

General Education Program

Education for Participation in the Global World



Course Rationales

(These course rationales explain why these courses are General Education courses in these particular categories. They should be prominently displayed on course syllabi.)

Effective Communication (GEEC)

1. WRTG 121 Composition II: Research and Writing the Public Experience (was ENGL 121)

In Writing 121, EMU students develop the foundation for writing, research, and critical thinking strategies that they will use throughout their college careers and in the workplace. Writing is both a means of communication, and a tool for developing new ideas. Good writers are flexible. They know how to assess the expectations of a variety of audiences with whom they want to communicate and how to draw on or develop different writing strategies to meet those expectations. Good writers also understand that different kinds of writing have different conventions, and they can move fluidly between those conventions. English 121 students develop these strategies that are key to effective communication throughout the course. Students write between 50-70 pages of draft work and between 20-30 pages of polished, final-draft work during the course of the semester, and that work is supported and directed by frequent feedback from the instructor.

OR

- ESLN 412 Academic Writing (for ESL students only)

ESLN 412 In this course EMU students develop the foundation for writing, research, and critical thinking strategies that they will use throughout their college careers and in the workplace. Writing is both a means of communication, and a tool for developing new ideas. Good writers are flexible. They know how to assess the expectations of a variety of audiences with whom they want to communicate and how to draw on or develop different writing strategies to meet those expectations. Good writers also understand that different kinds of writing have different conventions, and they can move fluidly between those conventions. ESLN 412 students develop these strategies that are key to effective communication throughout the course. Students write between 50-70 pages of draft work and between 20-30 pages of polished, final-draft work during the course of the semester, and that work is supported and directed by frequent feedback from the instructor.

2. CTAC 124 Foundations of Speech Communication or *departmental waiver* [was CTAS 124]

Successful accomplishment of the Foundations of Speech Communication course will enable students to prepare, present, and evaluate speeches; thus enhancing and developing their ability to communicate effectively. Students will receive the appropriate instruction and have multiple opportunities to demonstrate the ability to conceptualize, analyze, and research a topic; organize information; adapt to the audience; craft the message with an introduction, body, and conclusion; create speaking notes; utilize a variety of audio-visual material; make appropriate choices in both

verbal and nonverbal communication during the presentation; manage speech anxiety; and listen both critically and empathetically. This course will assist the university in meeting the charge of the Boyer Commission when it stressed in 1998 that "Undergraduate education must enable students to acquire strong communication skills, and thereby create graduates who are proficient in both written and oral communication." (Reinventing Undergraduate Education: A Blueprint for America's Research Universities.)

Quantitative Reasoning (QR/GEQR)

One course in Quantitative Reasoning (QR)

COSC 106 Explorations in Robotics

This course emphasizes problem analysis, collaboration, and implementation of quantitative skills. Students will learn techniques and principles of computer algorithmic development and empirical analysis that will inform them in their decisions as professionals and citizens. These skills provide the foundation for general problem solving skills that students can use throughout their EMU careers and beyond. As such, COSC 106 meets the requirements for a course in the Quantitative Reasoning category of the General Education program.

COT 224 Solving Quantitative Problems in Technology

COT 224 demonstrates the importance of bringing Mathematics and information technology together to solve problems that are encountered in virtually every person's career. College graduates are expected to take leadership roles in business, community activities, and other organizations. These responsibilities include managing budgets, collecting and analyzing data on the condition of the organization and making proposals for action based on interpretation of the data. This requires the ability to apply principles of quantitative reasoning and to utilize technological tools such as computer spreadsheets. In COT 224, students learn to recognize the assumptions made when gathering data and how to choose a model that utilizes the appropriate mathematical, algebraic, geometric, probabilistic, or statistical functions and design a spreadsheet to calculate a solution. Students learn to use the rapid recalculation capabilities of a spreadsheet to compare scenarios, project trends, and make predictions while allowing for the inherent limitations of the model. People in positions of responsibility must report to committees, boards, and the public at meetings. In COT 224, students learn to display the results of their analysis in graphical form using the extensive library of spreadsheet tools for charting data including trend lines, animated charts, and audience handouts and they gain experience using these tools during presentations to the class. COT 224 is a valuable course for all college graduates who aspire to positions of leadership in their organizations or communities.

MATH 105 College Algebra

MATH 105 will help you to refine and extend fluency with algebraic skills. Additionally the focus of this course is on the conceptual understanding of functions. The course makes the case for using functions to model physical phenomena and simultaneously teaches methods to analyze these functions in a meaningful way. The course presents a catalog of functions – linear, power, quadratic, polynomial, rational, absolute value, exponential, and logarithmic functions. By the end of the course students should know the basic properties and graphs of these functions along with using them as models for real world applications. For these reasons, MATH 105 will count for the Quantitative Reasoning requirement in the General Education program Education for Participation in the Global Community.

MATH 110 Mathematical Reasoning [was MATH 150]

This course will provide students with ways to approach the quantitative information that they are certain to encounter in later coursework at Eastern Michigan University, throughout their careers, and in daily life. The emphasis is on learning methods for comprehending, analyzing, and using quantitative information and on techniques for using data to inform decisions about real world events and problems. For these reasons, MATH 110 will count for the Quantitative Reasoning requirement in the General Education Program for Participation in the Global Community.

MATH 110E Mathematical Reasoning: Applications for Elementary School Teachers
(Elementary Education majors only) [was MATH 109]

This course will provide students with ways to approach the quantitative information that they are certain to encounter in later coursework at Eastern Michigan University, throughout their careers, and in daily life. The emphasis is on learning methods for comprehending, analyzing and using quantitative information and on techniques for using data to inform decisions about real world events and problems.

