

# GENERAL EDUCATION PROGRAM

GRAND VALLEY STATE UNIVERSITY  
2023-2024



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# INTRODUCTION

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

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## Mission of the General Education Program

The General Education Program prepares students for informed citizenship, leading to responsible participation in local, national, and global communities.

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## 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 and enlightened 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 they operate, 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.

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## Faculty Role

1. Units with courses in the General Education Program are expected to ensure that all faculty members who teach in the program are knowledgeable about its student learning outcomes.
2. Minimum qualifications for faculty members assigned to teach in the General Education Program include:
  - an understanding and appreciation of the mission and outcomes of the GVSU General Education Program.
  - adherence to the GVSU Faculty Qualifications Policy.

## Student Learning Outcomes of the General Education Program

The General Education Program teaches the knowledge and skills you need to intelligently participate in public discourse.

### KNOWLEDGE OUTCOMES

Graduates know:

1. about the major areas of human investigation and accomplishment — the arts, the humanities, the mathematical sciences, the natural sciences, and the social sciences.
2. about their own culture and the culture of others.
3. how academic study connects to issues in the world.

### SKILLS OUTCOMES

Graduates are proficient in:

1. Collaboration: Effectively work on a team.
2. Critical Thinking: Comprehensively evaluate issues, ideas, artifacts, or events before forming a conclusion.
3. Ethical Reasoning: Apply ethical principles and codes of conduct to decision making.
4. Information Literacy: Identify the need for information; access, evaluate, and use information effectively, ethically, and legally.
5. Integration: Apply knowledge from experiences and multiple disciplines to new, complex situation.
6. Oral Communication: Effectively prepare and deliver a formal oral presentation.
7. Problem Solving: Design and evaluate an approach to answer an open-ended question or achieve a desired goal.
8. Quantitative Literacy: Work effectively with numerical data.
9. Written Communication: Write effectively for multiple purposes and audiences.

For more information on the Student Learning Outcomes and to view the rubrics associated with each outcome, please visit our website at: <https://www.gvsu.edu/gened/>

## KEY FINDINGS FROM EMPLOYER RESEARCH

### Employer Priorities About College Learning Outcomes

More than half of employers view the skills of a liberal education as “very important” for college graduates:

Ability to work effectively in teams.....	62%
Critical thinking skills.....	60%
Ability to analyze and interpret data.....	57%
Application of knowledge/skills in real-world settings.....	56%
Ability to demonstrate complex problem-solving skills.....	54%
Ethical judgement and reasoning .....	54%
Ability to communication through writing.....	54%
Ability to locate, evaluate, and use information in decision making .....	53%
Ability to communicate through speaking/presentation skills.....	52%
Ability to work with numbers and statistics.....	52%
Ability to integrate ideas/information across settings and contexts .....	51%

Source: *How College Contribute to Workforce Success: Employer Views on What Matters Most* (2021) from the American Association of Colleges and Universities.

# GENERAL EDUCATION REQUIREMENTS

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

## Foundations

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

1. Arts (one course)
2. Historical Analysis (one course)
3. Mathematical Sciences (One course or MTH 126+STA 126)
4. Physical Sciences (one course)
5. Life Sciences (one course)  
Either the Physical Sciences or Life Sciences course must contain a lab.
6. Philosophy and Literature (one course)
7. Social and Behavioral Sciences (two courses from two different disciplines/course prefixes)
8. Writing (one course)

## Cultures

Courses in the Cultures category prompt you to recognize yourself as a cultural being, and to understand the diverse ways in which people organize life and perceive the world. It enhances your ability to live and work intelligently, responsibly, and cooperatively in a multicultural nation and an interdependent world. Requirements:

1. U.S. Diversity (one course)
2. Global Perspectives (one course)

*Note: Courses with a Cultures designation may count for Foundations or Issues credit in addition to Cultures credit. See the specific course for details.*

## Issues

Courses in the Issues category provide you opportunities to integrate learning and cocurricular experiences to build connections between prior understanding and new learning. Issues courses are problem-solving courses that encourage crossdisciplinary collaboration within each class. They also develop your understanding of some of the most compelling issues of our time: globalization, health, human rights, identity, sustainability, and the connected topics of information, innovation, or technology. Requirements:

- Two courses (two courses from two different disciplines/course prefixes)
- Courses can be within the same Issue or from different Issues categories.
- If a course is cross-listed in two disciplines/course prefixes, your second course must be taken from a third discipline/course prefix.
- Issues courses must be taken at GVSU (except study abroad, see [gvsu.edu/studyabroad](http://gvsu.edu/studyabroad)).
- Issues courses have a junior standing prerequisite (you must have completed at least 55 credits prior to taking an Issues course; you 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, you are pursuing a baccalaureate degree. To earn your degree, you need to meet certain minimum requirements. Your degree is divided into several components.

### • UNIVERSITY REQUIREMENTS

These classes help you attain competency in writing and mathematics.

### • 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.

### • SUPPLEMENTAL WRITING SKILLS (SWS)

You must complete two courses in the SWS section that carry an SWS designation. Visit [gvsu.edu/sws](http://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 [gvsu.edu/catalog/](http://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 writing lucidly and expressively and understanding numerical data and mathematical reasoning. Therefore, the university requires specific competency levels in writing and mathematics.

## Mathematics Requirement

### INITIAL MATHEMATICS PLACEMENT

All important information regarding the mathematics placement process at GVSU can be found at [gvsu.edu/s/U3/](http://gvsu.edu/s/U3/).

### MATHEMATICS PROFICIENCY TESTING

Mathematics proficiency testing is available to improve 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 [gvsu.edu/s/U3/](http://gvsu.edu/s/U3/).

MTH 110 is the prerequisite to some courses in the Mathematical Sciences Foundations, as well as for several required courses in certain majors. The MTH 110 prerequisite is fulfilled by one of the following:

- Successfully complete MTH 110 or successfully complete MTH 108 & MTH 109
- Initial mathematics placement of “MTH 110 Fulfilled” or higher”
- Pass the MTH 110 proficiency test
- Transfer credit for MTH 110, 122, 123, 124, 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

- General Education Foundations Writing requirement
- SWS requirement (two courses)

### I. GENERAL EDUCATION FOUNDATIONS WRITING REQUIREMENT

Students can complete the GE Foundations Writing requirement by taking either WRT 150 or WRT 120 and 130. If you feel confident in your writing skills and have experience writing researched essays, it is recommended you take WRT 150 during the fall or winter of your first year. If you have less experience writing in high school or you would

like more practice and support to develop your writing skills, you should register for WRT 120 in the fall and WRT 130 in the winter.

The first-year writing requirement should be fulfilled within the first 60 semester hours and is required for most sophomore-level courses.

### WRT 120 — Strategies in Writing - Stretch I

The first course in a two-course sequence designed for students who desire more time, practice, and support to complete the first-year writing requirement. Students will practice drafting and researching strategies and gain confidence in their writing and research skills. Students develop fluency and master conventions of standard academic writing.

### WRT 130 — Strategies in Writing - Stretch II

Continuation of WRT 120. Students learn strategies for research-based writing. They practice writing processes to build well-supported arguments and incorporate sources. Students must earn a grade of C (not C-) or better to fulfill the Foundations – Writing requirement. WRT 120 and 130 or WRT 150 are prerequisites to SWS courses.

### WRT 150 — Strategies in Writing

Students practice different kinds of academic writing and learn strategies for rhetorical research-based writing. They practice writing processes to build well-supported arguments and incorporate sources. Students must receive a grade of C (not C-) or better to fulfill the Foundations – Writing requirement. WRT 120 and 130 or WRT 150 are prerequisites to SWS courses. Credits: 4

## II. SUPPLEMENTAL WRITING SKILLS REQUIREMENT

After completing WRT 130 or 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 [gvsu.edu/sws](http://gvsu.edu/sws) for more details.

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

### Guidelines for enrolling in SWS courses:

- All SWS courses have a prerequisite of completing WRT 130 or WRT 150 with a grade of C (not C-) or better.
- Students must earn a grade of C (not C-) or better to receive SWS credit. If a student does not earn at least a C in an SWS course, they can repeat the course or take and successfully complete another SWS course.

# GENERAL EDUCATION: FOUNDATIONS

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## 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 you with training in judgment and the interrelationship of intellectual and emotional abilities. They furnish an opportunity for you 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.

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## 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.

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## 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 you 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.

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## 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. Social and Behavioral Sciences provide you with analytical tools and principles that will help you make informed decisions in your personal and public life, and help you become aware of your responsibility as a citizen of a national and international community.

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## 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 you 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 you 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 you apply an understanding of scientific thinking to your own life and career.

## Student Learning Outcomes

1. Explain methodologies physical scientists use to explore and understand the physical universe.
2. Explain ways in which physical scientists use observations and theory to explain and predict the structure and processes of the physical universe.
3. Explain fundamental concepts, principles, and issues of the physical sciences.
4. a. Written Communication: Write effectively for multiple purposes and audiences; or  
b. Quantitative Literacy: Work effectively with numerical data.
5. a. Oral Communication: Effectively prepare and deliver a formal oral presentation; or  
b. Problem Solving: Design and evaluate an approach to answer an open-ended question or achieve a desired goal.

## Courses

One course, either the Life Science OR the Physical Science course 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. *Skills: problem solving, quantitative literacy*

#### 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. *Skills: 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. *Skills: 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. *Skills: 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. *Skills: problem solving, quantitative literacy*

#### CHM 115 — Principles of Chemistry I

First semester of 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, 124 or 125 concurrently with CHM 115. Prerequisites: high school chemistry and (MTH 108+109 or MTH 110, or equivalent by placement or exam) Credits: 4. *Skills: 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 concepts for PK-6 teaching. Classroom visits or curriculum/teaching projects arranged for PK-6 teaching students. Other students write a paper or complete other projects as a course requirement. *Skills: 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. *Skills: 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. *Skills: 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. *Skills: 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. *Skills: problem solving, quantitative literacy*

**PHY 215 - Energy in Modern Life**

Explores the ubiquitous concept of energy, including its impacts on individual lives and society at large. Examines the nature of scientific inquiry through the lens of energy: its types, properties, sources, conservation, efficiency, conversions, generation, transportation, as well as societal considerations of energy usage. Includes lab and culminating problem-based-learning project. Prerequisite: MTH 108+109 or MTH 110. Credits: 4. *Skills: 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. *Skills: 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. *Skills: problem solving, quantitative literacy*

**SCI 226 — Integrated Physical Science for PK-3 Teachers**

Course promotes mastery of physical and earth science concepts necessary to teach PK-3 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 126 (can be taken concurrently). *Skills: 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 you in becoming scientifically literate. Courses in this category prepare you to understand and appreciate not only yourself as an organism, but also other organisms in the world around you. Courses contribute to the development of critical-thinking and problem-solving skills, and help you apply an understanding of scientific ways of thinking to make more informed personal and social choices.

## Student Learning Outcomes

1. Explain how life scientists investigate and understand the physical universe.
2. Explain unifying concepts of the life sciences such as evolution and cellular organization and organisms.
3. a. Information Literacy: Identify the need for information; access, evaluate, and use information effectively, ethically, and legally; or  
b. Quantitative literacy: Competently work with numerical data.
4. a. Collaboration: Effectively work on a team; or  
b. Problem Solving: Design and evaluate an approach to answer an open-ended question or achieve a desired goal.

## Courses

One course, either the Life Science OR the Physical Science course 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. *Skills: 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. *Skills: 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. *Skills: information literacy, problem solving*

#### CMB 155 — Introduction to Cell and Molecular Biology

An introduction to the science behind our current models of molecular, cellular, and developmental biology including genetics. Students will learn foundational concepts necessary for the life sciences and develop their skills in scientific reasoning. *Skills: problem solving, quantitative 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. *Skills: 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. *Skills: 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. *Skills: 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. *Skills: 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. *Skills: problem solving, quantitative literacy*

**CMB 140 — Living foods: ferment them yourself!**

An introduction to fermentation as food preparation. For thousands of years, people have used fermentation to preserve food. The history, food preservation and safety aspects, and the science of fermentation related to food and health are covered. The laboratory includes hands-on fermentations such as breads, yogurt, kefir, sauerkraut, and kombucha. Credits: 4. *Skills: collaboration, information 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. *Skills: collaboration, information literacy*

**SCI 225 — Integrated Life Science for PK-3 Teachers**

Course promotes mastery of life and earth science concepts necessary to teach PK-3 science. Through inquiry and group discussions students develop reasoning and thinking skills critical to science while also developing mastery of science content. Prerequisite: MTH 126 (can be taken concurrently). *Skills: 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 you 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.

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## Student Learning Outcomes

1. Apply general academic writing conventions for language, development, organization, and format.
2. Engage in the writing process, including invention, planning, organizing, revising, and editing.
3. Apply at least one academic citation and documentation system (such as MLA or APA style).
4. Written Communication: Write effectively for multiple purposes and audiences;
5. Information Literacy: Identify the need for information; access, evaluate, and use information effectively, ethically, and legally.

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## Courses

*You are required to take one course in the Writing Foundations category.*

### **WRT 130 — Strategies in Writing - Stretch II**

Continuation of WRT 120. Students learn strategies for research-based writing. They practice writing processes to build well-supported arguments and incorporate sources. Students must earn a grade of C (not C-) or better to fulfill the Foundations-Writing requirement. WRT 120 and 130 or WRT 150 are prerequisites to SWS courses. *Skills: information literacy, written communication*

### **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 120 and 130 or WRT 150 are prerequisites to SWS courses. Credits: 4. *Skills: 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. You 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

1. Explain principles and questions that define the arts and analysis of formal elements of works of art.
2. Explain how meaning in the arts is created and interpreted.
3. Explain the historical and cultural contexts for artists and their works.
4. a. Critical Thinking: Comprehensively evaluate issues, ideas, artifacts, or events before forming a conclusion; or  
b. Written Communication: Write effectively for multiple purposes and audiences.
5. a. Collaboration: Effectively work on a team; or  
b. Oral Communication: Effectively prepare and deliver a formal oral presentation.

## Courses

You 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. *Skills: critical 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. *Skills: critical thinking, oral communication*

### ART 159 — Drawing Fundamentals

Drawing course designed for nonart and design majors and minors outside of the Department of Visual and Media Arts. (Visual and media arts 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. *Skills: collaboration, critical thinking*

### ART 231 — Integrating the Visual Arts Across Disciplines

Art-based inquiry as an integrative approach to teaching in PK-6. Connections among art and other content areas emphasized to develop interdisciplinary approaches with a focus on big ideas and their relationships to the world through problem-solving, creative inquiry, and art-based activities. *Skills: critical thinking, oral communication*

### ART 260 — Introduction to Painting

A painting course designed for art majors and nonart majors. Fundamentals of painting in opaque media with a variety of subjects and styles. *Skills: critical thinking, oral communication*

### ART 270 — Sculpture: Creating/Building/Making

A hands-on studio course that is equally accessible and challenging for both art and non-art majors. Introduction to basic sculpture techniques includes mold making, metal working, wood working, and sewing. Creative project topics include lost wax bronze casting, found object assemblage, soft sculpture, and fibers. *Skills: critical thinking, oral communication*

### ART 271 — Sculpture: Digital 3D Modeling and Design

This primarily computer-based studio course is accessible and challenging for both art and non-art majors. Introduction to basic digital fabrication techniques will be taught, including 3D digital modeling and rendering, laser cutting, 3D scanning and printing. Creative project topics cover prototypes, inventions, hybrids, digital artifice, and public art proposals. *Skills: critical thinking, oral communication*

### ART 275 — Ceramics: The Basics

A ceramics course designed for art and non-art majors covering all basic clay and ceramics techniques and their historical background. Some clay geology, clay making, and kiln loading/unloading will be covered within the context of general studio practices and safety. *Skills: critical 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: Fulfillment of GE Foundations - Writing. *Skills: oral communication, written communication*

### 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. *Skills: collaboration, critical thinking*

### FVP 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. *Skills: critical thinking, oral communication*

### JPN 222 — Early Modern Japanese Literature and Theatre

This course explores Japanese literature and theatre during the Edo Period, from 1600 through the end of the 19th century. Readings will consist primarily of literary and theatrical works in English translation as well as history, philosophy, religion, art, etc. No prior knowledge of Japanese is required. Fulfills Cultures - Global Perspectives. *Skills: critical thinking, oral communication*

**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. *Skills: oral communication, written communication*

**MUS 128 — Strum and Drum for Everyone**

Study of basic performance skills on ukulele and percussion designed for the general student. Students will engage in discussion about the role of community music making in today's society. Requires students to have a soprano or concert ukulele and a hand drum or 5 gallon bucket with drum sticks. *Skills: 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. *Skills: collaboration, critical thinking*

**MUS 218 — World Music**

An exploration of non-Western music and Western folk music. Develops listening skills and ability to describe musical sounds and structures. Introduces an ethnomusicological perspective that considers music in relation to other aspects of society and culture. Fulfills Cultures – Global Perspectives. *Skills: critical thinking, oral communication*

**PHI 220 — Aesthetics**

An inquiry into the nature, criteria, and significance of the fine arts and/or artistic creation and response. *Skills: collaboration, critical thinking*

**PHO 170 — Introduction to Photography**

An introductory course in digital photography without darkroom instruction. Covers camera operation and use, basic image processing, composition and visual communication, and artists using the medium. Access to digital camera with manual control options is required. Cell phone cameras or point-and-shoot cameras without exposure controls are not adequate. *Skills: critical thinking, oral communication*

**THE 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. *Skills: collaboration, critical thinking*

**THE 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. *Skills: collaboration, critical thinking*

**WGS 255 — Gender and Popular Culture**

Introduction to historical and contemporary US popular and everyday culture, arts, and entertainment as mechanisms that produce and reinforce ideologies about gender, race, and sexuality. Analyzes formal elements and aesthetics of various popular arts, modes of production and distribution, and the role of popular arts in activism and resistance. Fulfills Cultures – U.S. Diversity. *Skills: oral communication, written communication*

**WRT 219 — Introduction to Creative Writing**

Introduction to the theory and practice of various forms of creative writing. Students may write poetry, fiction, or creative nonfiction and also read literature in each genre. Prerequisite: Fulfillment of GE Foundations – Writing requirement. *Skills: collaboration, critical 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, you will come to understand more clearly your own response to the world and to the ideas that give it form and comprehensibility.

