrimination; marriage and divorce; relationships outside of marriage; reproductive rights and biological factors impacting these rights; violence against women; and employment discrimination focusing on gender-based influences that contribute to these human rights violations. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

MES 370 — Contemporary Issues in the Middle East: The Model Arab League

Students in this course will learn about the current political, environmental, economic, social, cultural, military, and international affairs of Middle Eastern countries. They will research these issues and participate in the model Arab League simulation as part of the course. May be repeated for credit if content differs. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

MUS 301 — History of Rock and Roll

This course presents an overview of how rock music has evolved from the latter half of the 20th century through current musical representations. Additionally, it is expected that students will learn the ways in which rock music of the past and present represents social commentary and has influenced societal change. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

PHI 320 — Social and Political Philosophy: Liberty and Justice

Analyzes the intellectual appropriation of the concept of freedom over time. Emphasis will be given to the dynamic interaction between freedom and social control in classics of Western philosophy from ancient times to modernity. Authors include Plato, Epicurus, Aristotle, Aurelius, Augustine, Hobbes, Rousseau, and Marx. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

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 that arise within various professions. Also seeks to foster mutual understanding across professional lines. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

SOC 313 — 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: Junior standing. Fulfills Cultures – U.S. Diversity. *Goals: Collaboration, Integration, Oral Communication, Problem Solving, Written Communication*

Issues: Identity

Identity — including issues related to gender, sexuality, religion, culture, race, class, family, community, difference, education, technology, etc.

Student Learning Outcomes

All courses in the Identity Issues help students learn:

1. How to link course material to identity
2. How complementary and competing perspectives contribute to the ongoing discussion about identity
3. Collaboration — the process of working together and sharing the workload equitably to progress toward shared objectives learned through structured activities that occur over a significant period of time
4. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve goals
5. Integration — the process of synthesizing and applying knowledge, experiences, and multiple perspectives to new, complex situations

Courses

AAA/ENG 337 — Contemporary Black Literature

Studies the importance and variety of literature by Black authors from Africa, the Americas, and/or Afro-Europe since 1975. Texts written earlier than 1975 are used to consider influential historical and/or social events, trends and themes, literary styles, innovative uses of popular culture, and/or expression of the experience of marginality. Prerequisite: Junior standing. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Information Literacy, Integration, Oral Communication, Problem Solving*

AAA 340 — African American Culture and Social Thought

A critical examination of African American cultural expression, several African American cultural and social movements, and the defining intellectual conversations and persons in African American culture and social thought. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

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. Prerequisite: Junior standing. Fulfills Cultures – U.S. Diversity. *Goals: Collaboration, Information Literacy, Integration, Oral Communication, Problem Solving*

ANT 315 — Comparative Religions

A crosscultural study of contemporary religions. Examines the diversity of religious meaning through the lived experiences of cultures, traditions, and sects around the world. Exposes students to anthropological interpretations of religion through a range of methods, including ethnography. Themes include symbolism, ritual, death, shamanism, healing, magic, pilgrimage, and interfaith movements. Prerequisite: Junior standing. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Integration, Problem Solving*

ART 391 — Civic Studio

Visual art methods are used to study, form, and present art in a specific public context. Includes the development of a project site, individual and collaborative work, and service learning. Studio operates “in public” presenting lectures, visual displays, and public gatherings. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

BIO 311 — Who’s Running Your Life: Genes, Evolution, and Behavior

The vast majority of human evolutionary history occurred while we lived in small hunter-gatherer groups. This course will examine if our genetically determined behavior from the past is still affecting us today. Prerequisites: Junior standing and completion of the Life Sciences General Education Requirement. *Goals: Collaboration, Integration, Problem Solving*