In addition, MATH110E is specifically designed to meet the needs of students that are looking toward becoming elementary school teachers. While the content of this class mirrors that of MATH110, the examples, applications, and projects are designed to help you make connections to the K-5 classroom and help you to begin to think about how you will teach young children to make sense of some beginning mathematical concepts.

MATH 112 Topics in Pre-Calculus Mathematics

The focus of MATH 112 is on the important families of functions used in calculus, their properties, and their applications. Students will learn to use functions to model physical phenomena, and simultaneously learn methods to analyze these functions in a meaningful way. The course presents a catalog of functions—linear, power, quadratic, polynomial, rational, absolute value, exponential, logarithmic, and trigonometric. By the end of the course, students will know the basic properties and graphs of all of these families of functions, and will know how to use them as models for real world applications. For these reasons, MATH 112 will count for the Quantitative Reasoning requirement in the General Education program.

MATH 118 Linear Models and Probability

MATH 118 is comprised of two components: modeling with linear equations, and a comprehensive introduction to discrete probability. In both components of the course, emphasis is placed on applying mathematical models (equations, graphs, tables of data, and symbolic formulas) to analyze real-world scenarios. For a given scenario, students will select an appropriate model, analyze the model, draw conclusions about the real-world scenario, and write their conclusions. The course emphasizes quantitative reasoning skills which will be useful not only in subsequent course work, but in responding to the quantitative challenges of life. For these reasons, MATH 118 will count for the Quantitative Reasoning requirement in the General Education program Education for Participation in the Global Community.

MATH 119 Applied Calculus

MATH 119 is an introductory three-credit course in applied calculus. Students in this course will develop the mathematical skills associated with the core topics of derivatives and integration, and learn to apply these skills within economics, finance, and the life and social sciences. In a unified fashion, MATH 119 makes the case for using functions to model phenomena in the social sciences, and simultaneously teaches methods to analyze these functions in a meaningful way. Applications of calculus abound in the social sciences and economics. For these reasons, MATH 119 will count for the Quantitative Reasoning requirement in the General Education program Education for Participation in the Global Community.

MATH 120 Calculus I

MATH 120 is an introductory four-credit course in calculus. Students in this course will develop the mathematical skills associated with the core topics of limits, derivatives and integration, and learn the wider context for these skills within the mathematical sciences. In a unified fashion, the course makes the case for using functions to model physical phenomena and simultaneously teaches methods to analyze these functions in a meaningful way. Applications of calculus abound in the physical and life sciences and, increasingly, in social sciences like economics as well. It is the theoretical engine that is used in these client disciplines when it comes time to reason in a quantitative way. For these reasons, MATH 119 will count for the Quantitative Reasoning requirement in the General Education program Education for Participation in the Global Community.

MATH 140 Applied Trigonometry and Calculus I for Technology

MATH 140 is an introductory four-credit course in trigonometry and applied calculus. Students in this course will develop the mathematical skills associated with the core topics of derivatives and integration, and learn to apply these skills within technology subjects, finance, and the life and social sciences. In a unified fashion, MATH 140 makes the case for using functions to model phenomena in science and technology, and simultaneously teaches methods to analyze these functions in a meaningful way. Applications of calculus also abound in the social sciences and economics. For these reasons, MATH 140 will count for the Quantitative Reasoning requirement in the General Education program Education for Participation in the Global Community.

PHIL 181 Logic and Model Theory

PHIL 181 is a General Education course because it is designed to teach students in the fundamentals of mathematical and philosophical logic, both deductive and inductive. Logic is the method of correct reasoning, and thus the skills students acquire in this course will serve as a foundation for rational inquiry in any discipline. PHIL 181 is a course in Quantitative Reasoning because it gives students the skills that will enable them to solve potential real-world problems using the methods and principles of mathematical logic. They will learn to evaluate quantitative information and analyze, critique and evaluate situations using deductive logic, model theory, inductive logic, and the probability calculus.

PLSC 210 Introduction to Political Analysis

Political Science 210 meets the Quantitative Reasoning (QR) requirement of the general education curriculum for students who have a quantitative score of 23 or above on the ACT. The course introduces students to social science statistics and teaches them how to use statistics to analyze and address the real world problems that they will confront as participants in the global community. Through use of case studies, students are exposed to both experimental and quasi-experimental techniques for making sense of the political world. The course then concentrates largely on quantitative techniques, reading examples of how researchers use statistical analysis to test causal hypotheses on political science models. Students are given an opportunity to practice this learning at the end of the course through a final paper assignment, which gives them a political dataset, access to a statistical program (such as SPSS) and requires them to do their own independent testing of hypotheses and write-up of the results.

SOCL 250 Quantitative Applications in Sociology

SOC 250 will count for the Quantitative Reasoning requirement in the General Education program, Education for Participation in the Global Community. Quantitative applications are widely used in sociology and in the social sciences more broadly. Quantitative applications are used to describe and predict social structures (e.g., relationship between income and educational attainment, quality of life and geographic location, or school violence and neighborhood composition). This

course provides students with skills to evaluate and interpret numerical data that will aid students in their future academic, personal, social, and professional development. Emphasis is placed on learning statistical techniques and methods to educate and train students to become critical consumers of information presented in the “life experience.”