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

## Student Learning Outcomes

1. Explain principles and questions that define philosophy or literature and its contributions to human knowledge and civilization.
2. Explain the relationship between the works discussed, the cultures in which they were created, and the human concerns they illuminate.
3. Analyze and interpret one or more primary texts as a major portion of course content.
4. a. Written Communication: Write effectively for multiple purposes and audiences; or  
b. Information Literacy: Identify the need for information; access, evaluate, and use information effectively, ethically, and legally.
5. a. Oral Communication: Effectively prepare and deliver a formal oral presentation; or  
b. Ethical Reasoning: Apply ethical principles and codes of conduct to decision making.

## Courses

You are required to take one course in the Philosophy and Literature Foundations category.

### CHI 236 — Popular Chinese Fiction

This course is an overview of the most influential works of Chinese fiction in translation from pre-modern times to the present, focusing on the cultural messages embedded in them that have had a deep impact on Chinese culture and society today. Fulfills Cultures – Global Perspectives. *Skills: information literacy, oral communication*

### 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. *Skills: 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: Fulfillment of GE Foundations - Writing. *Skills: ethical reasoning, written communication*

### CLA 231 - Health and Science in Antiquity

An introduction to ancient Greek and Roman medical and other scientific practices in their cultural and historical contexts, as well as their modern influence. Topics include the human body and its relationship to its environment, theories of causality, and early astronomy. *Skills: oral communication, 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. *Skills: ethical reasoning, written communication*

### EAS 210 - Reading East Asia

Explores varied literary genres from a range of eras in China, Japan and Korea, including poetry, drama, novels, and short stories, placing them within their larger context as products of their respective times and cultures. Fulfills Cultures - Global Perspectives. *Skills: information literacy, oral communication*

### EDF 215 — Introduction to Philosophies of Early Childhood

Inquiry into the different and unique perspectives of early childhood education - including historical, social, theoretical, and philosophical foundations of the field. Course will examine how schools of philosophies impact how we see children, learning, and education and how they help us understand modern day movements, issues, and events. *Skills: ethical reasoning, written communication*

### ENG 103 — World Literature

Students will read a variety of literature from different times, places, and cultures, in order to understand not just the world, but also the power of literature to shed light on what it means to live in it. Fulfills Cultures - Global Perspectives. *Skills: critical thinking, oral communication, 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. *Skills: oral communication, written communication*

### ENG 112 — Much Ado About Shakespeare

Love and cruelty. Loyalty and betrayal. Ambition. Jealousy. Madness. Engage a vast range of human emotions by reading plays from Shakespeare's major genres, by experiencing his works as produced for modern audiences, and by exploring the wonders of his poetry. The course typically includes attending a live, local performance. *Skills: ethical reasoning, written communication*

**ENG 115 — Introduction to Science Fiction**

An introduction to science fiction literature, focusing primarily on texts from the late nineteenth, twentieth, and twenty-first centuries. Examines the interaction between scientific change and the resulting ethical questions as depicted in fictional texts. Emphasis will be on short stories written by authors from diverse cultural backgrounds and contexts.

*Skills: ethical reasoning, written communication*

**INT 100 — Reflect, Connect, Engage**

Can education transform your life and change your world? Explore how liberal education empowers students to question themselves and their society, through critical engagement with classical and contemporary philosophical and literary texts. Discover how liberal education teaches skills that can help you develop your personal, professional, and civic lives.

*Skills: ethical reasoning, written communication*

**JPN 221 — Pre-modern Japanese Literature and Culture (to 1600)**

This course explores Japanese literature and culture from antiquity to 1600. Readings will consist primarily of primary sources in English translation, including literature, history, philosophy, religion, art, and theater. No prior knowledge of Japanese is required. Fulfills Cultures – Global Perspectives. *Skills: information literacy, oral communication*

**JPN 224 — Post-World War II Japan through Literature and Film**

This course examines contemporary Japan through the lens of literature and film from the end of the Pacific War in 1945 to the present. Readings consist mainly of primary sources in English translation. No prior knowledge of Japanese is necessary. Fulfills Cultures - Global Perspectives.

*Skills: information literacy, oral 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. *Skills: 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. *Skills: ethical reasoning, written communication*

**PHI 202 — Philosophy and Ethics of Health**

What is health and what ethical issues surround the care of health? Explore classic theories about the nature of physical and mental health through primary texts and philosophize about key issues in health care, such as consent, augmentation, distribution, and the value of health. *Skills: ethical reasoning, written communication*

**PHI 204 — Knowledge, Politics, and Social Media**

An introduction to philosophy focused on humans as knowing beings and as social-political beings. The course explores classical philosophical issues concerning how these facets of human existence interact, and applies the understanding gained to analyze how these interactions affect and are affected by the Internet and social media. *Skills: ethical reasoning, information literacy*

**PHI 206 - Business, Value, and Trust: The Philosophy of Work**

This course is an introduction to how enduring questions of philosophy thematically connect to issues of work, commerce, markets, and marketing. The course uses historical and contemporary texts along with case studies and examples to explore issues of meaning, value, knowledge, human nature, social and economic justice, identity, and freedom.

*Skills: 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.

*Skills: 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, you develop your 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 you in becoming a quantitatively literate citizen.

Courses introduce you to the foundations of mathematical, logical, and quantitative reasoning. They develop your 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

1. Explain principles and questions that define computer science, logic, mathematics, or statistics.
2. Apply techniques for problem solving including recognition of key elements, the choice of suitable methods for solving a problem, and the appropriate application of these methods.
3.
  - a. Critical Thinking: Comprehensively evaluate issues, ideas, artifacts, or events before forming a conclusion; or
  - b. Quantitative Literacy: Work effectively with numerical data.
4.
  - a. Collaboration: Effectively work on a team; or
  - b. Problem Solving: Design and evaluate an approach to answer an open-ended question or achieve a desired goal.

## Courses

You are required to take one course or MTH 126 + STA 126 in the Mathematical Sciences Foundations category.

### CIS 101 — Thriving in Our Digital World

Computing technology has a profound influence in our society. Students work together to use technology for creative expression, write computer programs to solve problems, use digital tools to make meaning from vast amounts of information and to understand how the Internet supports modern communication. Prerequisite: MTH 108+109 or MTH 110, which can also be fulfilled through GVSU math placement or proficiency testing. *Skills: collaboration, quantitative literacy*

### CIS 160 — Learn to Code in Python

The ability to apply computation to address challenging problems is a critical skill in any discipline. Students will develop programming and computational skills emphasizing problem solving, logical inference, and algorithmic thinking to solve specific problems in the areas of the arts, humanities, healthcare, and business. Prerequisite: MTH 108+109 or MTH 110, which can also be fulfilled through GVSU math placement or proficiency testing. *Skills: 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 108+109 or MTH 110, which can also be fulfilled through GVSU math placement or proficiency testing. *Skills: problem solving, quantitative literacy*

### MTH 122 — College Algebra

A culminating experience in algebra for conceptual understanding and application in other fields. Primary topics include families of functions (polynomial, rational, exponential, logarithmic and their compositions), algebraic skills for making and using mathematical models, and multiple representations of algebraic relationships. Please see the mathematics program for placement test details. Prerequisite: MTH 108+109 or MTH 110, which can also be fulfilled through GVSU math placement or proficiency testing. *Skills: 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). *Skills: problem solving, quantitative literacy*

### MTH 124 — Precalculus: Functions and Models

Study of preparatory material for calculus using symbolic algebra and trigonometry for solving equations, representing functions, and modeling, plus appropriate technology. Core topics: concept of function, average rate of change of a function, inverse and composite functions, trigonometric functions, exponential and logarithmic functions, and right triangle trigonometry. Prerequisite: MTH 108+109 or MTH 110, which can also be fulfilled through GVSU math placement or proficiency testing. Credits: 5. *Skills: quantitative literacy, collaboration*

### 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 108+109 or MTH 110, which can also be fulfilled through GVSU math placement or proficiency testing. *Skills: problem solving, quantitative literacy*

### MTH 126 — Mathematics for Elementary Teachers

Exploration of the teaching and learning of geometry and measurement 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. MTH 126+STA 126 Fulfills Foundations – Mathematical-Sciences. Credits: 2. *Skills: 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. *Skills: 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), MTH 124, or placement into MTH 201 via the calculus readiness test. Credits: 4. *Skills: problem solving, quantitative literacy*

**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. *Skills: critical thinking, problem solving*

**STA 126 — Statistics for Elementary Teachers**

Learn practices and pedagogy in support of statistical knowledge for elementary teachers. Topics include posing actionable research questions, measuring/collecting data, understanding variability, interpreting results in context, and analyzing data through visualizations, numerical summaries, and statistical inference. Topics will be reinforced through meaningful experiences in applied contexts. MTH126+STA126 Fulfills Foundations – Mathematical-Sciences. Credits: 2. *Skills: problem solving, quantitative literacy*

**STA 215 — Introductory Applied Statistics**

A technique-oriented approach to data analysis using statistical techniques. Graphical and numerical summaries of data, multivariable thinking, confidence interval estimation, regression and correlation, testing hypotheses including chi-square tests and one-way analysis of variance. A statistical software package will provide computational assistance. Prerequisite: MTH 108+109 or MTH 110, which can also be fulfilled through GVSU math placement or proficiency testing. *Skills: 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.

You select two courses from two different disciplines/course prefixes. 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

1. Explain how knowledge in the social and behavioral sciences is created and applied.
2. Explain major approaches, methods, theories, and substantive findings of the field.
3. Evaluate and apply concepts and theories from the social and behavioral sciences to real-life examples.
4. a. Critical Thinking: Comprehensively evaluate issues, ideas, artifacts, or events before forming a conclusion; or
  - b. Quantitative Literacy: Work effectively with numerical data; or
  - c. Information Literacy: Identify the need for information; access, evaluate, and use information effectively, ethically, and legally.
5. a. Problem Solving: Design and evaluate an approach to answer an open-ended question or achieve a desired goal; or
  - b. Ethical Reasoning: Apply ethical principles and codes of conduct to decision making; or
  - c. Oral Communication: Effectively prepare and deliver a formal oral presentation.

## Courses

*You are required to take two courses from two different disciplines/course prefixes within the Social and Behavioral Sciences Foundations category. If a course is cross-listed in two disciplines/course prefixes,, the second course must be taken from a third discipline/course prefix.*

### 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 – Global Perspectives. *Skills: critical thinking, 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. *Skills: information literacy, oral communication*

### ANT 204 — People and Cultures of the World

This course introduces the discipline of anthropology by examining the diversity of human cultures that has been described by anthropologists over the last 100 years. The principles of anthropology are explained with examples drawn from non-Western culture: comparisons are drawn with our own. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, ethical reasoning*

### ANT 207 — Language and Culture

Explores the interaction between language, communication, and culture, employing cross-cultural analysis to reveal cultural models and to understand how linguistic variation is linked to gender, age, region, ethnicity, and class. Several practical activities are used to apply analyses to anthropological problems. Fulfills Cultures – U.S. Diversity. *Skills: critical thinking, oral communication, written communication*

### 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. *Skills: critical 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. *Skills: critical thinking, ethical reasoning*

### COM 201 - Speech

Introduction to the theory and practice of speech with an emphasis on the development of public speaking skills. The class emphasizes kinds of speeches, audiences, organization, delivery, and critical assessment of speech performances. *Skills: critical thinking, oral communication*

### DS 201 — Digital Identities and Communities

Students will reflect on their participation in digital cultures and communities to examine the structure and function of digital environments. They will explore how digital platforms inform and are informed by self-understanding, identity performance, community membership, and material experiences. *Skills: critical thinking, ethical reasoning*

### EAS 245 - Topics in East Asian Food Cultures

This course uses food as a lens through which to consider the representations and narratives of the cultures of East Asia. Area focus differs depending on the instructor. *Skills: information literacy, oral communication*

**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. *Skills: critical 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 108+109 or MTH 110 or MTH 122 or MTH 201, sophomore standing recommended. *Skills: 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 108+109 or MTH 110 or MTH 122 or MTH 201, sophomore standing recommended. *Skills: information literacy, problem solving*

**EDF 115 — Introduction to Education: An exploration of Schooling in America**

This field-based course explores the way schools work and introduces students to the professional roles and responsibilities of educators. Students learn principles of teaching and learning, including social and cultural factors that shape learning outcomes. Students spend up to 30 exploratory hours in various educational settings. *Skills: critical thinking, oral communication*

**GPY 111 — Cities, Towns, and Villages**

An investigation into cities, towns, and villages as physical phenomena, focusing on the role built environments play in the future of human civilization. Methods and theories from sustainability science are used to examine the relationship between the built environment and topics such as public health, economic inequality, and environmental quality. *Skills: quantitative 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. *Skills: critical thinking, problem solving*

**GPY 235 — Geography for a Changing World**

Examines a world that is undergoing political, economic, social and environmental changes at many different spatial scales. Using geographic concepts, this course examines national, regional, and global interaction and development, and the diverse and complex processes that both hinder and help forge a global community. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, problem solving*

**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, antiglobalization movements, infectious disease. Fulfills one of the Foundations – Social and Behavioral Sciences. *Skills: collaboration, critical thinking, problem solving*

**GSI/PLS 215 — Global Migration**

An interdisciplinary analysis of the global movement of immigrants and refugees and its relationship with the economy, politics, development, and culture. Students learn about migration as a key feature of globalization. Possible topics: migration history, immigration policies, border control, integration, citizenship, migrant transnationalism, diaspora, remittances, child migrants, and migration theories. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, ethical reasoning*

**GSI 290 — Changemakers! Introduction to Social Impact**

This course gives a broad overview of global and local, formal and informal initiatives that are meant to tackle urgent issues such as poverty alleviation, gender equality, education, access to water, etc. It teaches basic skills to design interventions, measure the success/failure of initiatives, and develop advocacy for social change. *Skills: critical thinking, problem solving*

**HPE 207 — Personal Health and Wellness**

Provides students with the knowledge, skills, and ability to assess personal health status and reduce risk behaviors. Social and behavioral models facilitating physical activity, health, and wellness are explored. Students will analyze physical, social, emotional, spiritual, intellectual, and environmental wellness. *Skills: critical thinking, oral communication*

**INT 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. *Skills: critical thinking, ethical reasoning, written communication*

**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 – Global Perspectives. *Skills: collaboration, critical thinking, problem solving*

**LAS 220 — Introduction to Latino/a Studies**

An interdisciplinary introduction to the diversity and complexity of the U.S. 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. *Skills: critical thinking, ethical reasoning, oral communication, written communication*

**LS 101 — Law in Our Lives**

Examination of the law's impact on our lives. An introduction to law and legal reasoning including the legal profession, roles and responsibilities, and major substantive areas of U.S. law including criminal law and civil law areas including torts, contracts, real and personal property, wills and estates, and business law. *Skills: critical thinking, ethical reasoning*

**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. *Skills: critical 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 – Global Perspectives. *Skills: collaboration, critical thinking, problem solving*

**PLS 211 — International Relations**

This introductory course in international relations (IR) 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 – Global Perspectives. *Skills: collaboration, critical thinking, problem solving.*

**PNH 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. *Skills: critical thinking, 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. *Skills: critical 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 – Global Perspectives. *Skills: collaboration, critical 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. *Skills: critical 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. *Skills: ethical reasoning, information literacy*

**SOC/ENS/NRM 222 - WaterSmart West Michigan**

This course examines human-ecosystem interactions in West Michigan watersheds through an exploration of quantitative, sociological survey data. After an orientation to social science research methods and human dimensions of natural resource management, students will develop authentic research questions, explore variables in the database, and report findings visually and in writing. *Skills: problem solving, quantitative literacy*

**SOC 286 — Health and Society**

Health is not only an individual characteristic, but is also influenced by society and sociohistorical context. This class focuses on the current state of healthcare in the USA and the future of healthcare, healthcare systems in other countries, as well as health issues relevant in the United States today. Fulfills Cultures - U.S. Diversity. *Skills: critical 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 – U.S. Diversity. *Skills: ethical reasoning, information literacy.*

**SW 150 — Introduction to Social Work and Social Welfare**

Social work practice, ethics, and values, in the context of social welfare policy in the United States are discussed. Topics in social welfare are examined including social policy, service delivery, research, theory, and practice. Basic social work values and concepts are interpreted. Note: SW 150 is a prerequisite for all social work courses. *Skills: critical thinking, ethical reasoning*

**WGS 101 — Introduction to Gender Studies**

Examines gender, sex, sexuality, and race as they relate to other categories of difference from an interdisciplinary perspective including disciplines in the social sciences and humanities. Fulfills Cultures – U.S. Diversity. *Skills: information literacy, oral communication, problem solving*

# FOUNDATIONS: HISTORICAL ANALYSIS

Analysis of the past enables societies to collect, interpret, and share knowledge of where they have been, explore the origins of their core values, and assess how past decisions account for present circumstances. In addition, analysis of the past nurtures you by providing a broader perspective of your place within time. The construction of interpretations around causation, change, continuity, and chronological thinking provide important sites of contestation. Historical analysis of the past based on primary sources creates an informed, discriminating citizenry capable of careful analysis to better inform decisions in the present.