BIO 329 — Evolution of Social Behavior

Social behavior links to an animal’s quest for evolutionary fitness. Social behavior is rooted in genes, and shaped by development, learning, and environment. Through interdisciplinary lenses, we will explore social behavior in diverse vertebrate and invertebrate species, discover behavioral commonalities among species, and learn how scientists study animal behavior. Prerequisite: Junior standing. A course in biology or psychology recommended. *Goals: Collaboration, Integration, Problem Solving*

CLA 365 — Stoicism, Identity, and the Happy Life

This course will address, through the life and thought of prominent Stoics, both the evolution of self and the development of an individual’s identity from the Stoic perspective. Through readings, writing, and journaling, students will explore the significance and relevance of key Stoic ideas about identity. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

CLA/WGS 325 — Body, Gender, Sexuality in Antiquity

Introduction to views about the body, gender, and sexuality in ancient Greece and Rome. Special attention is given to ancient texts that inform feminist and queer theory. Topics include ancient medicine and modern dietetics; the figure of Antigone in feminist and post-colonial literature; Greek homosexuality, Victorian Hellenism, and American law. Prerequisite: Junior standing. *Goals: Collaboration, Integration, and Problem Solving*

COM 438 — Communication Ethics

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

ECO 350 — Economics of Gender*

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. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

EDF/IDS 325 — Learning from Detroit: Education and Community Revitalization

This course studies community revitalization efforts in the city of Detroit. Focusing on community-based initiatives that are strengthening neighborhoods, improving schools and fostering the well-being of children, families and neighborhoods in Detroit, this course invites students with diverse perspectives, from across content areas. The class includes two visits to Detroit. *Goals: Collaboration, Integration, Problem Solving*

EDR 317 — Class Conscious: Popular Culture, Schooling, and Identity

Challenges students to think critically, collaborate, and integrate multiple disciplines as they explore the role that popular culture and schooling play in forming their identities. Students will use critical reading skills to analyze films, television, music and other aspects of popular culture and compare to prominent theories and their experiences. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

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ENG 335 — Literature of American Minorities

Studies the importance and variety of literature by American minorities, such as African American, Native American, Asian American, Hispanic American, and other minority or marginalized authors. Emphasis will be on multiplicity of literary voices, social-historical contexts, and themes of negotiating identity between/among majority and minority cultures. Prerequisites: Junior standing and WRT 150. Fulfills Cultures – U.S. Diversity. *Goals: Collaboration, Ethical Reasoning, Integration, Problem Solving, Written Communication*

HST 322 — American Identity and Sports

The course examines American sports and how sports have helped construct ideas of race, ethnicity, gender, and class, and how individuals use sports to prove Americanness. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

HST 342 — History of Buddhism and East Asian Religions

Examines Buddhism and major religious traditions of East Asia and their modern developments through historical perspectives. Explores the visions, values, and activities of people in India, Tibet, China and Japan, and how their religious traditions have shaped their life-experiences. Studies religious interactions among East Asian countries and their indigenous traits. Prerequisite: Junior standing. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Integration, and Problem Solving*

HST 376 — History of Witch Hunts

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: Junior standing. *Goals: Collaboration, Integration, and Problem Solving*

IDS 350 — Civil Discourse

This topical course familiarizes students with communication tools of civil discourse. Students analyze the role of discourse in solving social problems and learn dialogic strategies for constructively engaging with diverse perspectives. Using the civil discourse skills of reasoning and respect, students collaborate with people of divergent views. Topical information: <http://www.gvsu.edu/civildiscourse/>. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

LAS 373 — Latinos/as in West Michigan

This topical course familiarizes students with communication tools of civil discourse. Students analyze the role of discourse in solving social problems and learn dialogic strategies for constructively engaging with diverse perspectives. Using the civil discourse skills of reasoning and respect, students collaborate with people of divergent views. Topical information: <http://www.gvsu.edu/civildiscourse/>. Prerequisite: Junior standing. Fulfills Cultures – U.S. Diversity. *Goals: Collaboration, Ethical Reasoning, Information Literacy, Integration, Problem Solving*