STAT 170 Elementary Statistics [was MATH 170, MATH 270]

Statistics can be applied to almost every other field of study. Learning statistics will give students a broad quantitative foundation for further study in specialized disciplines. This course will discuss in depth how quantitative information is generated, summarized, evaluated and interpreted, so that students will develop the habit of thinking clearly and critically about quantitative information in order to determine what information is reliable and which predictions can be trusted. For these reasons, STAT 170 will count for the Quantitative Reasoning requirement in the General Education program Education for Participation in the Global Community.

TM 306 Quantitative Analysis of Sustainability Issues

Transitioning from a dramatically increasing world population that is using diminishing natural resources into a stable, sustainable society is one of the most important challenges facing humankind in this century. The future availability of limited resources such as energy, food, fresh water, and clean air will depend on what technologies we choose to use and understanding the results of those choices. Most discussions about creating a sustainable society use qualitative reasoning to set appropriate goals but this is only the first step. To implement those goals, it is vitally important to choose appropriate technologies. This course applies the tools of quantitative reasoning to the choices that must be made between competing technologies to achieve those goals with our limited financial resources in the time we have available.

Knowledge of the Disciplines

Arts (GEKA)

ARTE 220 Visual Arts for Elementary Teachers

Teacher candidates will develop the basic skills to meaningfully integrate the visual arts across the elementary school curricula by learning approaches to guide K-12 students to 1) create images that express their own views, 2) interpret images from diverse artistic traditions that address important life issues across time and place, and to 3) explore the differences and the commonalities that the visual arts share with other art disciplines, the humanities and the sciences.

ARTE 220 meets the Arts Requirement in the Knowledge of the Disciplines because students in this course are introduced to basic knowledge and skills in the visual arts including the field's historical development, intellectual methods and the visual arts' unique characteristics and tools for communicating about life's important concerns and experiences through visual images and objects.

ARTH 100 Art Appreciation

Visual culture is an important means of expression and communication in the contemporary world. From advertisements to traffic signs, from television shows to food packaging, visual communication is used today to inform, manipulate, and record social, political, and economic values of our society. The visual culture of today is an extension and evolution of the visual culture of the past. Art is a primary means by which people throughout the world have been recording and relating their cultural values, philosophies, social identities, and historical development. Art appreciation is the skill by which one can read, understand, and enjoy these works of art. Through

an understanding of important works of art, and the great artists who produced them, this course will be of value in the critical and intellectual understanding of the evolution of our history. A student who successfully completes this course will learn how aesthetics, history, the visual vocabulary of art, the relationship between content and form, and the dynamics of the visual language are the necessary means by which we increase our knowledge and awareness of ourselves, our culture, and the world in which we live. Through the examination of important works of art, students will learn the essential descriptive vocabularies of the visual arts, how formal properties (style) shape and inform the content of a given work of art. Students will develop an ability to decode iconographic symbols and stylistic conventions that are culturally and historically specific, as well as symbols and intentions specific to particular artists and their work.

ARTH 161 Survey of Non-Western Art

The visual arts of non-western cultures are an important part of our world heritage. Art is an expression of cultural values, social identities, and a means by which people throughout the globe have used to make meaning and sense of their world. A knowledge of non-western art should be no less important as part of a student's general education program than an understanding of great artworks and famous artists of western civilization. In the increasing interconnectedness and globalizing world of the present it is important that recognition be given to artistic achievements of other cultures as well as how those achievements relate to the art of one's own culture. Students will gain increased cultural awareness and means of self-reflection on how one's own culture and that of others make meaning through art. Through the examination of non-western artworks students will learn the essential descriptive vocabularies of the visual arts, how formal properties (style) shape and inform the content of a given work of art; they will develop an ability to decode iconographic symbols and stylistic conventions that are culturally and historically specific. Students will also become more aware of the interrelationships among different cultures and the historic dynamics that have shaped the world and how an understanding of art can reveal cultural biases and help to better appreciate global diversity.

ARTH 162 Survey of Western Art

ARTH 162 allows students to learn the content and methodologies by which one can understand the meaning presented in the visual arts. Through lectures and discussion, students will learn the essential descriptive vocabulary of the visual arts, and how formal properties (style) shape and inform the content of a given piece of art or architecture. In addition, they will develop an ability to decode iconographic symbols and stylistic conventions that are culturally and historically specific and significant. For example, a comparison between the art of Akenaton's kingdom and both earlier and later periods in ancient Egypt, students will see the important changes wrought in the culture and religion of the Late Kingdom. Students will also become more aware of the interrelationships among different cultures and the historical dynamics that have shaped the world and its visual expression.

ARTH 267 History of Asian Art

In this course art is treated as an expression of cultural values, social identities, and a means through which the people of Asia have made meaning and sense of their world. Across the continent of Asia many rich and long-lasting artistic traditions have emerged and still play an important role in the lives of the people who live there. Through the examination of representative artworks and architectural monuments of Asia students will learn the essential descriptive vocabularies of the visual arts, how formal properties (style) shape and inform the content of a given work of art; they will develop an ability to decode iconographic symbols and stylistic conventions that are culturally and historically specific.

Although this course focuses on the art of Asia the concepts and methods for understanding art learned in this class are also applicable to understanding art in other contexts. Students will also become more aware of the interrelationships among different cultures and the historical dynamics

that have shaped the cultural and political landscape of Asia and how an understanding of art can reveal cultural biases and help one better appreciate global diversity.

ARTS 101 Introduction to Art

The visual arts communicate, express, record, capture, affect, and reflect the world around us. The knowledge of how and why art has been created, how art relates to history and contemporary culture, and understanding creative processes are an important part of any student's general education program.