## Student Learning Outcomes

1. Explain how causation, change, continuity, chronological thinking, based on comprehension of primary sources (textual, material, or both), shape historical analysis and interpretation.
2. Evaluate a range of primary sources (textual, material, or both) as evidence of historical analysis and interpretation.
3. Recognize and evaluate historical analysis and interpretation in a variety of secondary sources.
4. a. Written Communication: Write effectively for multiple purposes and audiences; or  
 b. Critical Thinking: Comprehensively evaluate issues, ideas, artifacts, or events before forming a conclusion; or  
 c. Oral Communication: Effectively prepare and deliver a formal oral presentation.
5. a. Problem Solving: Design and evaluate an approach to answer an open-ended question or achieve a desired goal; or  
 b. Ethical Reasoning: Apply ethical principles and codes of conduct to decision making; or  
 c. Information Literacy: Identify the need for information; access, evaluate, and use information effectively, ethically, and legally.

## Courses

You are required to take one course in the Historical Analysis 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 – Global Perspectives. *Skills: collaboration, critical thinking, problem solving*

### CLA 121 — Greek Civilization

An introduction to major cultural accomplishments of ancient Greece. Emphasis on Greek literature, art, philosophy, and political institutions both in their historical contexts and as achievements of continuing importance in the contemporary world. Topics may vary. *Skills: ethical reasoning, written communication*

### CLA 131 — Roman Civilization

An introduction to major accomplishments of ancient Rome. The course examines significant aspects of Roman political, social and cultural life, both in their primary context and in terms of their relevance to society today. Topics may vary. *Skills: 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 – Global Perspectives. *Skills: critical thinking, ethical reasoning, oral communication*

### GSJ/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 – Global Perspectives. *Skills: critical thinking, ethical reasoning, oral communication*

### HSC 201 — The Scientific Revolution

What are the origins of modern science? This course explores the emergence of scientific ideas and institutions during the Scientific Revolution (1450-1800) by examining how scientists built on the work of earlier thinkers, how their work was fostered and/or constrained by religion and politics, and why their ideas endured. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, information literacy*

### HSC 202 — The Technological Revolution

How has technology evolved? Why has it changed? With what consequences? This course examines the development of technological systems from the 1700s to the 2000s by considering their influence on the cultural values of everyday people, their economic and environmental effects, and their shaping of our current technological society. Fulfills Cultures - Global Perspectives. *Skills: critical thinking, information literacy, oral communication*

### HST 101 — Introduction to World Civilizations

This course examines the long-term trajectory of world history. Taking a global approach, students think beyond national boundaries and consider themes that bind disparate regions together, such as trade, migration, the environment, state formation, and imperialism. Fulfills Cultures – Global Perspectives. *Skills: collaboration, information literacy, written communication*

**HST 102 – Introduction to European Civilizations**

This course examines the long-term trajectory of European civilizations, focusing on the development of Europe and the complex interrelationships between political, economic, social and cultural aspects over time. Students may consider themes such as the emergence of nation-states, trade, migration, religion, class conflict, gender, racism, genocide, nationalism or demographic change. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, information literacy*

**HST 103 – Introduction to American Civilizations**

How did we get here? Explore the long-term development of American history from precolonial origins to European colonies to a world power. Investigate how social, cultural, political, and economic forces have shaped our lives. Topics and thematic approach will vary by section. Fulfills Cultures – U.S. Diversity. *Skills: critical thinking, ethical reasoning, 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. Fulfills Cultures – Global Perspectives. *Skills: collaboration, information literacy, written communication*

**HST 204 - World History since 1500**

Basic content and methods of history through introductory study of world cultures from 1500 to present. 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. Fulfills Cultures – Global Perspectives. *Skills: critical thinking, information literacy, oral 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. Fulfills Cultures – U.S. Diversity. *Skills: 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. Fulfills Cultures – U.S. Diversity. *Skills: ethical reasoning, 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. *Skills: 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. Fulfills Cultures – Global Perspectives. *Skills: information literacy, oral communication, written communication*

**HST 209 – History and Social Studies for Elementary Teachers**

Introduces the basic content and methods of inquiry of history and social studies for students who plan to teach at the PK-6 grade levels. Students will develop knowledge, understanding, and application of the major concepts and modes of inquiry from the social studies disciplines with particular emphasis on history. *Skills: critical thinking, information literacy*

**HST 211 – History of Islamic Civilization**

An introduction to the history of Islamic civilization and the development of its relationship with Western Europe and the United States. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, information literacy*

**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 – Global Perspectives. *Skills: critical thinking, ethical reasoning, oral communication*

**HST 230 – Latin America in World History**

This course is a broad survey from the pre-Columbian period to the present. The course will focus on major issues and themes in Latin American history. Topics will include: Amerindians, conquest, slavery independence, national identity, foreign intervention, revolutions, and inequality. Fulfills Cultures – Global Perspectives. *Skills: critical thinking, oral communication, problem solving*

**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. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, information literacy*

**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. Fulfills Cultures – Global Perspectives. *Skills: critical thinking, information literacy, oral 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 – Global Perspectives. *Skills: collaboration, critical thinking, problem solving*

**REL 200 – Understanding Religions in Human Experience**

An interdisciplinary introduction to how religion has been understood and has shaped human experience, past and present. Students will also learn to identify and apply basic terminology, conceptual frameworks, and analytical methods in the field of religious studies. Offered fall and winter semesters. *Skills: information literacy, written communication*

**WGS 224 – Introduction to LGBTQ Studies**

Introduces LGBTQ histories, cultures, and theoretical perspectives in the context of race, class, gender, sexuality, age, religion, ability, and nation. Topics include: literary and artistic expression, biological investigations, health matters, policy and politics, community life, and other issues relevant to studying gay, lesbian, bisexual, transgender, intersex, and queer life. *Skills: critical thinking, problem solving*

# GENERAL EDUCATION: CULTURES

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The study of culture prompts you to recognize yourself as a cultural being 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: GLOBAL PERSPECTIVES

These courses are meant to help you understand the perspectives and ways of life of people in societies located primarily outside of the United States. Courses in this designation provide you with a basis for understanding and interpreting the variety of world cultures, institutions, societies, and challenges (e.g., discrimination, racism, inequality, environmental issues, poverty).

## Student Learning Outcomes

1. Explain how culture affects people's efforts to understand, use, and survive in their environments, and how these efforts, in turn, affect culture.
2. Explain within a cultural context the worldviews, language, or ways of life of societies, nations, regions, or people located outside of the United States.
3.
  - a. Critical Thinking: Comprehensively evaluate issues, ideas, artifacts, or events before forming a conclusion; or
  - b. Information Literacy: Identify the need for information; access, evaluate, and use information effectively, ethically, and legally.
4.
  - a. Collaboration: Effectively work on a team; or
  - b. Oral Communication: Effectively prepare and deliver a formal oral presentation.

## Courses

You are required to take one course in the Global Perspectives Cultures category. If you place out of a 202 language course, you may take a higher level three-credit language course to fulfill the Global Perspectives requirement. Email your name, G-number, and the course you wish to take to [gened@gvsu.edu](mailto:gened@gvsu.edu).

### 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. *Skills: critical thinking, 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. *Skills: critical 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. *Skills: collaboration, critical 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. *Skills: collaboration, critical 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. *Skills: collaboration, information literacy, integration, problem solving*

### ANT 204 — People and Cultures of the World

Introduces the discipline of anthropology by examining the diversity of human cultures that has been described by anthropologists over the last 100 years. The principles of anthropology are explained with examples drawn from non-Western culture. Comparisons are drawn with our own. Fulfills one of the Foundations – Social and Behavioral Sciences. *Skills: collaboration, critical 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 Analysis. *Skills: collaboration, critical thinking, problem solving*

### ANT 315 — Comparative Religions

A cross-cultural 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. *Skills: collaboration, critical 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. Prerequisites: Junior standing, fulfillment of GE Foundations - Writing, and either Historical Analysis or U.S. Diversity. Part of the Sustainability Issue. *Skills: collaboration, critical 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. *Skills: collaboration, critical thinking, integration, problem solving*

**ARA 202 — Intermediate Arabic II: Language and Culture**

Continued practice in speaking, listening, reading, writing at the Intermediate Level. Review of grammar and expansion of vocabulary. Focus on Arabic culture through authentic texts and multimedia materials. Continuation of ARA 201. Counts toward the Arabic minor and the Middle East studies minor. Prerequisite: C (not C-) or better in ARA 201, or credit. Credits: 4. *Skills: information literacy, oral communication*

**ART 322 — Goths to Gothic: Medieval Art**

A thematic examination of the arts and visual culture created between the 6th and 15th centuries in Europe and the broader Mediterranean. Explores diverse media in relation to their political, religious, and social contexts. Also considers 19th century and contemporary reception of medieval art and ideas. *Skills: collaboration, critical thinking*

**ART 323 — Rethinking Renaissance Art**

Thematic examination of the visual arts produced between 1400 and 1650 focusing on intersections between Europe, Africa, and the Americas. Topics include the artist and society, civic and domestic contexts for the arts, as well as the representation of self and community. Explores concepts of Renaissance art in later eras. Prerequisite: Junior standing. Part of the Globalization Issue. *Skills: collaboration, critical thinking, integration, problem solving*

**ART 422 — Art and the Worlds of Islam**

Examines the arts and material culture produced in Islamic contexts between the 7th century and the present. Themes include patronage, materials, reception, cultures in contact, plurality of meaning, as well as colonial and post-colonial circumstances. Also explores the work of contemporary artists in relation to transnational contexts. Prerequisite: Junior standing. Part of the Globalization Issue. *Skills: collaboration, critical thinking, integration, problem solving*

**CHI 202 — Intermediate Chinese II: Language and Culture**

Continued practice in speaking, listening, reading, writing at the intermediate level. Chinese culture introduced through authentic texts and multimedia materials. Counts toward the Chinese minor and the East Asian studies minor. Prerequisite: C (not C-) or better in CHI 201. Credits: 4. *Skills: information literacy, oral communication*

**CHI 236 — Popular Chinese Fiction**

This course is an overview of the most influential works of Chinese fiction in translation from pre-modern times to the present, focusing on the cultural messages embedded in them that have had a deep impact on Chinese culture and society today. Fulfills Foundations – Philosophy and Literature. *Skills: 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. *Skills: critical thinking, oral communication*

**CHI 324 — Contemporary Chinese Culture**

An introduction to contemporary Chinese popular culture. Using a variety of primary source materials, including film, television dramas, reality shows, literature, art, and artifacts, it explores popular culture's relations to social change, public spaces, the state, individual freedom, collective justice, national and social identities, and globalization. Prerequisite: Junior standing. Part of the Globalization Issue. *Skills: collaboration, information literacy, integration, oral communication, problem solving*

**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 Analysis. *Skills: critical thinking, ethical reasoning, oral communication*

**EAS 210 - Reading East Asia**

Explores varied literary genres from a range of eras in China, Japan and Korea, including poetry, drama, novels, and short stories, placing them within their larger context as products of their respective times and cultures. Fulfills Foundations - Philosophy and Literature. *Skills: information literacy, 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. *Skills: collaboration, critical 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. Prerequisites: Junior standing and ECO 200 or ECO 210. Part of the Globalization Issue. *Skills: critical thinking, oral communication*

**EDF 316 - Global Perspectives on Education**

Globalization is changing the purposes of education around the world, both increasing competition and enhancing global citizenship. This course will examine the inter-relationship between socio-cultural contexts and education in multiple countries, the impact of globalization on educational policies and practices, and global perspectives on these emerging challenges and opportunities. Prerequisite: Junior standing. Part of the Globalization Issue. *Skills: collaboration, critical thinking, integration, problem solving*

**EGR/NRM 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. Part of the Sustainability Issue. *Skills: collaboration, critical thinking, integration, problem solving*

**ENG 103 — World Literature**

Students will read a variety of literature from different times, places, and cultures, in order to understand not just the world, but also the power of literature to shed light on what it means to live in it. Fulfills Foundations - Philosophy and Literature. *Skills: critical thinking, oral communication, written 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: fulfillment of GE Foundations - Writing. *Skills: critical thinking, oral communication*

**ENG 355 — Teaching English Learners, PK-6**

Prepares pre-service PK-6 teachers to meet the needs of English learners. Focus on how second languages are learned; the cultural, linguistic, and affective factors that influence the process; and research-based pedagogy for promoting ELs' academic language and literacy development across content areas. Field placement required. *Skills: collaboration, critical thinking*

**FRE 202 — Intermediate French II: Language and Culture**

Continued practice in speaking, listening, reading, writing at the Intermediate level. Review of grammar and expansion of vocabulary. Focus on French and Francophone culture through authentic texts and multimedia materials. Counts toward the French minor (non-education). Prerequisite: C (not C-) or better in FRE 201, or credit, or appropriate placement test score. Credits: 4. *Skills: critical thinking, oral communication*

**GER 202 — Intermediate German II: Language and Culture**

Continuation of GER 201. Continued practice in speaking, listening, reading, writing at the Intermediate Level. Review of grammar and expansion of vocabulary. Focus on German culture through authentic texts and multimedia materials. Counts toward the German minor (non-education). Prerequisite: C (not C-) or better in GER 201, or credit, or appropriate placement test score. Credits: 4. *Skills: information literacy, oral communication*

**GPY 235 — Geography for a Changing World**

Examines a world that is undergoing political, economic, social and environmental changes at many different spatial scales. Using geographic concepts, this course examines national, regional, and global interaction and development, and the diverse and complex processes that both hinder and help forge a global community. *Skills: collaboration, critical thinking, problem solving*

**GPY/PNH 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. *Skills: collaboration, critical thinking, integration, problem solving*

**GPY 350 — Geopolitics, Energy, and Environment of Russia and Central Eurasia**

This course examines the unique role of Russia and Central Eurasia in the world's energy, water, and food security and many global geopolitical processes of the 21st century. With its complex ethnocultural composition and vast deposits of oil, gas, coal, and uranium, this region is strategically important for the U.S. Prerequisite: Junior standing. Part of the Globalization Issue. *Skills: collaboration, critical thinking, integration, oral communication, problem solving*

**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. *Skills: collaboration, critical thinking*

**GPY/LAS 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. *Skills: information literacy, oral communication*

**GPY 356 — The Geography, Culture and Land Use Management of Europe**

A survey of Europe's distribution and regional interactions of physical and human resources such as climate, soils, hydrology, and coastal geomorphology, along with cultural elements such as settlement patterns, language, ideology, economic development, infrastructure evolution, industrialization, urbanization, human capital, and jurisdictional developments and the associated land use management approaches. *Skills: critical thinking, oral communication*

**GPY 362 — Farmers, Crops, and Our Challenging Agricultural World**

A geography of the world's agricultural practices and development at different scales, from traditional methods to industrial agriculture with an emphasis on farming societies. Topics include indigenous agriculture and crop domestication, agroforestry and plantation systems, land use and rural societies, export crops, aquaculture and livestock, and drug cultivation. Prerequisite: Junior standing. Part of the Globalization Issue. *Skills: 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. *Skills: critical 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, antiglobalization movements, infectious disease. Fulfills one of the Foundations – Social and Behavioral Sciences. *Skills: collaboration, critical thinking, 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 Analysis. *Skills: critical thinking, ethical reasoning, oral communication*

**GSI/PLS 215— Global Migration**

An interdisciplinary analysis of the global movement of immigrants and refugees and its relationship with the economy, politics, development, and culture. Students learn about migration as a key feature of globalization. Possible topics: migration history, immigration policies, border control, integration, citizenship, migrant transnationalism, diaspora, remittances, child migrants, and migration theories. Fulfills one of the Foundations – Social and Behavioral Sciences. *Skills: collaboration, critical thinking, ethical reasoning*

**HSC 201 — The Scientific Revolution**

What are the origins of modern science? This course explores the emergence of scientific ideas and institutions during the Scientific Revolution (1450-1800) by examining how scientists built on the work of earlier thinkers, how their work was fostered and/or constrained by religion and politics, and why their ideas endured. Fulfills Foundations – Historical Analysis. *Skills: critical thinking, information literacy*

**HSC 202 — The Technological Revolution**

How has technology evolved? Why has it changed? With what consequences? This course examines the development of technological systems from the 1700s to the 2000s by considering their influence on the cultural values of everyday people, their economic and environmental effects, and their shaping of our current technological society. Fulfills Foundations - Historical Analysis. *Skills: critical thinking, information literacy, oral communication*

**HST 101 — Introduction to World Civilizations**

This course examines the long-term trajectory of world history. Taking a global approach, students think beyond national boundaries and consider themes that bind disparate regions together, such as trade, migration, the environment, state formation, and imperialism. Fulfills Foundations – Historical Analysis. *Skills: collaboration, information literacy, written communication*