LIB 314 — Life Journeys

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

LIB 325 — LGBTQ Identities

This interdisciplinary course draws on scholarship in the fields of sociology, literature, history, anthropology, LGBTQ, cultural, and gender studies in order to teach students about lesbian, gay, bisexual, transgender, intersex, and queer complex identities (identity formation and development), identifications, and the social, political, historical, and cultural problems underpinning these constructions. Part of the Identity Issue. Offered once a year. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

MLL 300 — What's Language Got to Do With it?: Exploring Identity through Language, Culture, and Literature

Students will discover the impact of language, literature, and culture in the formation of identity. Discussion will be based on literary works and films from the different languages and regions of the world taught in the Department of Modern Languages and Literatures. All materials are in translation. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

PED 345 — Disability, Sport, and Physical Activity

This course is designed to explore the issues related to persons with disabilities and their participation in physical activity. Topics will include risks and benefits of physical activity, legal issues related to participation, the historical context of disability sport, inclusion versus segregation, and opportunities for activity across the lifespan. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

PHI 300 — Theories of Human Nature

Survey of philosophical, scientific, and religious conceptions of the human being, from past and present, and from various cultures. Issues include meaning of life, destiny of humanity, relations between humans, human development and evolution, relations of humans to their creator/origins and to their environments, and methodologies for investigating human nature. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

PHI 343 — Philosophy of Religion

Does God exist? Is there a life after death? How did evil enter the world? Is religious faith only a matter of subjective experience? Questions like these will be considered, as well as the answers that have been given to them by some of the important religious philosophers. *Goals: Collaboration, Integration, Problem Solving*

PHI 370 — Sex Matters: Feminist Philosophy in the Contemporary World

Sex and gender are central to our identity. The course explores these concepts within the intersection of race, class, sexualities, and ethnicities. Philosophical analyses will be used to investigate how gendered biases infuse the structures of thought and action such that sex is a central component of our lives. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

PLS 301 — Poverty, Inequality, and U.S. Public Policy

This course examines poverty and inequality in the United States. Topics include definitions of poverty and inequality, historical trends, and policy responses. Diverse perspectives, including international comparisons, will be presented, and students will explore various dimensions of inequality through small group activities. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

SOC/WGS 317 — Sociology of Gender

Explores gender as a socially constructed system of stratification, focusing on gender in the United States. Topics may include: how ideas about gender shape childhood, families, education, work, violence, science, and social inequality. Examines how gender intersects with other systems of stratification, including race, sexuality, class, age, and ability. Prerequisite: Junior standing. Fulfills Cultures – U.S. Diversity. *Goals: Collaboration, Integration, Oral Communication, Problem Solving, Written Communication*

SOC/WGS 318 — Sociology of Sexuality

Explores sexuality as a socially constructed system of stratification, focusing on the U.S. Explores the production of sexual identities and desires, and how ideas about sexuality shape the media, violence, social movements, and work. Examines how sexuality intersects with other systems of stratification, including race, gender, class, age, and ability. Prerequisite: Junior standing. Fulfills Cultures – U.S. Diversity. *Goals: Collaboration, Integration, Oral Communication, Problem Solving, Written Communication*

SOC 322 — 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: Junior standing and SOC 201. Fulfills Cultures – U.S. Diversity. *Goals: Collaboration, Integration, Oral Communication, Problem Solving, Written Communication*

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. Prerequisites: Junior standing and WRT 150. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Integration, Oral Communication, Problem Solving*

SW 333 — Community Work with the Lesbian, Gay, Bisexual, and Transgender Community

This course aims to prepare students for community work with lesbian, gay, bisexual, and transgender (LGBT) people by providing a deeper understanding of LGBT history identities, families, health and mental health challenges, and issues of political advocacy. The course will examine a variety of issues that affect LGBT people. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

Issues: Information, Innovation, and Technology

Information, Innovation, and Technology — including issues related to media, privacy, access, transparency, intellectual property, ethics, economics, creativity, education, politics, etc.