In this course, students will learn how a variety of visual art is produced. They will become familiar with the visual creative process as a means of understanding and appreciating the visual arts. Investigation of contemporary art practices will lead to an understanding of form and content. This will be achieved through hands-on projects, research and writing elements. Lectures, demonstrations, discussions, and studio activities will be the primary means of investigation. No previous experience in the arts is expected.

ARTS 103 Ceramics for Non-majors

Ceramic objects constitute a long and important historical record of human civilization. For more than 10,000 years clay has been used by humans to make useful vessels and expressive objects in support of their various cultures. This Ceramics course continues that tradition; it teaches students to use clay as a medium to make objects for both utility and expression. Students learn to create ceramic ware for food use and storage, and to make ceramic sculpture. Learning to manipulate this traditional material (clay) offers a clear appreciation of historical artifacts via an understanding of the methods, processes, and skills required to make those objects.

This course provides hands-on experience while introducing students to the long and impressive history of ceramics. The discipline of ceramics requires that students envision what they will make, sketch it, plan carefully, create the object in full three-dimensional reality, follow the work through drying, surfacing, loading, firing, and finishing, and then evaluate the success of their effort. To this end, students will begin to develop the critical skills and vocabulary needed to evaluate ceramic forms.

Ceramics students learn about key issues found in all the arts--styles and methods of fabrication, the relationship between form and content, the influence of technological developments over time, and the effect of cultural values on the objects. Therefore, ART 166 meets the outcomes for courses in the Knowledge of the Disciplines—Art category of the General Education program.

ARTS 104 Graphic Design for Non-Majors

Graphic design is a crucial component of visual communication. Yet it is often "invisible" to those who encounter it; we are used to reading text without thinking about the impact of the typography—the visual vehicle by which information is transmitted. Visual communication rivals verbal communication in its ability to communicate. The correspondence between content and form is intrinsic to graphic design—design is structured around the communication of information from client and designer to a target audience. The formal material of graphic design, typography and image, must work together effectively in order to communicate the specific content of a project.

Through the creation of design artifacts, students will learn the essential descriptive vocabularies of graphic design, and how a designer's choices about type and image in a piece shape the content of design. Through examination and analysis of professional graphic design, students will become familiar with the relationship between creative process and critical thinking. Graphic design offers audiences visual communicative data—in the form of type and image—that reflect, and also orchestrate, an array of cultural concerns. Understanding and experiencing how effective visual communication is produced offers students insight into the role visual media play in molding the

character of a culture.

ARTS 105 Photography for Non-Majors

The visual arts communicate, express, record, capture, affect, and reflect the world around us. The knowledge of how and why art has been created, how art relates to history and contemporary culture, and an understanding of creative processes are an important part of any student's general education program.

This course allows students to become familiar with the visual arts and the artistic process through an in-depth exploration of a single media (photography) and the tools/concepts associated with it. The hands-on experience students receive in this class and the ability they gain to look critically at photographs will help them better understand this important aspect of our culture.

ARTS 106L3 Watercolor for Non-Majors [was ARTS 106L, ARTS 169L]

ARTS 106L3 Watercolor for Non-Majors meets the general education requirement for Learning Beyond the Classroom in the area of Cultural and Academic Activities. Students will participate in a minimum of 4 activities: one lecture through the Art Department's Ford Gallery and three visual art exhibition experiences at a variety of venues such as the University Gallery, Ford Gallery, the Detroit Art Institute, Toledo Museum of Art, and or a gallery or exhibition approved by the instructor. These experiences will differ each semester depending on both the calendar of exhibitions/speakers and the interests of individual students. However, one consistent aspect to these activities is that the range of venues will insure that students will be exposed to both historical and contemporary art. They will also become more aware of art and artists in the University community and greater Southeast Michigan region. To receive LBC credit, all of the activities will be tied to course activities and will include, in addition, a written response to a questionnaire provided by the instructor.

ARTS 110 Printmaking for Non-Majors

This is an introductory course designed to develop formal and conceptual skills as they relate to printmaking. Students will become familiar with the key vocabulary and a general history of printmaking with emphasis on basic studio practice. Two of the following processes will be covered: screen printing, etching, relief, and lithography. The visual arts communicate, express, record, capture, affect, and reflect the world around us. The knowledge of how and why art has been created, how art relates to history and contemporary culture, and an understanding of creative processes are an important part of any student's general education program. This course allows students to become familiar with the visual arts and the artistic process through an in-depth exploration of a single media (printmaking) and the tools/concepts associated with it.

CRTW 201 Introduction to Creative Writing

This course is a workshop in creative writing. Students acquire basic knowledge in the practice and evaluation of poetry and fiction, as well as in the use of literary vocabularies and techniques. Literary models will inspire and direct students' own creative writing and inquiry into the relationship between form and content and between critical and creative thinking.

The discipline of creative writing as a field of art, one continuous with other arts, will be stressed in the course by focusing on the process of creativity and procedures for generating new writing. We expect students to experiment in forms and to explore the genres of fiction and poetry, including the ground between them. We also encourage students to find forums and audiences for their creative work by editing and printing small collections of writing and by reading, exhibiting, and performing their creative work.