**HST 102 — Introduction to European Civilizations**

This course examines the long-term trajectory of European civilizations, focusing on the development of Europe and the complex interrelationships between political, economic, social and cultural aspects over time. Students may consider themes such as the emergence of nation-states, trade, migration, religion, class conflict, gender, racism, genocide, nationalism or demographic change. Fulfills Foundations – Historical Analysis. *Skills: collaboration, critical 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. Fulfills Foundations – Historical Analysis. *Skills: collaboration, information literacy, 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. Fulfills Foundations – Historical Analysis. *Skills: critical thinking, information literacy, 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. Fulfills Foundations – Historical Analysis. *Skills: collaboration, critical thinking, information literacy*

**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 Analysis. *Skills: critical thinking, ethical reasoning, oral communication*

**HST 230 — Latin America in World History**

This is a broad survey of Latin American history from the pre-Colombian period to the present. The course will focus on major issues and themes in Latin American history. Topics will include: Amerindians, conquest, slavery, independence, national identity, foreign intervention, revolutions, and inequality. Fulfills Foundations – Historical Analysis. *Skills: critical thinking, oral communication, problem solving*

**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. Fulfills Foundations – Historical Analysis. *Skills: collaboration, critical thinking, information literacy*

**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. Fulfills Foundations – Historical Analysis. *Skills: critical thinking, information literacy, oral communication*

**HST 310 — Cultural and Social Topics in Non-Western History**

Examines various topics in non-Western cultural and social history. Course explores a specific topic defined by the instructor. May be repeated for credit if content varies. *Skills: critical thinking, oral communication*

**HST 332 — Emergence of Modern India and South Asia**

Examines the emergence of Modern India and South Asia from the 17th 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. *Skills: collaboration, critical thinking, 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. Part of the Identity Issue. *Skills: collaboration, critical thinking, integration, 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. *Skills: critical thinking, oral communication*

**HTM 202 — International Tourism**

Introduction to international tourism focusing on the socioeconomic 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. *Skills: collaboration, critical thinking*

**INT 400 — Global Visionary Leadership**

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. *Skills: collaboration, critical thinking*

**ITA 202 — Intermediate Italian II: Language and Culture**

Continued practice in speaking, listening, reading, writing at the Intermediate level. Emphasis on real-life communication. Review of grammar and expansion of vocabulary. Focus on Italian culture through authentic texts and multimedia materials. Fulfills Foundations – Global Perspectives. Prerequisite: ITA 201 with C (not C-) or better, or permission of instructor. Credits: 4. *Skills: collaboration, critical thinking*

**JPN 202 — Intermediate Japanese II: Language and Culture**

Continuation of JPN 201. Continued study of speaking, listening, reading, writing, and culture at the intermediate Level. Supplemented by multimedia and the Language Resource Center. Prerequisite: C (not C-) or better in JPN 201. Credits: 4. *Skills: information literacy, oral communication*

**JPN 221 — Pre-modern Japanese Literature and Culture (to 1600)**

This course explores Japanese literature and culture from antiquity to 1600. Readings will consist primarily of primary sources in English translation, including literature, history, philosophy, religion, art, and theater. No prior knowledge of Japanese is required. Fulfills Cultures – Global Perspectives. *Skills: information literacy, oral communication*

**JPN 222 — Early Modern Japanese Literature and Theatre**

This course explores Japanese literature and theatre during the Edo Period, from 1600 through the end of the 19th century. Readings will consist primarily of literary and theatrical works in English translation as well as history, philosophy, religion, art, etc. No prior knowledge of Japanese is required. Fulfills Foundations – Art. *Skills: critical thinking, oral communication*

**JPN 224 — Post-World War II Japan through Literature and Film**

This course examines contemporary Japan through the lens of literature and film from the end of the Pacific War in 1945 to the present. Readings consist mainly of primary sources in English translation. No prior knowledge of Japanese is necessary. Fulfills Foundations – Philosophy and Literature. *Skills: information literacy, oral communication*

**JPN 323 — Modern Japanese Literature and Film (to WWII)**

This course examines Japan's modern period through the lens of literature and film from the Meiji Restoration in 1868 until the end of the Pacific War in 1945. Readings consist mainly of primary sources in English translation. No prior knowledge of Japanese is necessary. Part of the Identity Issue. *Skills: collaboration, critical thinking, integration, problem solving*

**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. *Skills: collaboration, critical thinking, problem solving*

**LAT 202 — Intermediate Latin II**

Readings in Augustan Epic Poetry, supplemented by the study of the genre, history, and culture of Augustan Rome. Prerequisite: Successful completion of LAT 201 or appropriate high school background. *Skills: critical thinking, oral 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 Foundations – Historical Analysis. *Skills: collaboration, critical 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. *Skills: collaboration, critical 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. *Skills: collaboration, critical thinking*

**MUS 218 — World Music**

An exploration of non-Western music and Western folk music. Develops listening skills and ability to describe musical sounds and structures. Introduces an ethnomusicological perspective that considers music in relation to other aspects of society and culture. Fulfills Foundations – Art. *Skills: critical thinking, oral communication*

**MUS 309 — Music in Time of War**

Course on the relationship between music and war. Students will learn about a variety of war-related music, including music for organizing soldiers, recruiting, propaganda, cultural outreach, raising morale, therapy, memorial, and expression of opinions about war. Prerequisite: Junior standing. Part of the Identity Issue. *Skills: collaboration, critical thinking, integration, oral communication, problem solving*

**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. *Skills: critical 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. *Skills: critical thinking, oral communication*

**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. *Skills: critical thinking, oral communication*

**PHI 400 — Wisdom of the East: Advanced Topics in Asian Philosophy**

Study of one or more Hindu, Buddhist, Confucian, or Taoist philosophers (The Buddha, Nagarjuna, Lao Zi, Zhuangzi, Confucius, etc.). Topics: human nature, society and individual, moral practice, suffering and liberation, religiosity. Prerequisite: Junior standing, and prior course work in philosophy or permission of instructor. Repeatable for credit, if content differs. *Skills: critical 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. *Skills: collaboration, critical thinking, problem solving*

**PLS 211 — International Relations**

This introductory course in international relations (IR) 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. *Skills: collaboration, critical thinking, 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. *Skills: 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. *Skills: critical 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. *Skills: collaboration, critical 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. *Skills: collaboration, critical 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. *Skills: collaboration, critical thinking, ethical reasoning*

**REL 300 — Religions in the World Today: Theories, Methods, and Issues**

This course explores the intersection of religion with human life, law, politics, and public culture, focusing on contemporary religions' roles in the secular world. Topics may include: human rights, fundamentalism, migration/immigration, social and political movements, gender/sexuality, nationalism, contemporary religious movements or phenomena, and environmentalism, among others. Part of the Human Rights Issue. *Skills: collaboration, critical thinking, integration, problem solving*

**REL 306 — Hinduism and South Asian Religions**

Hinduism is the world's third largest religion with approximately one billion adherents and has given birth to three other religions: Jainism, Buddhism, and Sikhism. This course explores the origins and development of Hinduism, examining key concepts like karma, yoga, and reincarnation in our discussion of Hindu worldviews, cultures, and practices. Prerequisite: Junior standing. Part of the Identity Issue. *Skills: collaboration, critical thinking, integration, problem solving*

**REL 335 — Sacred Words, Global Understanding**

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. *Skills: collaboration, critical thinking, integration, problem solving*

**RUS 202 — Intermediate Russian II: Language and Culture**

Continuation of RUS 201. Continued study of speaking, listening, reading, writing, and culture at the intermediate level. Supplemented by multimedia and the Language Resource Center. Prerequisite: C (not C-) or better in RUS 201, or credit. Credits: 4. *Skills: collaboration, critical 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 fulfillment of GE Foundations – Writing. Part of the Identity Issue. *Skills: collaboration, critical thinking, integration, oral communication, problem solving*

**SPA 202 — Intermediate Spanish II: Language and Culture**

Continued development of speaking, listening, reading and writing for students at the Intermediate level. Review of grammar and expansion of vocabulary. Focus on cultures of the Spanish-speaking world through authentic texts. Supplemented by multimedia and the Language Resource Center. Prerequisite: C (not C-) or better in SPA 201, or credit, or appropriate placement test score. Credits: 4. *Skills: critical thinking, oral communication*

**WGS 301 — Global Feminisms**

This course offers a comparative analysis of local/global feminisms through history, activism, development and forms of feminism in different countries as well as an examination of the status of women in those countries as it impacts feminist activism. Prerequisite: Junior standing. Part of the Human Rights Issue. *Skills: collaboration, information literacy, integration, problem solving*

\*You must have completed 55 credits to enroll in 300- to 400-level Seidman College of Business courses. If you are a nonbusiness major with a 2.5 overall GPA, please email your name, G-number, course, and semester to [go2gvbiz@gvsu.edu](mailto:go2gvbiz@gvsu.edu) to request a permit to register. Secondary admissions criteria applies for business majors.

## 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)

- SWS courses should be taken after fulfillment of GE Foundations - Writing.
- You must receive a grade of C (not C-) or better in GE Foundations - Writing and both SWS courses to fulfill this requirement.

1. \_\_\_\_\_

2. \_\_\_\_\_

## KEY

- (A) Arts  
(GP) Global Perspectives  
(HA) Historical Analysis  
(I) Issues  
    (I-G) Globalization  
    (I-H) Health  
    (I-HR) Human Rights  
    (I-I) Identity  
    (I-IIT) Information, Innovation, or Technology  
    (I-S) Sustainability  
(PL) Philosophy and Literature  
(SBS) Social and Behavioral Sciences  
(US) U.S. Diversity  
( ) Indicates course also fulfills a second General Education category  
\* This requirement may be fulfilled through study abroad. Contact the Padnos International Center for details.  
\*\* This requirement is automatically fulfilled through study abroad. Contact the Padnos International Center for details.

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

*All courses are three credits unless otherwise indicated.*

## FOUNDATIONS

### PHYSICAL SCIENCES\*

*One course, either the Physical Science OR the Life Science course must contain a lab*

CHM 102 ..... Chemistry and Society  
GEO 100 ..... Environmental Geology  
GEO 103..... Oceans  
GEO 105..... Living with the Great Lakes

### PHYSICAL SCIENCES\* – LAB COURSES

CHM 109 ..... Introductory Chemistry (4 cr)  
CHM 115..... Principles of Chemistry I (4 cr)  
CHM 201 ..... Introduction to Chemical Sciences  
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 215..... Energy in Modern Life (4 cr)  
PHY 220 ..... General Physics I (5 cr)  
PHY 230 ..... Principles of Physics I (5 cr)  
SCI 226..... Integrated Physical Science for PK-3 Teachers

### LIFE SCIENCES\*

*One course, either the Life Science OR the Physical Science course must contain a lab*

ANT 206..... Human Origins  
BIO 105 ..... Environmental Science  
BMS 100 ..... Human Health and Disease  
CMB 155..... Introduction to Cell and Molecular Biology

### LIFE SCIENCES\* – 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 140 ..... Living foods: ferment them yourself! (4 cr)  
CMB 150 ..... Biotechnology and Society (4 cr)  
SCI 225..... Integrated Life Sciences for PK-3 Teachers (4 cr)

### WRITING

*One course*

WRT 130 ..... Strategies in Writing - Stretch II  
WRT 150 ..... Strategies in Writing (4 cr)

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

# FOUNDATIONS, *continued*

## ARTS\*

*One course*

ART 101	.....	Introduction to Art
ART 153	.....	Making and Meaning in Art and Design
ART 159	.....	Drawing Fundamentals
ART 231	.....	Integrating the Visual Arts Across Disciplines
ART 260	.....	Introduction to Painting
ART 270	.....	Sculpture: Creating/Building/Making
ART 271	.....	Sculpture: Digital 3D Modeling and Design
ART 275	.....	Ceramics: The Basics
CLA 250	.....	Classical Art and Archaeology
DAN 200	.....	Introduction to Dance
FVP 225	.....	Film Culture
JPN 222 (GP)	.....	Early Modern Japanese Literature and Theatre
MUS 100	.....	Introduction to Music Literature
MUS 128	.....	Strum and Drum for Everyone
MUS 129	.....	Fundamentals of Music
MUS 218 (GP)	.....	World Music
PHI 220	.....	Aesthetics
PHO 170	.....	Introduction to Photography
THE 101	.....	Introduction to Theatre
THE 161	.....	Theatre Production
WGS 255 (US)	.....	Gender and Popular Culture
WRT 219	.....	Introduction to Creative Writing

## PHILOSOPHY AND LITERATURE\*

*One course*

CHI 236 (GP)	.....	Popular Chinese Fiction
CLA 101	.....	Greek and Roman Mythology
CLA 201	.....	Classical Literature
CLA 231	.....	Health and Science in Antiquity
COM 202	.....	Critical Interpretation
EAS 210 (GP)	.....	Reading East Asia
EDF 215	.....	Introduction to Philosophies of Early Childhood
ENG 103 (GP)	.....	World Literature
ENG 105	.....	Literatures in English
ENG 112	.....	Much Ado About Shakespeare
ENG 115	.....	Introduction to Science Fiction
INT 100	.....	Reflect, Connect, Engage
JPN 221 (GP)	.....	Pre-modern Japanese Literature and Culture (to 1600)
JPN 224 (GP)	.....	Post-World War II Japan through Literature and Film
PHI 101	.....	Introduction to Philosophy
PHI 102	.....	Ethics
PHI 202	.....	Philosophy and Ethics of Health
PHI 204	.....	Knowledge, Politics, and Social Media
PHI 206	.....	Business, Value, and Trust: The Philosophy of Work
PLS/HRT 105	.....	Introduction to Human Rights

## MATHEMATICAL SCIENCES\*

*One course or MTH 126+STA 126*

CIS 101	.....	Thriving in Our Digital World
CIS 160	.....	Learn to Code in Python
GPY 200	.....	Computer Cartography
MTH 122	.....	College Algebra
MTH 123	.....	Trigonometry
MTH 124	.....	Precalculus: Functions and Models (5 cr)
MTH 125	.....	Survey of Calculus
MTH 126	.....	Mathematics for Elementary Teachers (2 cr)
MTH 131	.....	Introduction to Mathematics
MTH 201	.....	Calculus I (4 cr)
PHI 103	.....	Logic
STA 126	.....	Statistics for Elementary Teachers (2 cr)
STA 215	.....	Introductory Applied Statistics

*You must take both MTH 126 and STA 126 in order to receive Mathematical Sciences credit.*

## SOCIAL AND BEHAVIORAL SCIENCES\*

*Two courses, each from a different discipline/course prefix*

AAA 200 (GP)	.....	Understanding Africa
AAA 201 (US)	.....	Introduction to African American Studies
ANT 204 (GP)	.....	People and Cultures of the World
ANT 207 (US)	.....	Language and Culture
ANT 220	.....	Introduction to Archaeology (4 cr)
CJ 101	.....	Justice and Society
COM 201	.....	Speech
DS 201	.....	Digital Identities and Communities
EAS 245	.....	Topics in East Asian Food Cultures
ECO 100	.....	Current Economic Issues
ECO 210	.....	Introductory Macroeconomics
ECO 211	.....	Introductory Microeconomics
EDF 115	.....	Introduction to Education: A critical exploration of schooling in America
GPY 111	.....	Cities, Towns, and Villages
GPY 220	.....	Cultural Geography
GPY 235 (GP)	.....	Geography for a Changing World
GSI 201 (GP)	.....	(Dis)Order and (In)Justice: An Introduction to Global Studies
GSI/PLS 215 (GP)	.....	Global Migration
GSI 290	.....	Changemakers! Introduction to Social Impact
HPE 207	.....	Personal Health and Wellness
INT 201 (US)	.....	Diversity in the United States
LAS 210 (GP)	.....	Exploring Latin America
LAS 220 (US)	.....	Introduction to Latino/a Studies
LS 101	.....	Law in Our Lives
PNH 270	.....	Public and Nonprofit Administration
PLS 102	.....	American Government and Politics
PLS 103 (GP)	.....	Issues in World Politics
PLS 211 (GP)	.....	International Relations
PSY 101	.....	Introductory Psychology
REL 100 (GP)	.....	Religions of the World
SOC 101	.....	Introduction to Sociology
SOC 105 (US)	.....	Social Problems
SOC/ENS/NRM 222	.....	WaterSmart West Michigan
SOC 286 (US)	.....	Health and Society
SOC 287 (US)	.....	Sociology of Religion
SW 150	.....	Introduction to Social Work and Social Welfare
WGS 101 (US)	.....	Introduction to Gender Studies

## HISTORICAL ANALYSIS\*

*One course*

ANT 215 (GP)	.....	Origins of Civilization
CLA 121	.....	Greek Civilization
CLA 131	.....	Roman Civilization
EAS 201 (GP)	.....	East Asia in the Contemporary World
GSI/HST 202 (GP)	.....	History of Global Change and Social Transformation
HSC 201 (GP)	.....	The Scientific Revolution
HSC 202 (GP)	.....	The Technological Revolution
HST 101 (GP)	.....	Introduction to World Civilizations
HST 102 (GP)	.....	Introduction to European Civilizations
HST 103 (US)	.....	Introduction to American Civilizations
HST 203 (GP)	.....	World History to 1500 A.D.
HST 204 (GP)	.....	World History since 1500
HST 205 (US)	.....	American History to 1877
HST 206 (US)	.....	American History since 1877
HST 207	.....	European Civilization to the Later Middle Ages
HST 208 (GP)	.....	European Civilization since the Later Middle Ages
HST 209	.....	History and Social Studies for Elementary Teachers
HST 211 (GP)	.....	History of Islamic Civilization
HST 212 (GP)	.....	India: History and Civilization
HST 230 (GP)	.....	Latin American World History
HST 240 (GP)	.....	A History of East Asia to 1800
HST 241 (GP)	.....	A History of East Asia since 1800
MES 201 (GP)	.....	Introduction to the Middle East
REL 200	.....	Understanding Religions in Human Experience
WGS 224	.....	Introduction to LGBTQ Studies



# CULTURES

## GLOBAL PERSPECTIVES\*\*

One course

If you place out of a 202 language course, you may take a higher level three-credit language course to fulfill the Global Perspectives requirement. Email your name, G-number, and the course you wish to take to [gened@gvsu.edu](mailto:gened@gvsu.edu).