Student Learning Outcomes

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

1. How to link course material to information, innovation, and technology
2. How complementary and competing perspectives contribute to the ongoing discussion about information, innovation, and technology
3. Collaboration — the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time
4. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve goals
5. Integration — the process of synthesizing and applying knowledge, experiences, and multiple perspectives to new, complex situations

Courses

AAA 305 — Perspectives on the Black Arts Movement

This course examines the relationship between “aesthetics,” artistic form (i.e., song, dance, literature, etc.), and “politics,” or the social function of art (i.e., entertainment, “protest art,” “social art,” “revolutionary art,” etc.) during this period of African American cultural history through prose, fiction, visual culture, music, and film. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

ART 335 — Digital Creativity

This course is a hands-on studio course that provides basic skills and an understanding of computer technology in the creative process. Emphasized exploration of digital media concepts and methods for supporting creativity through examination of the themes and issues in contemporary arts and culture. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

ART 392 — Curatorial Studio

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

CIS 310 — Introduction to the Structure and Mechanics of Social Networking

A study of networks as implemented in typical online social network sites. This course examines a) the basics of representing and analyzing networks, b) the tools for implementing and managing an online social network, and c) the techniques for discovering and exploiting valuable information that resides in networks. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

CIS 358 — Information Assurance

Introduction to security, privacy, and information assurance. Coverage will include not only security threats, attacks, and defenses, but also issues important to information assurance such as risk management, security planning, and ethical issues. Perspectives of computing professionals as well as computing users from other professions will be discussed. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

CMB 321 — Designing our Future: Babies, Food, Medicine, and Biotechnology

Issues course which introduces the concepts and theories of biotechnology, and includes an in-depth exploration of a biotechnology issue, such as designer babies, GMO food, and personalized medicine, within a group setting. Student groups will create a White Paper and lead a discussion on the biotechnology issue of their choice. Prerequisite: Junior standing. *Goals: Collaboration, Integration, and Problem Solving.*

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. Offered winter semester. Prerequisite: Junior standing and completion of Foundations – Social and Behavioral Sciences. *Goals: Collaboration, Integration, Problem Solving*

GPY/MKT/PA 365 — GIS for Economic and Business Decision Making*

Explores the use of Geographic Information Systems (GIS) technology in economic and business decision making, including market area analysis, geodemographic segmentation, site selection, routing, customer profiling, sales territory management, and location strategies. Emphasis on hands-on activities. Problem-based learning approach. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

GPY/ECO/PA 385 — GIS in Urban and Regional Analysis

Focus on applications of Geographic Information Systems (GIS) techniques in urban and regional analysis. Using a hands-on approach, students will explore how to use GIS techniques and large data sets to analyze economic, demographic and social change in the knowledge-based economy. Prerequisite: Junior standing. *Goals: Collaboration, Integration, and Problem Solving.*

LIB 310 — Creativity

An interdisciplinary study of those ideas that stimulate the creative processes and innovation in information and technology in a diversity of human practices, including, but not limited to, artistic, philosophical, scientific, and entrepreneurial endeavors, with a focus on practicing innovativeness and creativity in a variety of areas. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

LIB 323 — Design Thinking to Meet Real World Needs

Design Thinking is an iterative, project-based, problem-solving process valued in organizations both locally and internationally. As interdisciplinary teams, students in this course will use the Design Thinking process to better facilitate the chaos of innovation by collaborating with stakeholders to meet real world needs. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

LIB 341 — Leadership for Social Change

An examination of the theory and practice of leadership in social change movements, focused on developing personal and organizational capacities for leadership in a liberal education context. Students identify a contemporary social issue and create an action plan for resolution, addressing that issue with at least one action step. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

*You must have completed 55 credits to enroll in 300-400 level Seidman College of Business courses. If you are a non-business major with a 2.0 to 2.749 overall GPA, please email your name, G-number, course and semester to go2gvbiz@gvsu.edu to request a permit to register. Secondary admissions criteria applies for business majors.