CTAR 106 or DANC 106 or MUSC 106 Introduction to Performing Arts

CTAR 106 Introduction to the Performing Arts meets the general education requirement for Arts in the knowledge of the disciplines. The performing arts provide knowledge about the world and ways of experiencing it that contribute to an understanding that is both unique and different from those gained through other disciplines. The arts present insights about personal experiences common to us all—experiences such as birth, love, conflict, and death. They also convey cultural meanings and values, such as patriotism and war. In the arts, personal and cultural meanings go far beyond the enjoyment of beauty.

The arts convey knowledge and meaning not learned through the study of other subjects. In this course, students will learn how the performing arts convey personal and cultural meaning in lived space and time through qualities such as movement and sound that are unique to dance, music and theatre. As students become familiar with the qualitative problem solving process shared by artists in dance, music, and theatre, they will discover the rich and unique ways that meaning in the performing arts takes shape in specific mediums, genres and styles.

CTAR 150L3 Introduction to Theatre [was CTAR 150L]

CTAR 150L3 is a lecture-demonstration course with the purpose of fostering appreciation of theatre through an understanding of its production components, its forms and styles, and its historical development. Attendance required at select EMU theatre productions. Required of theatre arts majors and minors.

Theatre is an integral component of human experience. The study of theatre promotes reflection, collaboration, and individual expression. As a reflector of cultural traditions, theatre illuminates customs, mores, and behaviors. As a collaborative endeavor it encourages both critical and creative thinking. As a method of individual expression it facilitates the articulation of intellectual and emotional experience. Since theatrical production involves literature, music, movement, and design it is an ideal vehicle for the study of the arts. Introduction to Theatre (CTAR 150) meets the General Education requirement for Arts in the Knowledge of the Disciplines.

CTAR 158 Fundamentals of Acting

CTAR 158 Theatre is central to reflecting and critiquing the human condition. Acting is a vital and core component of this discipline. This course enhances an appreciation of acting as art form, and develops fundamental knowledge and abilities necessary both to the craft of acting and other professions where proficiency in self-expression and clear communication are deemed valuable. Students learn to analyze the physical, cultural, and emotional lives of characters in order to create honest portrayals for both peers and audience. This examination and reflection of the human condition engenders enthusiasm for continued pursuit of knowledge and learning as well as an increased appreciation of the arts.

CTAR 222 Drama & Play in Human Experience

Theatre reflects, challenges, and celebrates the human experience. The first stepping-stones to understanding the human experience and the art of theatre reside universally in childhood. Here we learn and practice our ability to imitate others, transform reality, and create meaning from our lives. Theatre artists use these same fundamental skills learned in childhood to create theatre productions.

CTAR 222 demystifies the theatre experience by directly teaching this relationship between play in childhood and theatre through participation in games and dramatic activities, lectures, readings, papers, journals, theatre attendance, and participatory projects. This demystification process will reawaken skills in students that have often been buried or discarded in adulthood and provide

students with the vocabulary to talk about their own and others' dramatic experience. A critical viewpoint for analysis and a historical context of both play and theatre is founded in Aristotle's six elements of drama: (1) plot, (2) character, (3) thought (or theme), (4) dialogue, (5) rhythm, and (6) spectacle. As students develop skills in identifying and using these elements, their ability to generate and understand creative theatre products will increase.

CTAT 145 Introduction to Film Appreciation

CTAT 145 Motion pictures are one of the most dominant, dynamic and influential art form of the past 100 years, and a knowledge of how they are made, their modes of style and methods of shaping content, and their interaction with the culture that produces them are an important part of any student's general education program. In studying motion pictures, students learn about key issues that are found in all of the arts. These include the relationship between style and content, the influence of technology on form and substance, the effect of cultural norms, the definition of time and space, the creation of order and coherence, and stylistic change over time.

In this course, students will learn how motion pictures are made and will become familiar with the creative processes used to shape content to the unique requirements of film art. They will develop the critical skills necessary to evaluate films from an historical perspective and compare them to related art forms. They will learn to judge a motion picture's success in using visual design, narrative structure, language, music, and performance to create an effective and meaningful cinematic experience.

DANC 100 Ballet I

DANC 100 Dance is the unspoken language of the human body common to all people in the global community. It existed as a means of communication before even the development of language. Ballet is the codification of western classical dance with its structure rooted deep in history and tradition and the forerunner of the other established dance forms.

The study of ballet involves all the arts including music, theatrical production, and visual elements. Students in *DANC 100* will actively participate by dancing in a traditional classical ballet class. Through this participation and supplemental lectures, discussions, video viewings, students will learn how to critically view their own ballet performances and those of others: learn codified ballet vocabulary and how to embody that vocabulary kinesthetically; how to creatively and critically problem-solve with ballet movement: and the history of the art form.

DANC 102 Modern Dance Fundamentals

DANC 102 Modern Dance Fundamentals *for Non-Majors* meets the general education requirement for Arts in the knowledge of the disciplines. In this course, students will be introduced to the methodologies unique to the art form of modern dance. Modern dance, a form of human movement, provides a highly organized system for experiencing, organizing, creating, interpreting, and evaluating the world around us.

Modern dance embodies and perpetuates cultural values and traditions in a manner that is direct, universal and different from verbal forms of communication. In modern dance personal and cultural meanings go far beyond mere, codified technique and entertainment. Through lectures, observation, and experiential modes, students will learn how modern dance conveys personal and cultural meaning through qualities that are unique to modern dance.

DANC 106 or CTAR 106 or MUSC 106 Introduction to Performing Arts

DANC 106 Introduction to the Performing Arts meets the general education requirement for Arts in the knowledge of the disciplines. The performing arts provide knowledge about the world and

ways of experiencing it that contribute to an understanding that is both unique and different from those gained through other disciplines. The arts present insights about personal experiences common to us all—experiences such as birth, love, conflict, and death. They also convey cultural meanings and values, such as patriotism and war. In the arts, personal and cultural meanings go far beyond the enjoyment of beauty.