- AAA 200 (SBS)... Understanding Africa  
AAA 300..... U.S.-Africa Relations  
AAA 302 ..... African Diaspora  
AAA/PLS 319 (I-G)... African Politics  
AAA/ENG 337 (I-I) ... Contemporary Black Literature  
ANT 204 (SBS)... Peoples and Cultures of the World  
ANT 215 (HA) .... Origins of Civilization  
ANT 315 (I-I) ..... Comparative Religions  
ANT 340 (I-S) ... Culture and Environment  
ANT 345 (I-G)... Perspectives on Globalization  
ARA 202..... Intermediate Arabic II: Language and Culture  
ART 322..... Goths to Gothic: Medieval Art  
ART 323 (I-G)... Rethinking Renaissance Art  
ART 422 (I-G) ... Art and the Worlds of Islam  
CHI 202..... Intermediate Chinese II: Language and Culture  
CHI 236 (PL)..... Popular Chinese Fiction  
CHI 323 ..... Late Imperial Chinese Culture  
CHI 324 (I-G).... Contemporary Chinese Culture  
EAS 201 (HA) .... East Asia in the Contemporary World  
EAS 210 (PL) .... Reading East Asia  
ECO 349 (I-G)... Emerging Markets Issues  
ECO 369 ..... International Economic Issues  
EDF 316 (I-G) ... Global Perspectives on Education  
EGR/NRM 406 (I-S).. Renewable Energy Systems:  
Structure, Policy, and Analysis  
ENG 103 (PL)..... World Literature  
ENG 204..... World Mythology  
ENG 355 ..... Teaching English Learners, PK-6  
FRE 202..... Intermediate French II: Language and Culture  
GER 202 ..... Intermediate German II: Language and Culture  
GPY 235 (SBS) ... Geography for a Changing World  
GPY/PNH 324 (I-S). Urbanization  
GPY 350 (I-G)... Geopolitics, Energy, and Environment of Russia  
and Central Eurasia  
GPY 351..... Geography of Africa  
GPY/LAS 352 .... Geography of Latin America  
GPY 356 ..... The Geography, Culture, and Land Use  
Management of Europe  
GPY 362 (I-G).... Farmers, Crops, and Our Challenging  
Agricultural World  
GRK 202 ..... Intermediate Greek II  
GSI 201 (SBS)... (Dis)Order and (In)Justice: An Introduction  
to Global Studies  
GSI/HST 202 (HA) .. History of Global Change and Social Transformation  
GSI/PLS 215 (SBS)... Global Migration  
HSC 201(HA) ..... The Scientific Revolution  
HSC 202 (HA) ... The Technological Revolution  
HST 101 (HA)..... Introduction to World Civilizations  
HST 102 (HA)..... Introduction to European Civilizations  
HST 203 (HA).... World History to 1500 A.D.  
HST 204 (HA) ... World History since 1500  
HST 208 (HA) ... European Civilization since the Later Middle Ages  
HST 211 (HA)..... History of Islamic Civilization  
HST 212 (HA) .... India: History and Civilization  
HST 230 (HA) ... Latin America in World History  
HST 240 (HA) ... A History of East Asia to 1800  
HST 241 (HA) .... A History of East Asia since 1800  
HST 310..... Cultural and Social Topics in Non-Western History  
HST 332 (I-G).... Emergence of Modern India and South Asia  
HST 342 (I-I)..... History of Buddhism and East Asian Religions  
HTM 175 ..... International Food and Culture  
HTM 202 ..... International Tourism  
INT 400 ..... Global Visionary Leadership  
ITA 202..... Intermediate Italian II: Language and Culture  
JPN 202..... Intermediate Japanese II: Language and Culture  
JPN 221 (PL) ..... Pre-modern Japanese Literature and Culture (to1600)  
JPN 222 (A) ..... Early Modern Japanese Literature and Theatre  
JPN 224 (PL) ..... Post-World War II Japan through Literature and Film  
JPN 323 (I-I) ..... Modern Japanese Literature and Film  
LAS 210 (SBS).... Exploring Latin America  
LAT 202 ..... Intermediate Latin II  
MES 201 (HA).... Introduction to the Middle East  
MGT 303 (I-G)... International Business and Culture  
MGT 466 ..... International Management and Multinational Corporations  
MUS 218 (A) ..... World Music  
MUS 309 (I-I) ... Music in Time of War  
PHI 210 ..... Eastern Philosophy  
PHI 240 ..... Middle Eastern Philosophy  
PHI 250 ..... Existentialism  
PHI 400 ..... Wisdom of the East:  
Advanced Topics in Asian Philosophy  
PLS 103 (SBS)... Issues in World Politics  
PLS 211 (SBS) .... International Relations  
PLS 281..... Comparative Political Systems: Canada  
PLS 283 ..... Chinese Politics and U.S.-China Relations  
PLS 284 ..... Latin American Politics  
PSY 355 ..... Psychology and Culture  
REL 100 (SBS).... Religions of the World  
REL 300 (I-HR)... Religions in the World Today: Theories, Methods, and Issues  
REL 306 (I-I) .... Hinduism and South Asian Religions  
REL 335 (I-G).... Sacred Words, Global Understanding  
RUS 202..... Intermediate Russian II  
SOC/WGS 350 (I-I)... Family and Gender in the Developing World  
SPA 202..... Intermediate Spanish II: Language and Culture  
WGS 301 (I-HR) .... Global Feminisms
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- ## U.S. DIVERSITY
- One course
- AAA 201 (SBS)... Introduction to African American Studies  
AAA/WGS 352 (I-HR)... Black Women's Cultures and Communities  
AAA 355..... History of the Underground Railroad  
ANT 207 (SBS)... Language and Culture  
ANT 311 (I-I) ..... Native Peoples of North America  
ANT 375 (I-I) ..... Language, Identity, and Diversity  
ART 425..... Depicting a Nation: 19th Century American Art  
CMJ 290 ..... Media History  
EDF 315..... Diverse Perspectives on Education  
ENG 335 (I-I) .... Literature of American Minorities  
GPY 353..... Geography of the United States and Canada  
HST 103 (HA).... Introduction to American Civilizations  
HST 205 (HA).... American History to 1877  
HST 206 (HA) ... American History Since 1877  
HST 314 ..... African American History  
INT 201 (SBS).... Diversity in the United States  
INT/HRT 320 (I-HR)... Voice of the Civil Rights Movement in the United States  
INT 350 (I-HR)... The Immigrant Experience in the U.S.  
INT 401..... American Visionary Leadership  
ITC 100 ..... Introduction to Intercultural Competence  
LAS 220 (SBS) ... Introduction to Latino/a Studies  
LAS 373 (I-I) .... Latinos/as in West Michigan  
MES 202 ..... Arab Americans  
MGT 355 ..... The Diversified Workforce

# CULTURES, *continued*

## U.S. DIVERSITY

### One course

MUS 219 ..... Jazz History  
 MUS 300 (I-I) ..... From Rag to Rock - Exploring American Music  
 PHI 230 ..... American Philosophy  
 REL 340 (I-IIT) ... Religion and Popular Culture in the United States  
 SOC 105 (SBS) ... Social Problems  
 SOC 285 ..... Families in Society  
 SOC 286 (SBS) ... Health and Society  
 SOC 287 (SBS) ... Sociology of Religion

SOC 313 (I-HR) ... Race and Ethnicity  
 SOC/WGS 317 (I-I) ... Sociology of Gender  
 SOC/WGS 318 (I-I) ... Sociology of Sexuality  
 SOC 322 (I-I) ..... Sociology of Community  
 SOC 381 ..... Class, Race, Gender, and Sexuality  
 SPA 313 ..... U.S. Latino/a Civilization and Culture  
 SW 355 (I-H) ..... Addressing Ageism in Health and Human Services  
 WGS 101 (SBS) ..... Introduction to Gender Studies  
 WGS 255 (A) ..... Gender and Popular Culture

## 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/course prefixes.
- If a course is cross-listed in two disciplines/course prefixes, your second course must be taken from a third discipline/course prefix.
- Issues courses must be taken at GVSU (except study abroad, see [www.gvsu.edu/studyabroad](http://www.gvsu.edu/studyabroad)).
- Issues courses have a junior standing prerequisite.

### GLOBALIZATION (I-G)

AAA/PLS 319 (GP) ..... African Politics  
 AAA/HST 357 ..... The Black Diaspora and the Meaning of Sports,  
 1800 to the present  
 AHS 330 ..... Health Care: A Global Perspective  
 ANT 345 (GP) ..... Perspectives on Globalization  
 ART 323 (GP) ..... Rethinking Renaissance Art  
 ART 422 (GP) ..... Art and the Worlds of Islam  
 CHI 324 (GP) ..... Contemporary Chinese Culture  
 CJ/DS 335 ..... Digital Crime, Media and Culture  
 CLA 301 ..... Re-imagining the Classics  
 CLA 302 ..... The Stages of Greek and Roman Drama  
 ECO 349 (GP) ..... Emerging Markets Issues  
 ECO 365 ..... Comparative Economic Systems  
 EDF 316 (GP) ..... Global Perspectives on Education  
 GPY 335 ..... Globalization and Development  
 GPY 350 (GP) ..... Geopolitics, Energy and Environment of Russia  
 and Central Eurasia  
 GPY 354 ..... Geography and Globalization of Asia  
 GPY 362 (GP) ..... Farmers, Crops, and Our Challenging  
 Agricultural World  
 HST 332 (GP) ..... Emergence of Modern India and South Asia  
 INT/HST/HRT 319 ... Human Traffic and Trafficking  
 INT 331 ..... Person and Profession in a Global Environment  
 MGT 303 (GP) ..... International Business and Culture  
 MKT 359 ..... Multinational Marketing  
 PNH 372 ..... International and Comparative Administration  
 REL 335 (GP) ..... Sacred Texts – Global Contexts  
 SOC 355 ..... Sociology of Work and Employment  
 SOC 377 ..... Globalization: Structures and Movements  
 STA 341 ..... Demographic Methods  
 WRT 354 ..... Writing in the Global Context: Culture,  
 Technology, and Language Practices

### HEALTH (I-H)

AHS 340 ..... Health Care Management  
 AHS 352 ..... Introduction to Holistic Health Care  
 ANT 320 ..... Culture and Disease  
 ART 350 ..... Learning to See: Visual Training for the Health  
 Care Professional  
 BIO 309 ..... Plants and Human Health  
 BIO 325 ..... Human Sexuality  
 BIO 328 ..... Biomedical Ethics  
 CMB 350 ..... Foundations of Brewing  
 ECO 343 ..... Health Economics  
 ENG 386 ..... Literary Responses to Death and Dying

### HEALTH (I-H), CONTINUED

HST 370 ..... History of Medicine and Health  
 INT/WGS 326 ..... Sexuality, Justice, and Advocacy  
 INT 342 ..... Food Matters  
 MOV 350 ..... The Obesogenic Environment  
 NUR 344 ..... Healthy Aging: A Lifelong Journey  
 NUR 354 ..... Living with Life-limiting Illness  
 NUR 364 ..... Embracing Wicked Problems in Healthcare  
 PSY 367 ..... Health Psychology  
 RTX 302 ..... Leisure, Health, and Wellness  
 SOC 430 ..... Aging in Place(s): Growing Old in the Community  
 SW 322 ..... Responding to Chronic Illness  
 SW 344 ..... Responding to Loss, Death, and Grief  
 SW 355 (US) ..... Addressing Ageism in Health and Human Services

### HUMAN RIGHTS (I-HR)

AAA/WGS 352 (US) ... Black Women's Cultures and Communities  
 ANT 421 ..... Anthropology of Social Movements  
 CJ 325 ..... Criminal Justice and Human Rights  
 CJ/EDF 365 ..... Education and Juvenile Justice Systems:  
 Who Gets Served?  
 CLA 367 ..... Thinking Like a (Roman) Lawyer  
 EDI 312 ..... Child Guidance  
 ENG 384 ..... Literature of War  
 HST 318 ..... History of Democracy in America  
 HST/LAS 372 ..... From Slavery to Freedom  
 HST 378 ..... Contesting Human Rights  
 INT/HRT 320 (US) ... Voices of the Civil Rights Movement  
 in the United States  
 INT 350 (US) ..... The Immigrant Experience in the United States  
 LAS 325 ..... Human Rights in Latin America  
 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  
 PHI 330 ..... Law, Philosophy, and Society  
 PLS 339 ..... Democracy and the Authoritarian Challenge  
 REL 300 (GP) ..... Religions in the World Today: Theories, Methods,  
 and Issues  
 SOC 306 ..... The Sociology of Human Rights  
 SOC 313 (US) ..... Race and Ethnicity  
 WGS 301 (GP) ..... Global Feminisms  
 WGS 310 ..... LGBTQ Rights and the Law

# ISSUES, *continued*

## IDENTITY (I-I)

AAA/ENG 337 (GP) ....	Contemporary Black Literature
AAA 340 .....	African American Culture and Social Thought
ANT 311 (US).....	Native Peoples of North America
ANT 315 (GP).....	Comparative Religions
ANT 375 (US)...	Language, Identity, and Diversity
ARA/MES 330 .....	Arab Identity in Literature and Culture
ART 391.....	Civic Studio: Art in Public
ASL 421.....	Deaf History and Culture
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 378 .....	Intercultural Communication
COM 438 .....	Communication Ethics
DS 340 .....	Identity and Representation in Digital Culture
EAS 351.....	Asian American Experiences
EDF/IDS 325.....	Learning from Detroit: Education and Community Revitalization
EDR 317.....	Class-conscious: Popular Culture, Schooling, and Identity
EDS 317 .....	The Myth of Normal: Disability Studies in the 21st Century
ENG 335 (US).....	Literature of American Minorities
ENG 388 .....	Emigration and Immigration in Contemporary World Literature
HPE 345.....	Disability, Sport, and Physical Activity
HST 308.....	Social and Cultural Topics in U.S. History
HST 311.....	History of Religion in the United States
HST 322.....	American Identity and Sport
HST 331.....	Modern Latin America
HST 342 (GP) .....	History of Buddhism and East Asian Religions
HST/WGS 371.....	Historical Perspectives on Gender and Sexualities
HST 376 .....	History of Witch Hunts
IDS 350 .....	Civil Discourse
INT 314 .....	Life Journeys
INT 325 .....	LGBTQ Identities
JPN 323 (GP).....	Modern Japanese Literature and Film
LAS 373 (US) .....	Latinos/as in West Michigan
MLL 300 .....	What's Language Got to Do With It?: Exploring Identity through Language, Culture, and Literature
MUS 300 (US).....	From Rag to Rock - Exploring American Music
MUS 309 (GP).....	Music in Time of War
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
PLS/WGS 334.....	Sex, Power, and Politics
REL 306 (GP).....	Hinduism and South Asian Religions
SOC/WGS 317 (US)...	Sociology of Gender
SOC/WGS 318 (US)...	Sociology of Sexuality
SOC 322 (US).....	Sociology of Community
SOC/WGS 350 (GP)....	Family and Gender in the Developing World
SW 333 .....	Community Work with the Lesbian, Gay, Bisexual, and Transgender Community

## INFORMATION, INNOVATION, OR TECHNOLOGY (I-IIT)

ART 335.....	Digital Creativity
ART 373.....	Design and Materiality: Objects and Sculptures
ART 392.....	Curatorial Studio: Arts, Exhibitions, Events

## INFORMATION, INNOVATION, OR TECHNOLOGY (I-IIT), CONTINUED

ART 394 .....	Interactive Studio: Art Interface, Collaboration
CIS 310 .....	Introduction to the Structure and Mechanics of Social Networking
CIS 320 .....	Visualization of Data and Information
CIS 331.....	Data Analysis Tools and Techniques
CIS 358 .....	Information Assurance
CMB 321.....	Designing our future: Babies, Food, Medicine, and Biotechnology
DS 350 .....	Social Media in Culture
DS 360 .....	Ethics of Digital Cultures
ECO 330.....	Sports Economics
EDT 312 .....	Children and Technology
EDT 476.....	Teaching with Technology
EGR 302 .....	Engineering Decision-Making in Society
ENG/DS 314.....	Digital Literacies
ENG 331.....	Comics and Graphic Novels in Contemporary Culture
GPY/MKT 365 .....	GIS for Economic and Business Decision Making
GPY/ECO 385.....	GIS in Urban and Regional Analysis
INT 310 .....	Creativity and Innovative Problem-Solving
INT 323 .....	Design Thinking to Meet Real-world Needs
INT 341 .....	Leadership for Social Change
MTH 312 .....	Cryptography and Privacy
REL 340 (US).....	Religion and Popular Culture in the United States
SOC/INT 366.....	American Society and Media
SST 311.....	Data Literacy for Social Studies
STA 340.....	Statistics in the Media
STA 345 .....	Statistics in Sports
THE 325 .....	Theatre for Social Change

## SUSTAINABILITY (I-S)

ANT 340 (GP).....	Culture and Environment
BIO 319.....	Global Agricultural Sustainability
BIO 338.....	Environmental Ethics
ECO 345 .....	Environmental and Resource Economics
EGR 306 .....	Urban Sustainability
EGR/NRM 406 (GP)....	Renewable Energy Systems: Structure, Policy, and Analysis
ENG 382 .....	Literature and the Environment
ENS 310 .....	How the Living Earth Works
ENS 392.....	Sustainable Agriculture: Ideas and Techniques
GEO 360 .....	Earth Resources in Transition: Conventional to Sustainable
GPY/PNH 324 (GP) .	Urbanization
GPY/LAS 361.....	People, Environment, and Development in the Amazon
GPY 363 .....	World Forests and Their Use
GPY/ENS 412.....	Global Climate and Environmental Change
HTM 368.....	Geotourism
INT 322 .....	Wicked Problems of Sustainability
INT 330 .....	The Idea of Nature
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

Details about completing a Study Abroad Issues can be found at [gvsu.edu/studyabroad/](http://gvsu.edu/studyabroad/).