MTH 312 — Cryptography and Privacy

An introduction to cryptography and information security with a focus on applications and issues from diverse areas. Topics will include a study of cryptographic primitives, historical cipher systems, symmetric and public-key cryptography, hash functions, digital signatures, electronic voting, and contemporary issues in privacy and security. Prerequisites: Junior standing and successful completion of any Mathematical Sciences Foundations course. *Goals: Collaboration, Integration, Problem Solving*

SOC/LIB 366 — American Society and Media

Interdisciplinary approach to the ways in which mediated mass culture produces meaning in contemporary American society as examined through a variety of critical lenses such as political economy and sociocultural analyses of the organization of the mass media, media content, and audience reception studies of film, television, and/or music cultures. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

STA 340 — Statistics in the Media

An examination of statistics reported in the media. Students will read news stories and published research to critically evaluate the conclusions made, recognizing when assertions are and are not supported by evidence. Common fallacies and misconceptions will be covered. Prerequisites: Junior standing and STA 215. *Goals: Collaboration, Integration, Problem Solving*

Issues: Sustainability

Sustainability — including issues related to the environment, population, natural resources, economic development, social justice, energy, etc.

Student Learning Outcomes

All courses in the Sustainability Issues help students learn:

1. How to link course material to sustainability
2. How complementary and competing perspectives contribute to the ongoing discussion about sustainability
3. Collaboration — the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time
4. Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve goals
5. Integration — the process of synthesizing and applying knowledge, experiences, and multiple perspectives to new, complex situations

Courses

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: Junior standing, WRT 150, and either U.S. Diversity or Historical Perspectives. Fulfills Cultures – World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Integration, Oral Communication, Problem Solving*

BIO 319 — Global Agricultural Sustainability

The expansion and collapse of societies throughout history has tracked the rise and fall of their agricultural productivity. We will explore how biological principles dictate long-term agricultural productivity and how knowledge of such principles can impact decisions of consumers, farmers, and policy makers. Part of the Sustainability Issue. Prerequisite: Junior standing and completion of the Life Science Foundation. *Goals: Collaboration, Integration, Problem Solving*

BIO 338 — Environmental Ethics

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

ECO 345 — Environmental and Resource Economics*

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

EGR 306 — Urban Sustainability

Social, environmental, and economic points of view are engaged to study how successful cities work. Study approached using assigned reading compared to direct observation and immersion into urban environments. Focuses on the interaction of built environment with social and natural environments. How engineering decisions about materials used in buildings impact structural integrity, energy use, and economics. Prerequisites: Junior standing and MTH 110 (may be taken concurrently). *Goals: Collaboration, Integration, Problem Solving*

EGR 406 — Renewable Energy Systems: Structure, Policy, and Analysis

A survey of the technological as well as economic, societal, and public policy issues associated with renewable energy systems. Topics include generation using renewable resources such as solar, wind, hydropower, and biomass as well as advanced energy storage systems and distribution. Energy research and analysis techniques are introduced. Prerequisites: Junior standing and STA 215 or STA 220 or STA 312. *Goals: Collaboration, Integration, Problem Solving*

ENG 382 — Literature and the Environment

Focuses on literature that engages with the relationship between human beings and the natural world. Includes literary nonfiction, nature poetry, environmental fiction and other forms of literature that illuminate both human and nonhuman nature. Attention is also given to the effects and consequences of human and nonhuman interaction. Prerequisites: Junior standing and WRT 150. *Goals: Collaboration, Integration, Problem Solving*