The arts convey knowledge and meaning not learned through the study of other subjects. In this course, students will learn how the performing arts convey personal and cultural meaning in lived space and time through qualities such as movement and sound that are unique to dance, music and theatre. As students become familiar with the qualitative problem solving process shared by artists in dance, music, and theatre, they will discover the rich and unique ways that meaning in the performing arts takes shape in specific mediums, genres and styles.

DANC 113L1 Jazz I [was DANC 101, DANC 101L1]

Jazz I provides the non-major student with the execution of jazz technique and choreography while academically incorporating the foundational history and development of jazz as an art form. This course also provides the student with cutting-edge trends in the field.

Dance is the universal, unspoken language of the body that is common to all people in the global community. Jazz dance is a distinctly American form of dance that involves all the arts including music, theatre, and visual production values. Students in Jazz will actively participate by dancing in a variety of traditional, modern, and contemporary jazz styles. Through this participation and supplemental lectures, discussions, video viewings, students will learn how to critically view their own Jazz performances and those of others. Students will also learn codified Jazz vocabulary, learn how to embody that vocabulary kinesthetically, and learn how to creatively and critically problem solve with Jazz movement. Students will also learn the history of the art form. Therefore, an inquiry into Jazz dance, through DANC 113L1 (Jazz I) is included in the General Education curriculum in the Knowledge of the Disciplines - Arts category.

MUED 220 Music for the Elementary Teacher [was MUSC 220]

A course to prepare pre-service teachers to successfully use music as an integral and meaningful part of the elementary school curricula. In this experiential class, students will acquire the basic knowledge and skills to help young children. 1) Use music as a means to express ideas, feelings and concerns. 2) Analyze music from both formal and contextual viewpoints. 3) Develop and understanding of the unique role of music in human experiences, as well as the commonalities it shares with dance, drama and the visual arts.

MUSC 100 Music Theory Fundamentals

Music Theory Fundamentals (MUSC 100) meets the Arts requirement for Knowledge of the Disciplines because students in this course learn the basic elements of music through the exploration of the underlying properties of organized sound. Enhanced critical perception is achieved through aural, verbal, and visual analysis, and accompanied by an understanding of historical, cultural, and stylistic influences. Through this course, students develop basic skills in musicianship and gain a multifaceted understanding of the musical arts.

MUSC 105 Appreciating Jazz: America's Music

Appreciating Jazz: America's Music (MUSC 105) meets the Arts requirements of the General Education program. Through this course, students will achieve a deeper understanding of how jazz is uniquely an American art music, learn how it came into being, and develop the skills and knowledge to appreciate the art and its practitioners. Students will also learn the fundamentals of music through the exploration of the underlying properties of organized sound such as melody,

harmony, rhythm, texture, and form.

MUSC 106 or CTAR 106 or DANC 106 Introduction to Performing Arts

MUSC 106 Introduction to the Performing Arts meets the general education requirement for Arts in the knowledge of the disciplines. The performing arts provide knowledge about the world and ways of experiencing it that contribute to an understanding that is both unique and different from those gained through other disciplines.

The arts present insights about personal experiences common to us all—experiences such as birth, love, conflict, and death. They also convey cultural meanings and values, such as patriotism and war. In the arts, personal and cultural meanings go far beyond the enjoyment of beauty. The arts convey knowledge and meaning not learned through the study of other subjects. In this course, students will learn how the performing arts convey personal and cultural meaning in lived space and time through qualities such as movement and sound that are unique to dance, music and theatre. As students become familiar with the qualitative problem solving process shared by artists in dance, music, and theatre, they will discover the rich and unique ways that meaning in the performing arts takes shape in specific mediums, genres and styles.

MUSC 107 Music Appreciation

MUSC 107 Music is a window into the values and identity of a culture—past and present. To understand a culture's music is to gain insight into the people who created it, who express themselves through it, and identify with it. Aesthetic education distinguishes people who have a university education. From the time of the ancient Greeks, music has been recognized as essential in the training of the mind, body, and soul. Today, appreciation of music as an art form, and deeper understanding of the art of music, leads people to perceive qualities not found in the other arts.

MUSC 107 Music Appreciation guides the student in listening to and understanding various types, forms and styles of instrumental and vocal music of the world, representative works of all periods and cultures, including contemporary developments.

MUSC 108 World Music

The world's diverse and ever-changing forms of music can foster an appreciation for the inherent qualities of creativity and shared humanity that connects people everywhere. Exploring music from a global perspective teaches students to approach its diversity with an open mind, open ears, thoughtfulness, and engagement. By learning to identify the building blocks of music, and how they are organized in each unique culture, students develop the tools to increase their appreciation and enjoyment of music overall. Moreover, these tools provide students with a productive lens through which to view how music undergoes a process of creative transformation that reflects cultures as they change, grow, intersect, and adapt. Upon achieving these objectives, students gain the capacity to enhance their appreciation for cultural diversity and intercultural tolerance. For these reasons, this course meets the Arts Discipline category of the General Education program.

SAG 175 Graphics for Simulation

An Introduction to development of graphics for simulation. Students develop skills involved in principles of realistic and artistic digital graphics from a variety of views. The main focus is on comprehension and creation of accurate 2-dimensional artistic digital graphics for use and development of 3-dimensional artistic digital design models.