# 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. With such diversity come opportunities and challenges, including that of systemic racism and various forms of overlapping discrimination. Those living in the United States must understand how diversity and related issues of power and privilege affect their lives as well as their relationships with people and institutions in their communities.

## Student Learning Outcomes

1. Explain historical trajectories and consequences, worldviews, languages, and/or ways of life of diverse cultures within the United States.
2. Explain 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. Explain how individual and systemic racism affect those who are discriminated against and those who discriminate against others in the United States.
4. a. Written Communication: Write effectively for multiple purposes and audiences; or  
b. Information Literacy: Identify the need for information; access, evaluate, and use information effectively, ethically, and legally
5. a. Oral Communication: Effectively prepare and deliver a formal oral presentation; or  
b. Ethical Reasoning: Apply ethical principles and codes of conduct to decision making.

## Courses

You 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. *Skills: information literacy, oral communication*

### 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 Issue. *Skills: 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. *Skills: information literacy, oral communication*

### ANT 207 — Language and Culture

Explores the interaction between language, communication, and culture, employing cross-cultural analysis to reveal cultural models and to understand how linguistic variation is linked to gender, age, region, ethnicity, and class. Several practical activities are used to apply analyses to anthropological problems. Fulfills one of the Foundations – Social and Behavioral Sciences. *Skills: critical thinking, oral communication, written 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 Issue. *Skills: collaboration, information literacy, integration, oral communication, problem solving*

### ANT 375 — Language, Identity, and Diversity

Examines how language reflects and constitutes social identity and hierarchy. Language variation, with respect to place, gender, sexuality, class, race, and ethnicity, is explored in U.S. and global contexts from multiple disciplinary perspectives. Students learn to critically analyze their own and others' unique speaking and writing practices and related identities. Prerequisite: Junior standing. Part of the Identity Issue. *Skills: collaboration, integration, oral communication, problem solving, written communication*

### ART 425 — Depicting a Nation: 19th Century American Art

A thematic approach to 19th century American arts and visual culture. Considers individual artists, but stresses works and their cultural contexts. Topics include portraiture, westward expansion, the Civil War, as well as the role of visual culture and concepts of gender, race, ethnic identity, and socioeconomic class. *Skills: ethical reasoning, written communication*

### CMJ 290 — Media History

In this course students will study historical aspects of print, broadcast and digital media with an emphasis on media used in the 20th and 21st centuries. Students will use archival materials and research historical events and publications through the original writings of the time. *Skills: information literacy, oral communication*

### 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. *Skills: 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 fulfillment of GE Foundations - Writing. Part of the Identity Issue. *Skills: 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. *Skills: oral communication, written communication*

**HST 103 - Introduction to American Civilizations**

How did we get here? Explore the long-term development of American history from precolonial origins to European colonies to a world power. Investigate how social, cultural, political, and economic forces have shaped our lives. Topics and thematic approach will vary by section. Fulfills Foundations – Historical Analysis. *Skills: critical thinking, ethical reasoning, information literacy*

**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. Fulfills Foundations – Historical Analysis. *Skills: 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. Fulfills Foundations – Historical Analysis. *Skills: 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. *Skills: oral communication, written communication*

**INT 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. *Skills: critical thinking, ethical reasoning, written communication*

**INT/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. *Skills: collaboration, integration, oral communication, problem solving, written communication*

**INT 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 Issues. *Skills: collaboration, integration, oral communication, problem solving, written communication*

**INT 401 — American Visionary Leadership**

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. *Skills: ethical reasoning, information literacy*

**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. *Skills: information literacy, oral communication*

**LAS 220 — Introduction to Latino/a Studies**

An interdisciplinary introduction to the diversity and complexity of the U.S. 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. *Skills: critical thinking, ethical reasoning, oral communication, 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 the option of conducting an original research project or engaging in service-learning. Part of the Identity Issue. *Skills: collaboration, ethical reasoning, information literacy, integration, problem solving*

**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. *Skills: 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. *Skills: 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. *Skills: oral communication, written communication*

**MUS 300 — From Rag to Rock - 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. Prerequisite: Junior standing. Part of the Identity Issue. *Skills: collaboration, ethical reasoning, information literacy, integration, problem solving*

**PHI 230 — American Philosophy**

Focuses on the history and context of American philosophy, from the precolonial 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. *Skills: ethical reasoning, written communication*

**REL 340 — Religion and Popular Culture in the United States**

An interdisciplinary study of religion and popular culture in the United States. Students will employ religious studies approaches to critically examine cultural forms such as music, art, cinema, social media, sports, and virtual reality in order to analyze the diversity of U.S. popular culture. Prerequisite: Junior standing. Part of the Information, Innovation, or Technology Issue. *Skills: collaboration, ethical reasoning, information literacy, integration, 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. Fulfills one of the Foundations – Social and Behavioral Sciences. *Skills: ethical reasoning, information literacy*

**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. *Skills: ethical reasoning, information literacy*

**SOC 286 - Health and Society**

Health is not only an individual characteristic, but is also influenced by society and sociohistorical context. This class focuses on the current state of healthcare in the USA and the future of healthcare, healthcare systems in other countries, as well as health issues relevant in the United States today. Fulfills one of the Foundations - Social and Behavioral Sciences. *Skills: critical 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 one of the Foundations – Social and Behavioral Sciences. *Skills: ethical reasoning, information literacy*

**SOC 313 — Race and Ethnicity**

Analysis of cultural, historical, and social construction of race and ethnicity in the U.S. and cross-culturally. 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 Issue. *Skills: 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 Issue. *Skills: 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 Issue. *Skills: 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 Issue. *Skills: 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. *Skills: 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-). *Skills: oral communication, written communication*

**SW 355 — Addressing Ageism in Health and Human Services**

Analyzes the impact of historical, economic, and societal responses to population aging in the United States on pervasive ageism against older adults, based on the human rights framework. Special attention given to professional ageism in health and human services systems and its impact on minority older adults' health and wellbeing. Part of the Health Issue. Prerequisite: Junior standing. *Skills: collaboration, integration, oral communication, problem solving, written communication*

**WGS 101 — Introduction to Gender Studies**

Examines gender, sex, sexuality, and race as they relate to other categories of difference from an interdisciplinary perspective including disciplines in the social sciences and humanities. Fulfills Foundations – Arts. Skills: information literacy, oral communication, problem solving. *Skills: ethical reasoning, information literacy, oral communication, written communication*

**WGS 255 — Gender and Popular Culture**

Introduction to historical and contemporary US popular and everyday culture, arts, and entertainment as mechanisms that produce and reinforce ideologies about gender, race, and sexuality. Analyzes formal elements and aesthetics of various popular arts, modes of production and distribution, and the role of popular arts in activism and resistance. Fulfills Foundations – Arts. *Skills: oral communication, written communication*

\*You must have completed 55 credits to enroll in 300- to 400-level Seidman College of Business courses. If you are a nonbusiness major with a 2.5 overall GPA, please email your name, G-number, course, and semester to [go2gvbiz@gvsu.edu](mailto:go2gvbiz@gvsu.edu) to request a permit to register. Secondary admissions criteria applies for business majors.

# GENERAL EDUCATION: ISSUES

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## Purposes of Issues Courses

At the highest levels, courses in the General Education Program develop your ability to work across boundaries and apply what you learn in new and challenging ways. Thus, the Issues requirement seeks to have you apply learning across disciplines by learning and working with you 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. You will develop your ability to draw on previous knowledge and experience, collaborate with others, and address problems that connect to important world issues.

## Issues Requirements

- Two courses (two courses from two different disciplines/course prefixes).
- You may choose courses from the same Issues category (Globalization, Health, etc.) or from different Issues categories.
- If a course is cross-listed in two disciplines/course prefixes, your second course must be taken from a third discipline/course prefix.
- Issues courses must be taken at GVSU (except for study abroad, see [gvsu.edu/studyabroad](http://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

Courses in the Issues - Globalization category address topics such as capitalism, economic justice, health, migration and immigration, communication, borders, and education.

## Student Learning Outcomes

1. Explain how complementary and competing perspectives contribute to the ongoing discussion about globalization.
2. Collaboration: Effectively work on a team.
3. Problem Solving: Design and evaluate an approach to answer an open-ended question or achieve a desired goal.
4. Integration: Apply knowledge from experiences and multiple disciplines to new, complex situation.

## 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 – Global Perspectives. *Skills: collaboration, critical thinking, integration, problem solving*

### AAA/HST 357 — The Black Diaspora and the Meaning of Sports, 1800 to the Present

This course explores the Black Diaspora (1800-present) through the lens of the black athlete in order to help examine global issues such as race, politics, economics, and gender. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

### AHS 330 — Health Care: A Global Perspective

This course examines public health and its links between global health, social and economic development and the impact on creating healthy societies. The course will provide students with an understanding of the risks diseases pose to world-wide society and the burden of disease related costs on individual cultures. Prerequisite: Junior standing. *Skills: collaboration, 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 – Global Perspectives. *Skills: collaboration, critical thinking, integration, problem solving*

### ART 323 — Rethinking Renaissance Art

Thematic examination of the visual arts produced between 1400 and 1650 focusing on intersections between Europe, Africa, and the Americas. Topics include the artist and society, civic and domestic contexts for the arts, as well as the representation of self and community. Explores concepts of Renaissance art in later eras. Prerequisite: Junior standing. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, integration, problem solving*

### Art 422 — Art and Worlds of Islam

Examines the arts and material culture produced in Islamic contexts between the 7th century and the present. Themes include patronage, materials, reception, cultures in contact, plurality of meaning, as well as colonial and post-colonial circumstances. Also explores the work of contemporary artists in relation to transnational contexts. Prerequisite: Junior standing. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, integration, problem solving*

### CHI 324 — Contemporary Chinese Culture

An introduction to contemporary Chinese popular culture. Using a variety of primary source materials, including film, television dramas, reality shows, literature, art, and artifacts, it explores popular culture's relations to social change, public spaces, the state, individual freedom, collective justice, national and social identities, and globalization. Prerequisite: Junior standing. Fulfills Cultures - Global Perspectives. *Skills: collaboration, information literacy, integration, oral communication, problem solving*

### CJ/DS 335 — Digital Crime, Media and Culture

Examination of digital communication and media in relation to crime and victimization as it intersects with the United States and international criminal justice systems. Investigation of the use of digital spaces and media in relation to cultures of privacy, fraud, trafficking, emancipation, terror and perceptions of expanding and retracting democracy. Prerequisite: Junior standing. *Skills: collaboration, 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. *Skills: collaboration, integration, 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. *Skills: collaboration, integration, 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 – Global Perspectives. *Skills: collaboration, critical 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. *Skills: collaboration, integration, problem solving*



**EDF 316 - Global Perspectives on Education**

Globalization is changing the purposes of education around the world, both increasing competition and enhancing global citizenship. This course will examine the inter-relationship between socio-cultural contexts and education in multiple countries, the impact of globalization on educational policies and practices, and global perspectives on these emerging challenges and opportunities. Prerequisite: Junior standing. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, 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. *Skills: collaboration, integration, problem solving*

**GPY 350 – Geopolitics, Energy, and Environment of Russia and Central Eurasia**

This course examines the unique role of Russia and Central Eurasia in the world's energy, water, and food security and many global geopolitical processes of the 21st century. With its complex ethnocultural composition and vast deposits of oil, gas, coal, and uranium, this region is strategically important for the U.S. Prerequisite: Junior standing. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, integration, oral communication, 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. *Skills: collaboration, integration, problem solving*

**GPY 362 – Farmers, Crops, and Our Challenging Agricultural World**

A geography of the world's agricultural practices and development at different scales, from traditional methods to industrial agriculture with an emphasis on farming societies. Topics include indigenous agriculture and crop domestication, agroforestry and plantation systems, land use and rural societies, export crops, aquaculture and livestock, and drug cultivation. Prerequisite: Junior standing. Fulfills Cultures – Global Perspectives. *Skills: 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 17th 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 – Global Perspectives. *Skills: collaboration, critical thinking, integration, problem solving*

**INT/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. *Skills: collaboration, integration, problem solving*

**INT 331 – Person and Profession in a Global Environment**

A study of how professional identities and work lives develop globally and historically as well as throughout ones' individual lifespan, looking at how professional choices are shaped by intersectional identities and global social/economic forces as portrayed in literature, film, art, and social analysis. Prerequisite: Junior standing. *Skills: collaboration, integration, 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. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, integration, problem solving*

**MKT 359 – Multinational Marketing**

Emphasizes global marketing decision-making from the manager's point of view. Examines how successful international companies, both large and small, decide which goods and services to market in specific parts of the world. Evaluates the strategies and tactics necessary for multinational marketing success. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**PNH 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. *Skills: collaboration, integration, problem solving*

**REL 335 – Sacred Words, Global Understanding**

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 – Global Perspectives. *Skills: collaboration, critical thinking, 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. *Skills: collaboration, integration, problem solving*

**SOC 377 – Globalization: Structures and Movements**

Examines and critiques the historical origins, economic and technological foundations, institutional arrangements, ideological underpinnings, collective movements, and controversial outcomes of transnationalism and globalization. Sociological analysis emphasizes macrolevel institutions that shape globalization, social conflicts arising from its effects, and the consequences of global change on individuals, groups, and organizations. Prerequisite: Junior standing. *Skills: 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. *Skills: collaboration, integration, 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. *Skills: collaboration, integration, problem solving*

\*You must have completed 55 credits to enroll in 300- to 400-level Seidman College of Business courses. If you are a nonbusiness major with a 2.5 overall GPA, please email your name, G-number, course, and semester to [go2gvbiz@gvsu.edu](mailto:go2gvbiz@gvsu.edu) to request a permit to register. Secondary admissions criteria applies for business majors.

# ISSUES: HEALTH

Courses in the Issues - Health category address topics such as equity, disparities, health systems, finance, ethics, access, quality of care, safety, happiness, human development, and genetics.

## Student Learning Outcomes

1. Explain how complementary and competing perspectives contribute to the ongoing discussion about health.
2. Collaboration: Effectively work on a team.
3. Problem Solving: Design and evaluate an approach to answer an open-ended question or achieve a desired goal.
4. Integration: Apply knowledge from experiences and multiple disciplines to new, complex situation.