GEO 360 — Earth Resources in Transition: Conventional to Sustainable

Exploration of transition from conventional to sustainable earth resource issues, technologies, and science. Focuses on one, or a combination of, earth resources: water, energy, or earth materials (minerals and metals). Topics may include water resources, treatment and usage; oil and gas origins, exploration, recover, and refining; mining and metals recover. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

GPY/PA 324 — Urbanization

Examines the process of urbanization, its impact on various cultures, and its long-term sustainability. Considers the rapid urbanization in the developing countries and the dynamic growth of global urban systems, emphasizing the evolution of cities over time, space, and vastly different social, political, and cultural environments. Prerequisite: Junior standing. Fulfills Cultures - World Perspectives. *Goals: Collaboration, Critical and Creative Thinking, Integration, and Problem Solving*

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 discipline. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

GPY/ENS 412 — Global Environmental Change

The main theme of this course is the changing nature of our environment and human-environmental interactions. Topics include climatic fluctuations, environmental reconstructions, the interaction between humankind and the environment since prehistoric times, and human-induced environmental change of the last century at the global, continental, and regional scales. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

HTM 368 — Geotourism

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

LIB 322 — Wicked Problems of Sustainability

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

LIB 330 — The Idea of Nature

How do our ideas about nature shape our relationships to the natural world? This course examines global influences on ideas of nature, as expressed in science, religion, philosophy, literature and art, and the resulting effects on human relationships with the natural world, and on natural systems globally and locally. *Goals: Collaboration, Integration, Problem Solving*

MGT 340 — Ethics and Business, Social Justice and Sustainability*

This course explores the relationship between business development, social justice, and the growing emphasis on sustainable business practices (e.g. "conscious capitalism"). Business will be studied in a way that includes the study of community, commitment to the common good, and one's own values. *Goals: Collaboration, Integration, Problem Solving*

NRM 451 — Natural Resource Policy

Study of how natural resource policy is developed and implemented in the United States. Focuses on public policies toward renewable resources such as forests, biodiversity, land, recreation, and water. Includes foundations of the American legal system, choice of policy instruments, and basic methods of policy analysis. Prerequisites: Junior standing and completion of Natural Sciences Foundation; OR permission of instructor. *Goals: Collaboration, Integration, Problem Solving*

PLS/ENS 303 — Introduction to U.S. Environmental Policy

This course examines the decision-making processes to cope with modern environmental problems. The course focuses on both domestic and international environmental issues with special attention to interests, ideas, and institutions. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

SOC 351 — Urban Sociology

Explores urban theory (Chicago School, political economy, and cultural approaches); the evolution of cities; suburbanization, race relations, street life, sustainability (economic, social, and environmental), redevelopment, urban politics, and international comparisons. Readings focus on theory, specific cities, and environmental concerns. Prerequisites: Junior standing and SOC 201. *Goals: Collaboration, Integration, Problem Solving*

WGS 335 — Women, Health, and Environment

This course is an overview of contemporary women's health issues focusing on the interconnectedness between health and the environment. Topics include reproductive issues, pesticides, sustainable development, occupational hazards, health insurance, and breast cancer. Discussions and readings will focus on the impact of race, class, and sexuality on women's health. Prerequisite: Junior standing. *Goals: Collaboration, Integration, Problem Solving*

Issues: Study Abroad Issues

Study Abroad Issues provides an alternative to the traditional General Education Issues option, allowing students to complete this requirement through participation in an approved study abroad program. Study Abroad Issues offers maximum flexibility to accommodate the vast array of academic interests students have and the study abroad options available to them. Many study abroad programs offer incredibly rich and insightful courses that focus on the host country or culture. Study Abroad Issues is a perfect avenue for students to earn credit toward their degree, while at the same time enriching their experience and knowledge of the host culture.

While it is not required that a student take a course on the host culture in order to meet this requirement, it is strongly encouraged. The General Education Issues curriculum was intentionally designed to better prepare students for ethical reasoning, collaboration, and problem solving in the 21st century, all of which are fundamentally embedded in the learning experience of study abroad.