This course meets the outcomes of the general education requirements for Arts in the Knowledge of the Disciplines. This course has its roots in the Industrial Arts curriculum, which flourished from the 1920s until the late 1990s. The course remains focused on aesthetics, creativity, and accuracy

in digital graphic arts, as well as the contemporary digital graphic art in simulation and animation. Through the detailed examination of digital graphic art simulation and animation examples and the completion of artistic digital graphics simulation and animation exercises, students will develop fundamental digital graphic art simulation and animation skills that will help them to create and share digital graphic artwork.

Knowledge of the Disciplines

Humanities (GEKH)

ARTH 151 or HIST 151 Reason and Revolution [Honors only]

This inter-disciplinary course in history and art history is intended to introduce students to the works of art, philosophy, and literature associated with a major turning point in European and world history – the Enlightenment and the French Revolution. It will offer students the opportunity to study the ideas that found their first political expression in the American Constitution, from their beginnings in 17th century France and England through the turmoil of revolution and war.

The course will encourage students to analyze and write about a variety of artistic, philosophical, and literary works in a specific historical context, and to understand how political events influenced humanistic thought and how the humanities shaped political and social change.

CHL 137 Harry Potter: Literary Allusion, Children's Literature and Popular Culture

CHL 137 Since the books in the *Harry Potter* series are children's texts and a cultural phenomenon, they also have become symbols in larger cultural battles over religious values, literacy, and the role of children's literature in shaping the next generation's beliefs about gender, social class, race, imperialism, capitalism, and spirituality. This makes these books an ideal model to use in a classroom to illustrate the relevance of literature and literary studies to society.

A close study of these novels as complex literary works that have roots in classic literature, as cultural phenomena, and as the objects of public debates can highlight for students all that is at stake in literary interpretation and cultural production. Therefore, students in this course will explore questions such as: Do the books have literary value, or are they just commercial products? Are the books dangerous for children to read, or do they benefit children? Where is the line between literature, media, and mass-produced products, and should there/can there be a line? Why are these books so popular, and what does their popularity tell us about who we are and what we, as a culture, believe ourselves to be? This engages students in current public debates about the Harry Potter novels, which can lead to an empathic understanding of other points of view; because it will introduce students to basic literary terms and concepts and to current debates in the field; because students will be required to analyze and think critically about literary works in class discussion and in various writing assignments; and because students will be asked to develop their own interpretations of texts.

CHL 207 Introduction to Children's Literature

CHL 207 Students will learn about the ways that children's literature cultivates aesthetic appreciation for both adults and children; they will learn literary terms and concepts and use these to discuss and to carefully read, research, interpret, and write about works of children's literature; they will apply discursive practices of the field by completing a variety of written assignments; they will study works within social and historical contexts considering such factors as the publishing industry, printing technology, literacy development, and the cultural construction of the child; and students will gain an understanding of the importance of diverse children's literatures to our

culture.

Students in the course will study a rich body of literary texts that can help to develop students' cultural literacy and knowledge of the humanities. A course introducing students to children's literature should cover not only contemporary works, but also the mythology, legends and folktales upon which many contemporary texts are based. Students also will read and study classic texts from the Golden Age of children's literature such as *Alice's Adventure's in Wonderland* or *The Wizard of Oz*. A necessary focus of the course is also the role of literature in a society and the ways that literature both affects and reflects cultural values: the books a culture writes for its children often reflect deeply-held beliefs about children, childhood, and the role of literature their construction. Conversely, a culture's values and beliefs also are reflected in the books it chooses to keep away from its children. Therefore, the history of censorship of children's books also must be discussed and analyzed.

CHNE 121L5 Beginning Chinese I [was CHNE 121]

CHNE 121L5 This is an introductory course in Mandarin Chinese. Students will communicate in a variety of practical contexts, analyze the cultural practices, products and perspectives shaping everyday situations, develop oral communication skills, read and write simplified versions of characters and gain exposure to the traditional characters.

CHNE 122L5 Beginning Chinese II [was CHNE 122]

CHNE 122L5 This is the second introductory course in Mandarin Chinese. Students will communicate in a variety of practical contexts, analyze the cultural practices, products and perspectives shaping everyday situations, develop oral communication skills, read and write simplified versions of characters and gain exposure to the traditional characters.

CHNE 211L5 Beginning Chinese III [was CHNE 211]

CHNE 211L5 This is the third introductory course in Mandarin Chinese. Students will communicate in a variety of practical contexts, analyze the cultural practices, products and perspectives shaping everyday situations, develop oral communication skills, read and write simplified versions of characters and gain exposure to the traditional characters.

CHNE 212L5 Beginning Chinese IV [was CHNE 212]

CHNE 212L5 This is the fourth introductory course in Mandarin Chinese. Students will communicate in a variety of practical contexts, analyze the cultural practices, products and perspectives shaping everyday situations, develop oral communication skills, read and write simplified versions of characters and gain exposure to the traditional characters.

CLAS 106 or LITR 106 Rome & America [Honors only]

This course introduces students to the humanities disciplines of the study of American literature and of ancient Roman literature. By its strong emphasis on comparative analysis, the course facilitates a clear understanding of the literary concept of genre (e.g., satire, epic, lyric, novel, etc.).