## 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. *Skills: collaboration, integration, problem solving*

### AHS 352 — Introduction to Holistic Health Care

Students will critically examine holistic health beliefs and practices and their cultural position in American society. The philosophical and theoretical premises behind these beliefs and practices will be analyzed and compared to Western medicine and to one another. Prerequisite: Junior standing. *Skills: 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 psychodynamic features of illness. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

### ART 350 — Learning to See: Visual Training for the Health Care Professional

Interactive studio art course that trains visual thinking and analysis skills used in health care settings. Designed for the health care professional but open to all. Discussion, drawing, writing, meditation, visual training related to diagnostic thinking. No previous art experience or skill necessary. Prerequisite: Junior standing. *Skills: 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. *Skills: collaboration, integration, problem solving*

### BIO 325 — Human Sexuality

Introduction to the biological dimensions of human sexuality from physiological, ecological, and evolutionary perspectives. Offered each semester. Prerequisite: Junior standing. Credits: 3. *Skills: 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 fulfillment of GE Foundations - Writing (for SWS sections). *Skills: 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. *Skills: collaboration, integration, 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. *Skills: 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 fulfillment of GE Foundations - Writing. *Skills: 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. *Skills: collaboration, integration, problem solving*

### INT/WGS 326 — Sexuality, Justice, and Advocacy

An exploration of sexuality through an interdisciplinary lens; topics include adult sexual development, public policy, and methods of advocacy for sexual health and justice. Through various learning activities, including field study with campus and community organizations, students will increase their knowledge and facilitation skills related to sexual health education. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

### INT 342 — Food Matters

This course offers an interdisciplinary exploration of the relationship between power structures and food. In navigating social, historical and environmental factors that shape current food systems, the course examines political dimensions of food from differing cultural perspectives. Prerequisite: Junior standing. *Skills: 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. *Skills: 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. *Skills: 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. *Skills: collaboration, integration, problem solving*

**NUR 364 — Embracing Wicked Problems in Healthcare**

Wicked problems in healthcare are chronic, reoccurring issues that require both problem solving and polarity thinking. Students across disciplines work in groups applying principles of dialogue and polarity management to address polarizing tensions, where both sides are right and need each other's wisdom to create sustainable positive health outcomes. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**PSY 367 — Health Psychology**

Explores the relationships among psychology, health, illness, and behavioral medicine. Considers important contemporary health issues from biopsychological and psychosocial perspectives and the role of psychology in health promotion. Prerequisites: Junior standing and PSY 101 or HNR 234. *Skills: collaboration, integration, problem solving*

**RTX 302 — Leisure, Health, and Wellness**

Addresses the concept of leisure and its use in achieving and maintaining good health and well-being of individuals, families, and societies. Leisure education and complementary health promotion strategies to achieve health and wellness are integrated throughout the course. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**SOC 430 — Aging in Place(s): Growing Old in the Community**

This course will use off-campus community engagement to teach challenges faced by older people who increasingly age in place and in isolation. Students will learn obstacles to successful aging including health issues and social isolation, among other related issues. Students will actively strategize practical-care and policy proposals. Transportation provided. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**SW 322 — Responding to Chronic Illness**

Investigates the chronic illness through a biological, social and psychological lens. Chronic illness affects individuals, groups and communities resulting in a need for a variety of ways to assess how health professionals can best respond to the challenges of living a good quality of life. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**SW 344 — Responding to Loss, Death, and Grief**

Explores death and loss in US society from diverse theoretical, cultural, and social perspectives. Grief as a human response to death and other significant loss is examined emphasizing the diversity of grief reactions among individuals, groups, and communities and exploring helpful and meaningful interventions. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**SW 355 — Addressing Ageism and Health**

Analyzes the impact of historical, economic, and societal responses to population aging in the United States on pervasive ageism against older adults, based on the human rights framework. Special attention given to professional ageism in health and human services systems and its impact on minority older adults' health and wellbeing. Fulfills Cultures - U.S. Diversity. Prerequisite: Junior standing. *Skills: collaboration, integration, oral communication, problem solving, written communication*

\*You must have completed 55 credits to enroll in 300- to 400-level Seidman College of Business courses. If you are a nonbusiness major with a 2.5 overall GPA, please email your name, G-number, course, and semester to [go2gvbiz@gvsu.edu](mailto:go2gvbiz@gvsu.edu) to request a permit to register. Secondary admissions criteria applies for business majors.

# ISSUES: HUMAN RIGHTS

Courses in the Issues – Human Rights category address topics such as political systems, power, war, peace, violence, terrorism, wealth, poverty, privacy, religion, gender, women, children, disabilities, labor, aging, incarceration, and torture.

## Student Learning Outcomes

1. Explain how complementary and competing perspectives contribute to the ongoing discussion about human rights.
2. Collaboration: Effectively work on a team.
3. Problem Solving: Design and evaluate an approach to answer an open-ended question or achieve a desired goal.
4. Integration: Apply knowledge from experiences and multiple disciplines to new, complex situation.

## 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. *Skills: 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. *Skills: 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. *Skills: collaboration, integration, problem solving*

### CJ/EDF 365 - Education and Juvenile Justice Systems: Who Gets Served?

This course explores connections between U.S. PK-12 education systems and juvenile justice systems. Emphasis will be placed on ways these two systems interact and how different groups are served by these systems. Topics include the school-to-prison pipeline, zero tolerance policies, restorative practices, and roles of racism, gender, family, and communities. Prerequisite: Junior standing. *Skills: 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 fulfillment of GE Foundations - Writing. *Skills: collaboration, integration, problem solving*

### EDI 312 — Child Guidance

Focuses on understanding the child as a full person deserving of human rights as articulated UN Convention on the Rights of the Child. Develops understanding of the social context, child development, needs and rights; diversity, vulnerabilities, methods and strategies that foster social emotional, physical, and cognitive development. Prerequisite: Junior standing. *Skills: 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 fulfillment of GE Foundations - Writing. *Skills: 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. *Skills: collaboration, integration, problem solving*

### HST/LAS 372 — From Slavery to Freedom

Ironically, modern concepts of freedom emerged from societies deeply invested in its opposite, slavery. This course looks at the history of slavery and its abolition in three Latin American societies, Haiti, Cuba, and Brazil, to distinguish the distinctive ways in which each of them defined and constructed freedom. Prerequisite: Junior standing. *Skills: 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. *Skills: collaboration, integration, problem solving*

### INT/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. *Skills: collaboration, integration, oral communication, problem solving, written communication*

**INT 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. *Skills: collaboration, integration, oral communication, problem solving, written communication*

**LAS 325 — Human Rights in Latin America**

An interdisciplinary exploration of human rights in Latin America, with a focus on regimes indicted for human rights violations during the Cold War, and subsequent efforts to reform repressive political systems and resolve difficult questions of how to define and enact justice. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**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. *Skills: 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. *Skills: 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. *Skills: 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. *Skills: 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. *Skills: collaboration, integration, problem solving*

**PHI 330 — Law, Philosophy, and Society**

Laws create and preserve rights. We will explore the nature, formation and interpretation of laws. What are they? Where do they come from? And how do we tell what they mean? We will also consider specific issues such as equality and affirmative action, and punishment and the death penalty. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**PLS 339 — Democracy and the Authoritarian Challenge**

Comparative examination of theories of democratization and resilience of authoritarianism. Explores regime definitions, theoretical debates of democracy and dictatorship, factors associated with democratic deepening, and the consequences for human rights protection. Includes contemporary case studies from Africa, East and South Asia, Europe and Eurasia, Latin America, and the Middle East. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**REL 300 — Religions in the World Today: Theories, Methods, and Issues**

This course explores the intersection of religion with human life, law, politics, and public culture, focusing on contemporary religions' roles in the secular world. Topics may include: human rights, fundamentalism, migration/immigration, social and political movements, gender/sexuality, nationalism, contemporary religious movements or phenomena, and environmentalism, among others. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, integration, problem solving*

**SOC 306 — The Sociology of Human Rights**

This course uses a sociological framework to examine how human rights are socially determined, theorized, conceptualized, designed, interpreted, adjudicated, implemented, enforced, violated, and contested. It does so by looking at specific human rights regimes, categories, and violations in both national and global terms. Prerequisite: Junior standing. *Skills: 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 cross-culturally. 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. *Skills: collaboration, integration, oral communication, problem solving, written communication*

**WGS 301 — Global Feminisms**

This course offers a comparative analysis of local/global feminisms through history, activism, development and forms of feminism in different countries as well as an examination of the status of women in those countries as it impacts feminist activism. Prerequisite: Junior standing. Fulfills Cultures – Global Perspectives. *Skills: collaboration, information literacy, integration, problem solving*

**WGS 310 — LGBTQ Rights and the Law**

An examination of U.S. law and policy issues related to sexual orientation and gender identity as they correspond to international human rights principles. Topics may include hate crime and anti-discrimination law, employment, family, and marriage law, HIV/AIDS policy, adoption bans and “bathroom bills,” and immigration and refugee/asylum law. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

# ISSUES: IDENTITY

Courses in the Issues - Identity category address topics such as gender, sexuality, religion, culture, race, class, family, community, difference, education, and technology.

## Student Learning Outcomes

1. Explain how complementary and competing perspectives contribute to the ongoing discussion about identity.
2. Collaboration: Effectively work on a team.
3. Problem Solving: Design and evaluate an approach to answer an open-ended question or achieve a desired goal.
4. Integration: Apply knowledge from experiences and multiple disciplines to new, complex situation.

## 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 – Global Perspectives. *Skills: collaboration, information literacy, integration, 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. *Skills: 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. *Skills: collaboration, information literacy, integration, oral communication, problem solving*

### ANT 315 — Comparative Religions

A cross-cultural 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 – Global Perspectives. *Skills: collaboration, critical thinking, integration, problem solving*

### ANT 375 — Language, Identity, and Diversity

Examines how language reflects and constitutes social identity and hierarchy. Language variation, with respect to place, gender, sexuality, class, race, and ethnicity, is explored in U.S. and global contexts from multiple disciplinary perspectives. Students learn to critically analyze their own and others' unique speaking and writing practices and related identities. Prerequisite: Junior standing. Fulfills Cultures – U.S. Diversity. *Skills: collaboration, integration, oral communication, problem solving, written communication*

### ARA/MES 330 — Arab Identity in Literature & Culture

This course examines the complexities of forming, constructing, and shaping Arab identity within a vast Arab world. Such complexity will be examined through written and oral accounts, audio and visual sources, and literary authors from the Arab world. All materials read in English translation. Does not count toward Arabic minor. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

### ART 391 — Civic Studio: Art in Public

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. *Skills: collaboration, integration, problem solving*

### ASL 421 — Deaf History and Culture

The course gives students opportunities to understand basic concepts of American Deaf history, to appreciate the culture of D/deaf people, and to understand social and cultural factors causing diversity in the Deaf community and in identity choice. Prerequisite: Junior standing. *Skills: 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. *Skills: 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. *Skills: 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. *Skills: 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 postcolonial literature; Greek homosexuality, Victorian Hellenism, and American law. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**COM 378 — Intercultural Communication**

This course introduces students to the ways culture, communication, and identity influence one another. Students will learn about the theories, traditions, new technologies and societal structures which nuance and shape our intercultural experiences in domestic and global contexts. Course topics may include race, language, national identity, gender, sexuality, religion. Prerequisite: Junior standing. *Skills: collaboration, integration, 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. *Skills: collaboration, integration, problem solving*

**DS 340 — Identity and Representation in Digital Culture**

Students will examine the default norms of digital communication (e.g. whiteness, heterosexuality, binary gender) and explore intersectional identities online (e.g. race, class, gender, sexuality, nationality, ability status). The course will investigate dominant and marginalized communities' use of digital spaces and media, considering the ethics of online communication, research, and participation. *Skills: collaboration, integration, problem solving*

**EAS 351 — Asian American Experiences**

This course examines the heterogeneous communities and experiences of Asian Americans. Students explore Asian American citizenship, belonging, and community formation. This course investigates how racialized and/or sexualized representations of Asian Americans in popular culture shape their engagement with the broader American culture. Prerequisite: Junior standing. *Skills: 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. Prerequisite: Junior standing. *Skills: 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. *Skills: collaboration, integration, problem solving*

**EDS 317 — The Myth of Normal: Disability Studies in the 21st Century**

A primary emphasis of the course will be on examining the ethical and moral issues raised by viewing disability from different perspectives. Students will increase their awareness of the complexity of the disability experience through in-depth examination of stigma, discrimination, individual and social representation of disability, and other psychosocial considerations. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**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 fulfillment of GE Foundations - Writing. Fulfills Cultures – U.S. Diversity. *Skills: collaboration, ethical reasoning, integration, problem solving, written communication*

**ENG 388 — Emigration and Immigration in Contemporary World Literature**

This course examines how different kinds of emigration and immigration – from formerly colonized regions to the developed countries of the West and between formerly colonized countries – are depicted in 20th and 21st century World Literature. Prerequisite: Junior Standing. *Skills: collaboration, integration, problem solving*

**HPE 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. *Skills: collaboration, integration, problem solving*

**HST 308 — Social and Cultural Topics in U.S. History**

Examines various topics in U.S. social and cultural history. Course explores a specific topic defined by the instructor. May be repeated for credit if content varies. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**HST 311 — History of Religion in the United States**

This course is a study of the major developments in the religious history of the United States from the first North American colonies to the start of the twenty-first century, concentrating on the relationship between religion and other aspects of American history. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**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. *Skills: collaboration, integration, problem solving*

**HST 331 — Modern Latin America**

This course will focus on themes related to Latin America from the independence period to the present day. Major themes will include patterns of state formation and models of economic development; United States intervention; the origins and course of radicalism and counter-revolution; and the problems of peaceful reform. Prerequisite: Junior standing. *Skills: 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 – Global Perspectives. *Skills: collaboration, critical thinking, integration, and problem solving*

**HST/WGS 371 — Historical Perspectives on Gender and Sexualities**

Variable topics centering on the history of gender and sexuality. Topics include historical understandings of gender identity and sexual orientation and may vary by region and era. May be repeated if content varies. Prerequisite: Junior standing. *Skills: collaboration, integration, 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. *Skills: collaboration, integration, 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: [gvsu.edu/civildiscourse/](http://gvsu.edu/civildiscourse/). Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**INT 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. *Skills: collaboration, integration, problem solving*

**INT 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. Offered once a year. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**JPN 323 - Modern Japanese Literature and Film (to WWII)**

This course examines Japan's modern period through the lens of literature and film from the Meiji Restoration in 1868 until the end of the Pacific War in 1945. Readings consist mainly of primary sources in English translation. No prior knowledge of Japanese is necessary. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, integration, problem solving*

**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 the option of conducting an original research project or engaging in service-learning. Prerequisite: Junior standing. Fulfills Cultures – U.S. Diversity. *Skills: collaboration, ethical reasoning, information literacy, 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. *Skills: collaboration, integration, problem solving*

**MUS 300 — From Rag to Rock - Exploring American Music**

Introduction to a variety of American musical styles drawn from many cultures. Topics may include folk music, religious music, Broadway, country, jazz, rock, and American classical music. Prerequisite: Junior standing. Fulfills Cultures – U.S. Diversity. *Skills: collaboration, ethical reasoning, information literacy, integration, problem solving*

**MUS 309 — Music in Time of War**

Course on the relationship between music and war. Students will learn about a variety of war-related music, including music for organizing soldiers, recruiting, propaganda, cultural outreach, raising morale, therapy, memorial, and expression of opinions about war. Prerequisite: Junior standing. Fulfills Cultures - Global Perspectives. *Skills: collaboration, critical thinking, integration, oral communication, 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. *Skills: 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. Prerequisite: Junior standing, and prior course work in philosophy or permission of instructor. *Skills: 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. *Skills: 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. *Skills: collaboration, integration, problem solving*

**PLS/WGS 334 — Sex, Power, and Politics**

Explores the ways that gender identity and sexual orientation matter politically, intersect with race and class issues, and impact human flourishing. Examines these issues from a philosophical perspective, sets them in historical and contemporary political contexts, and investigates the role public policy and social norms play in the process. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**REL 306 — Hinduism and South Asian Religions**

Hinduism is the world's third largest religion with approximately one billion adherents and has given birth to three other religions: Jainism, Buddhism, and Sikhism. This course explores the origins and development of Hinduism, examining key concepts like karma, yoga, and reincarnation in our discussion of Hindu worldviews, cultures, and practices. Prerequisite: Junior standing. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, 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. *Skills: 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.

*Skills: 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. *Skills: 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 fulfillment of GE Foundations - Writing. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical 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. *Skills: collaboration, integration, problem solving*

# ISSUES: INFORMATION, INNOVATION, OR TECHNOLOGY

Courses in the Issues - Information, Innovation, or Technology category address topics such as media, privacy, access, transparency, intellectual property, ethics, economics, creativity, education, and politics.

## Student Learning Outcomes

1. Explain how complementary and competing perspectives contribute to the ongoing discussion about information, innovation, or technology.
2. Collaboration: Effectively work on a team.
3. Problem Solving: Design and evaluate an approach to answer an open-ended question or achieve a desired goal.
4. Integration: Apply knowledge from experiences and multiple disciplines to new, complex situation.