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

For more information on the Study Abroad program, visit www.gvsu.edu/studyabroad/. You can also contact the Padnos International Center at (616) 331-3898 or studyabroad@gvsu.edu.

The following guidelines apply to the Study Abroad Issues option:

Six or more credits abroad

- Students must take *two* 3-credit courses at the host institution to fulfill their General Education Issues requirement. Both courses may be from the same discipline. **Most 3-credit courses will count.** Excludes: independent study, independent research, and independent readings.
- Students must submit a written reflection paper with the corresponding form to the General Education Office within 60 days after the end of the study abroad program in order to receive credit for the Issues requirement.

Courses cannot count for both Issues and Foundations credit.

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

Three credits abroad

- Take one 3-credit course abroad. Excludes: independent study, independent research, and independent readings.
- Students must submit a written reflection paper with the corresponding form to the General Education Office within 60 days after the end of the study abroad program in order to receive credit for the Issues requirement.
- Take one 3-credit Issues course at GVSU from a different discipline.

Courses cannot count for both Issues and Foundations credit.

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

Faculty-led program

- Students participating in a GVSU faculty-led program **MUST** take two 3-credit courses from two different disciplines to receive Issues credit. Excludes: independent study, independent research, and independent readings.

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

- Students must submit a written reflection paper with the corresponding form to the General Education Office within 60 days after the end of the study abroad program in order to receive credit for the Issues requirement.

Courses cannot count for both Issues and Foundations credit.

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

General Education Study Abroad Issues FAQs

- 1. Am I required to secure the departmental approval for each Study Abroad course before submitting my Study Abroad Issues Form to the General Education Office?**

Yes. You must secure the departmental approval for each course you take abroad prior to submitting your General Education (GE) Issues Study Abroad Course Approval Form.

- 2. Can I submit my Study Abroad Issues Form prior to departure?**

No. Your GE Issues Study Abroad Course Approval Form requires that a written reflection essay be attached when you are requesting approval to earn credit for the Issues requirement. If you submit the forms prior to departure, it will not be complete. The General Education Director will not review the information until you submit the written reflection upon your return from study abroad.

- 3. Can I get credit for Issues and my major with the same course?**

Yes. If the course you complete abroad meets major or minor requirements, it can also be used to meet the General Education Issues requirement.

- 4. Is it possible for me to earn credit for World Perspectives, Issues, and my major with one course abroad?**

Yes. With the appropriate approvals, you can earn credit for all three requirements with one course.

- 5. I am not on the Allendale Campus. Can I submit my Study Abroad Issues Form electronically?**

Yes. You can scan a completed form and send it by email to gened@gvsu.edu. The General Education Office only accepts electronic copies sent via email.

- 6. I am taking a course abroad that has been approved to fulfill a Foundation. Can I use the course to fulfill a Foundation and an Issues requirement?**

No. Students will not receive approval for a course to count as a General Education Foundations requirement and a General Education Issues requirement. You will have to choose which requirement you would like to have met once you have completed the course.

- 7. Can I use a language course to fulfill the Study Abroad Issues requirement?**

Yes. The criteria for receiving approval for the Study Abroad Issues requirement are outlined on the Study Abroad Issues Form.

- The course you complete abroad must be approved as a 3-credit course at GVSU
- The course cannot fulfill a General Education Foundations requirement
- If you are participating in a faculty-led program or are taking less than 6 credits abroad, your two Issues courses must be from two different academic disciplines

- 8. Can I use skills-based courses (photography, dance, painting, internship, etc.) to fulfill the Study Abroad Issues requirement?**

Yes. See criteria under #7.

- 9. Where can I find the forms I need to submit?**

Forms and further instructions can be found by going to www.gvsu.edu/studyabroad/. Click on Academics and select General Education from the drop-down menu.

Searching for General Education Courses in myBanner

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

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