## Courses

### 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. *Skills: collaboration, integration, problem solving*

### ART 373 - Design and Materiality: Objects and Sculptures

This primarily hands-on studio course emphasizes material knowledge in relation to functionality, form, and design fundamentals utilized in product development. Material explorations may include metalworking, woodworking, mold making, plastics, fibers, found objects and/or digital processes. Individual and collaborative projects will be informed by student research, experimentation, problem solving, and discussion. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving.*

### ART 392 — Curatorial Studio: Art, Exhibitions, Events

This course involves the creation of art exhibitions, events, and projects as a studio practice. It explores the presentational and critical aspects of curatorial work and the theoretical discourse specific to such practice within a studio context. May be repeated once for credit. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

### ART 394 - Interactive Studio: Art Interface, Collaboration

Interactive Studio addresses the study and creation of art works in which the audience is involved in an interactive exchange. Media explored include interactive situations, community collaborations, social/political interactions, and current electronic interactive interfaces. (May be repeated once for credit.) Prerequisite: Junior standing. *Skills: 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 of discovering and exploiting valuable information that resides in networks. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

### CIS 320 — Visualization of Data and Information

An introduction to the concepts of information visualization, principles in vision and perception, and design principles for interactive visualizations. Emphasis is placed on analyzing, designing, developing, and evaluating visual representations of quantitative and qualitative content using visualization software that do not require technical backgrounds. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

### CIS 331 — Data Analysis Tools and Techniques

This course will introduce the student to key technologies used for collecting, cleaning, manipulating, storing, analyzing, visualizing, and extracting useful information from large and diverse data sets. Upon completion of this course, students will be better prepared to assist organizations in facing the challenges of large scale data analytics. Prerequisites: STA 215 and junior standing. *Skills: 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. *Skills: 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. *Skills: collaboration, integration, problem solving*

### DS 350 — Social Media in Culture

An examination of social media's role in shaping individuals and communities. Students evaluate how social media platforms express political, social, and cultural power. Students analyze how social media expands and limits conversations on issues concerning race, gender, sexuality, and diaspora. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving.*

### DS 360 — Ethics of Digital Cultures

This course will investigate the ethical concepts emerging alongside digital innovation. Students will explore topics such as (but not limited to) social media, issues of privacy and security, cyber warfare, virtual representation, and internet access, plagiarism, and sustainability. Prerequisite: Junior standing. *Skills: collaboration, integration, 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. *Skills: collaboration, integration, problem solving*

### EDT 312 — Children and Technology

Focused on the impact technology in its many forms is having on children, ages 2-12, including preschool uses of technology, as well as incorporation of technology into instruction and assessment. Explores issues related to children's participation in an increasingly digital society within the context of development, education, and society. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**EDT 476 - Teaching with Technology**

Pre-K-6 classroom-based teaching and assessing with technology. Focused on integrating available technologies into assessment and instruction in support of student learning. Students should be prepared to inventory available digital technologies for classroom use, support needs of all students and align instruction with relevant benchmarks and standards. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**EGR 302 — Engineering Decision-Making in Society**

Engineering decisions affect almost everyone in the modern world. This course studies the potential broad impacts of these decisions within social, economic, environmental, and global contexts. This course, through case-studies, places engineering in a wider context, emphasizing the application of ethical models to recognize professional responsibilities in engineering situations. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**ENG/DS 314 — Digital Literacies**

Increasingly, literary production and consumption are occurring in digital spaces using digital tools. This course will foster students' abilities to critically interpret literary texts using digital tools. Students will study literary authorship, readership, and analysis from the inception of the printing press to the present. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**ENG 331 — Comics and Graphic Novels in Contemporary Culture**

This course examines the comics medium and its role in popular culture and academic studies. Students read and analyze historical and contemporary comics from varying genres, learn the formal elements of comics, consider the possibilities and limitations of the medium, and critique representations of race, class, and gender within comics. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**GPY/MKT 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. *Skills: collaboration, integration, problem solving*

**GPY/ECO 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. *Skills: collaboration, integration, and problem solving*

**INT 310 — Creativity and Innovative Problem-Solving**

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. *Skills: collaboration, integration, problem solving*

**INT 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. *Skills: collaboration, integration, problem solving*

**INT 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. *Skills: collaboration, integration, problem solving*

**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. *Skills: collaboration, integration, problem solving*

**REL 340 — Religion and Popular Culture in the United States**

An interdisciplinary study of religion and popular culture in the United States. Students will employ religious studies approaches to critically examine cultural forms such as music, art, cinema, social media, sports, and virtual reality in order to analyze the diversity of U.S. popular culture. Prerequisite: Junior standing. Fulfills Cultures – U.S. Diversity. *Skills: collaboration, ethical reasoning, information literacy, integration, problem solving*

**SOC/INT 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. *Skills: collaboration, integration, problem solving*

**SST 311 — Data Literacy for Social Studies**

Students will investigate K-12 students' understanding of data and data visualizations such as maps, graphs, and timelines; learn methods for analyzing, interpreting, and using data visualizations in social studies; and explore tools for creating data visualizations. Students will also develop project-based lessons aimed at building data literacy in social studies. Prerequisites: MTH 108+109 or MTH 110 or equivalent and Junior standing. *Skills: 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. *Skills: collaboration, integration, problem solving*

**STA 345 — Statistics in Sports**

An application-oriented overview of the statistical methodology that can be utilized to describe and evaluate the performance of individuals or teams participating in sports. Emphasis will be on data collection, descriptive statistics, and statistical inference and modeling utilized in sports. Prerequisites: Junior standing. *Skills: collaboration, integration, problem solving*

**THE 325 — Theatre for Social Change**

Examines performance theory, theatre practice and educational drama methods used to investigate systems of power, notions of community, identity and political action. Students will learn about theatrical productions, artistic processes and technology based communication techniques that help actor-activists initiate social change. Students will create group performances for a chosen community. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

\*You must have completed 55 credits to enroll in 300- to 400-level Seidman College of Business courses. If you are a nonbusiness major with a 2.5 overall GPA, please email your name, G-number, course, and semester to [go2gvbiz@gvsu.edu](mailto:go2gvbiz@gvsu.edu) to request a permit to register. Secondary admissions criteria applies for business majors.

[gvsu.edu/gened](http://gvsu.edu/gened)

# ISSUES: SUSTAINABILITY

Courses in the Issues – Sustainability category address topics such as the environment, population, natural resources, economic development, social justice, and energy.

## Student Learning Outcomes

1. Explain how complementary and competing perspectives contribute to the ongoing discussion about sustainability.
2. Collaboration: Effectively work on a team.
3. Problem Solving: Design and evaluate an approach to answer an open-ended question or achieve a desired goal.
4. Integration: Apply knowledge from experiences and multiple disciplines to new, complex situation.

## 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, fulfillment of GE Foundations - Writing, and either U.S. Diversity or Historical Analysis. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical 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. Prerequisite: Junior standing and completion of the Life Science Foundations. *Skills: 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 fulfillment of GE Foundations - Writing (C or better) in order to get SWS credit. *Skills: 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. *Skills: collaboration, integration, 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 108+109 or MTH 110 (may be taken concurrently). *Skills: collaboration, integration, problem solving*

### EGR/NRM 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. Fulfills Cultures – Global Perspectives. *Skills: collaboration, critical thinking, 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 fulfillment of GE Foundations - Writing. *Skills: collaboration, integration, problem solving*

### ENS 310 - How the Living Earth Works

The course explores evolution, dynamics and change in the earth's biosphere, including the complex interplay among the earth's systems and human activities. The concepts presented support a better understanding of modern-day issues such as global environmental change and sustainability efforts. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

### ENS 392 — Sustainable Agriculture: Ideas and Techniques

Students will study sustainable agricultural ideas and techniques through applied activities. Students will investigate models of sustainable food systems that link production to cultural, political, economic, and environmental systems. Prerequisite: Junior standing. *Skills: 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. *Skills: 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 – Global Perspectives. *Skills: collaboration, critical thinking, integration, problem solving*

**GPY/LAS 361 — People, Environment, and Development in the Amazon**

This course explores natural resource use and human settlement over time in the Amazon Basin, from early tribal societies to the present. Topics include extractive economies, trade in animal and forest products, conservation and development initiatives, and the changing demands for resources in urban centers of Amazonia today. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**GPY 363 — World Forests and Their Use**

A geography of the world's forests and their use, from traditional to industrial practices over space and time. Topics include the local, national, and international exploitation of forests, forest societies, foods, fuel and medicines, timber, protected areas, and the challenge of sustainable forest use in different regions and environments. Prerequisite: Junior standing. *Skills: collaboration, integration, problem solving*

**GPY/PA 410 — Landscape Analysis and Green Infrastructure**

This course examines applications of landscape ecology concepts in land-use, urban, and regional planning. Attention is given to system analysis, integration of physical, biological, and cultural elements in landscape systems. Applications of sustainable landscape design and resiliency planning through integration of green and blue infrastructure are examined through case studies. Prerequisite: Junior standing. *Skills: 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). *Skills: collaboration, integration, problem solving*

**INT 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. *Skills: collaboration, integration, problem solving*

**INT 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. *Skills: 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. *Skills: 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. *Skills: 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. *Skills: 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. *Skills: collaboration, integration, problem solving*

\*You must have completed 55 credits to enroll in 300- to 400-level Seidman College of Business courses. If you are a nonbusiness major with a 2.5 overall GPA, please email your name, G-number, course, and semester to [go2gvbiz@gvsu.edu](mailto:go2gvbiz@gvsu.edu) to request a permit to register. Secondary admissions criteria applies for business majors.

# ISSUES: STUDY ABROAD ISSUES

Study abroad Issues provides an alternative to the traditional General Education Issues option, allowing you 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 you have and the study abroad options available to you. 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 you to earn credit toward their degree, while at the same time enriching your experience and knowledge of the host culture.

While it is not required that you 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 you 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 you on a professional, academic, and personal level, as well as enhances your 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 [gvsu.edu/studyabroad/](http://gvsu.edu/studyabroad/). You can also contact the Barbara and Stuart Padnos International Center at (616) 331-3898 or [studyabroad@gvsu.edu](mailto:studyabroad@gvsu.edu).

## THE FOLLOWING GUIDELINES APPLY TO THE STUDY ABROAD ISSUES OPTION:

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### EARN SIX OR MORE CREDITS ABROAD

- You must take two three-credit courses at the host institution to fulfill your General Education Issues requirement. Both courses may be from the same discipline/course prefix. Most three-credit courses will count. You may not use independent study, independent research, or independent readings.
- You 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 request credit for the Issues requirement.
- Courses cannot count for both Issues and Foundations credit.
- One of the courses completed abroad will also automatically fulfill the Global Perspectives requirement.

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### EARN THREE CREDITS ABROAD

- Take one three-credit course abroad. You may not use independent study, independent research, and independent readings.
- You 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 request credit for the Issues requirement.
- Take one three-credit Issues course at GVSU from a different discipline/course prefix.
- If a course is cross-listed in two disciplines/course prefixes, your second course must be taken from a third discipline/course prefix.
- Courses cannot count for both Issues and Foundations credit.
- The course completed abroad will also automatically fulfill the Global Perspectives requirement.

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### FACULTY-LED PROGRAM

- If you are participating in a GVSU faculty-led program you *must* take two three-credit courses from two different disciplines/course prefixes to receive Issues credit. You may not use independent study, independent research, and independent readings.
- If the faculty-led program offers two or more courses from the same discipline/course prefix, you can use only one of the study abroad courses towards the Issues requirement. The second Issues course must be taken at GVSU and be from a different discipline/course prefix.
- If a course is cross-listed in two disciplines/course prefixes, your second course must be taken from a third discipline/course prefix.
- You 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 also automatically fulfill the Global 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 form 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 Global 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 taking a course abroad that has been approved to fulfill a Foundations requirement. Can I use the course to fulfill a Foundations 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.

6

*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 three-credit course at GVSU.
- The course cannot fulfill a General Education Foundations requirement nor can the course be an independent study, independent readings, or research.
- If you are participating in a faculty-led program or are taking less than six credits abroad, your two Issues courses must be from two different academic disciplines.
- If a course is cross-listed in two disciplines, your second course must be taken from a third discipline.

7

*Can I use courses such as photography, dance, painting, internship, etc. to fulfill the Study Abroad Issues requirement?*

Yes. See criteria under #6.

8

*Where can I find the forms I need to submit?*

Forms and further instructions can be found by going to [gvsu.edu/studyabroad/](https://gvsu.edu/studyabroad/). Click on Academics and select General Education from the drop-down menu.

# HOW TO SEARCH FOR GENERAL EDUCATION COURSES IN MYBANNER

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

**1**

Go to [gvsu.edu](http://gvsu.edu) and locate the myBanner link at the top of the page.

**2**

Click on “Login to Banner Self-Service.”

**3**

Enter your GVSU ID and Password.

**4**

Click on “Student.”

**5**

Click on “Registration.”

**6**

Click on Student Registration “Self Service.”

**7**

Click on “Browse Classes.”

**8**

Select the appropriate term from the dropdown menu and click “Search.” Be careful to select the correct semester/year.

**9**

Select “Advanced Search” without selecting anything else.

**10**

Scroll down and look for “Attribute.” Select the type of general education attribute you are looking for. You can select on as many attributes as you want. You have to click on one, go back to “Attribute,” click on the next one, and repeat as needed. Then choose “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.







# COLLEGE ACADEMIC ADVISING CENTERS

## Brooks College Advising Center 260 Lake Michigan Hall, Allendale

(616) 331-8200

[brooksadvising@gvsu.edu](mailto:brooksadvising@gvsu.edu)

[gvsu.edu/brooksadvising](http://gvsu.edu/brooksadvising)

### Academic Advising for:

Area and Global Studies

African/African American Studies

East Asian Studies

Global Studies and Social Impact

Latin American/Latino/a Studies

Middle East Studies

Digital Studies

Environmental and Sustainability Studies

Human Rights

Integrative Studies

Intercultural Competence Badge

LGBTQ Studies

Religious Studies

Sustainable Food Systems Certificate

Women, Gender and Sexuality Studies

## College of Education and Community Innovation Undergraduate Advising Center

321C Richard M. DeVos Center, Grand Rapids

(616) 331-6890

[ceciadvisor@gvsu.edu](mailto:ceciadvisor@gvsu.edu)

### Academic Advising for:

Criminal Justice

Hospitality & Tourism Management

Legal Studies

Public & Nonprofit Administration

Social Work

Education: Birth to Kindergarten

## College of Education and Community Innovation Office of Certification and Accreditation

401C Richard M. DeVos Center, Grand Rapids

(616) 331-6650

[oca@gvsu.edu](mailto:oca@gvsu.edu)

[gvsu.edu/coe](http://gvsu.edu/coe)

### Certification and Field Placement 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](mailto:chpss@gvsu.edu)

[gvsu.edu/chpss](http://gvsu.edu/chpss)

### Academic Advising for:

Allied Health Sciences – Emphases:

General Allied Health Sciences

Health Professional Degree Completion

Histotechnology

Prehealth Physical Therapy

Prehealth Physician Assistant

Social Science

Applied Food and Nutrition

Cardiovascular Sonography

Communication Sciences and Disorders

Diagnostic Medical Sonography

Health Information Management

Medical Laboratory Science

Radiation Therapy

Recreational Therapy

Respiratory Care

## College of Liberal Arts and Sciences Academic Advising Center

C-1-120 and C-1-140 Mackinac Hall, Allendale

(616) 331-8585

[advstu@gvsu.edu](mailto:advstu@gvsu.edu)

[gvsu.edu/clasadvising](http://gvsu.edu/clasadvising)

### Academic Advising for:

Exploratory Study (Undecided)

Advertising and Public Relations

Anthropology

Art – Studio Art

Art Education

Art History

Behavioral Neuroscience

Biochemistry

Biology

Biomedical Sciences

Cell & Molecular Biology

Chemistry

Classics – Greek/Latin

Communication Studies

Dance

Earth Science

English

Exercise Science

Film & Video Production

Fisheries and Aquatic Sciences

French

Geography

Geology

Geology-Chemistry

German

Health and Physical Education for K-12

Health Communication

History

Integrated Science

International Relations

Mathematics

Microbiology

Multimedia Journalism

Music

Music Education

Natural Resources Management

Pedagogical Content Knowledge for Elementary

Teaching:

PK - 3

3 - 6

Elementary Spanish

ESL

Special Education

Philosophy

Photography

Physics

Political Science

Preprofessional Preparation

Psychology

Social Studies

Sociology

Spanish

Sport Management

Statistics

Theatre

Wildlife Biology

Writing

## Kirkhof College of Nursing/ Office of Student Services

Daniel and Pamela DeVos Center for

Interprofessional Health, Suite 415

Grand Rapids

(616) 331-7160 or (800) 480-0406

[kcon@gvsu.edu](mailto:kcon@gvsu.edu)

[gvsu.edu/kcon/oss](http://gvsu.edu/kcon/oss)

### Academic Advising for:

Nursing

Pre-nursing

## Seidman College of Business Seidman Undergraduate Programs

1041 L. William Seidman Center, Grand Rapids

(616) 331-7500

[go2gybiz@gvsu.edu](mailto:go2gybiz@gvsu.edu)

[gvsu.edu/seidman/undergraduateprograms](http://gvsu.edu/seidman/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 Management

Supply Chain Management

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

101 Eberhard Center, Grand Rapids and

B-3-241/249/251 Mackinac Hall, Allendale

(616) 331-6025

[pcecadvising@gvsu.edu](mailto:pcecadvising@gvsu.edu)

[gvsu.edu/pcec/advising](http://gvsu.edu/pcec/advising)

### Academic Advising for:

Biomedical Engineering

Computer Engineering

Computer Science

Cybersecurity

Data Science and Analytics

Electrical Engineering

Information Systems

Information Technology

Interdisciplinary Engineering

Mechanical Engineering

Occupational Safety and Health Management

Product Design and Manufacturing Engineering

# DO YOU HAVE QUESTIONS?

## GENERAL EDUCATION PROGRAM

(616) 331-8140  
gened@gvsu.edu  
[gvsu.edu/gened](http://gvsu.edu/gened)

## LAKER RESOURCES

[gvsu.edu/lakerresources](http://gvsu.edu/lakerresources)

## BARBARA AND STUART PADNOS INTERNATIONAL CENTER

(616) 331-3898  
studyabroad@gvsu.edu  
[gvsu.edu/studyabroad](http://gvsu.edu/studyabroad)

## STUDENT ACADEMIC SUCCESS CENTER

(616) 331-3588  
sasc@gvsu.edu  
[gvsu.edu/sasc](http://gvsu.edu/sasc)

## FINANCIAL AID

(616) 331-3234  
finaid@gvsu.edu  
[gvsu.edu/financialaid](http://gvsu.edu/financialaid)

## HOUSING

(616) 331-2120  
housing@gvsu.edu  
[gvsu.edu/housing](http://gvsu.edu/housing)

## RECORDS

(616) 331-3327  
regdept@gvsu.edu  
[gvsu.edu/registrar](http://gvsu.edu/registrar)

## PUBLIC SAFETY SERVICES

(616) 331-3255  
[gvsu.edu/gvpd](http://gvsu.edu/gvpd)

## LAKER STORE

(616) 331-2450  
[lakerstore.gvsu.edu](http://lakerstore.gvsu.edu)

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. 4/22

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In support of GVSU's sustainability values, this paper contains fiber from certified, responsibly managed forests, was produced using renewable energy, and was printed locally.