Besides issues of literary theory, the course also encourages the appreciation of continuity in major themes, such as the definition of "heroism" or of the "successful" life, the gender system of the relevant cultures, and social class distinctions, as well as the techniques (e.g., parody, irony, allegory, symbolism, etc.) common to the literatures of classical Roman antiquity and present-day America. By examining literary works from two cultures remote in time and place from each other, students learn to grasp and evaluate what is traditional and what is innovative in each.

CTAO 210 Interpretative Reading

Interpretative Reading students examine literature as a means of confronting, challenging, and comprehending diverse histories, perspectives, cultural values, and modes of expression. Through analysis and performance of literary texts students investigate a multiplicity of viewpoints, both similar to and divergent from their own. Ultimately, students seek to better understand literature as well as what it means both to be human and live in our world.

Students will analyze literary texts and their intellectual, aesthetic, and human dimensions through the methodology of solo performance. They will participate in activities aimed at developing skills in textual analysis, sensory and cultural responsiveness, vocal and physical expression, and enhance their ability to make and communicate interpretative choices to others.

FRNH 121L5 Beginning French [was FRNH 121]

Introductory course including practice in listening, speaking, reading and writing in French. Sessions in the language laboratory are part of regular assignments.

To be able to communicate in French and appreciate linguistic and cultural similarities and differences, FRNH 121 students learn to produce through speaking and writing, and to understand through reading and listening, the elements of the French language necessary to be able to function at a basic level in a French-speaking environment. Instruction in FRNH 121 provides examples of speaking and writing that native speakers use to accomplish real tasks; students learn to master these structures while developing a new perspective on their own language, and an appreciation of a foreign cultural viewpoint.

FRNH 122L5 Beginning French [was FRNH 122]

Introductory course including practice in listening, speaking, reading and writing in French. Sessions in the language laboratory are part of regular assignments.

To be able to communicate in French and appreciate linguistic and cultural similarities and differences, FRNH 122 students learn to produce through speaking and writing, and to understand through reading and listening, the elements of the French language necessary to be able to function at a basic level in a French-speaking environment. Instruction in FRNH 122 provides examples of speaking and writing that native speakers use to accomplish real tasks; students learn to master these structures while developing a new perspective on their own language, and an appreciation of a foreign cultural viewpoint.

FRNH 221L5 Intermediate French (Reading) [was FRNH 221]

Rapid reading of large quantities of French. Materials include readings in literature and civilization. Students who plan to continue in French should take this course concurrently with [FRNH 233L5](#).

FRNH 222L5 Intermediate French (Reading) [was FRNH 222]

Rapid reading of large quantities of French. Materials include readings in literature and civilization. Students who plan to continue in French should take this course concurrently with FRNH 234L5.

FRNH 233L5 Intermediate French Conversation, Composition and Grammar

A review of grammar; practice in writing and speaking. Sessions in the language laboratory are

available. Students who plan to continue in French should take this course concurrently with FRNH 221L5.

FRNH 234L5 Intermediate French Conversation, Composition and Grammar

A review of grammar; practice in writing and speaking. Sessions in the language laboratory are available. Students who plan to continue in French should take this course concurrently with [FRNH 222L5](#).

GERN 121L5 Beginning German [was GERN 121]

Instruction includes pronunciation, aural-oral pattern practice, the fundamentals of grammar, written exercises and reading.

Beginning German qualifies as a General Education course for the Humanities because it satisfies the outcome requirements for Foreign Language courses: 1. Communicate at a basic functional level in a language other than their native tongue; 2. Demonstrate a basic understanding of the relationship between culture and language; and 3. Use basic forms and structures of a language in communicating in that language. Students learn to produce, through speaking and writing, and to understand, through reading and listening, the elements of the German language necessary to be able to function on a basic level in a German-speaking environment.

GERN 122L5 Beginning German [was GERN 122]

The goals of the two-course Beginning German sequence are the development of oral and written communication through the use of verbal and nonverbal symbols. The emphasis is on communicative competence (both spoken and written) through the mastery of vocabulary and grammar appropriate to given communicational situations. Besides gaining communicative skills in German, the student can expect to gain some familiarity with modern German culture.

The second semester course of Beginning German, satisfies the outcome requirements for Foreign Language courses. To be able to communicate in German and appreciate linguistic and cultural similarities and difference, GERN 122L5 students learn to produce through speaking and writing, and to understand through reading and listening, the elements of their German language necessary to be able to function at a basic level in a German-speaking environment. Instruction in GERN 122L5 provides examples of speaking and writing that native speakers use to accomplish real tasks; students learn to master these structures while developing a new perspective on their own language, and an appreciation of a foreign cultural viewpoint.

GERN 179 Special Topics [was GERN 179L5]

An exploration and study of topics not covered in other departmental offerings. Students may elect more than once, provided different topics are studied.

GERN 221L5 or 222L5 Intermediate German Reading

As a language course sequence, GERN 221L5 and GERN 222L5 are designed to strengthen and improve students' language skills (speaking, reading, listening, and writing) at the appropriate level. The contents of the course enable the students to develop an appreciation and understanding of other cultures (German-speaking countries of Europe), in the domains of literature, films, the arts, as well as linguistic, cultural, and societal differences. The students are expected to express their knowledge and understanding of these topics in German.

GERN 233L5 or 234L5 Intermediate German Conversation, Composition, and Grammar

As a language course sequence, GERN 233L5 and GERN 234L5 are designed to develop and improve students' language skills (speaking, reading, listening, and writing) at an intermediate level. The contents of the course enable the students to develop an appreciation and understanding of other cultures (German-speaking countries of Europe), in the domains of literature, films, the arts, as well as linguistic, cultural and societal differences. Students are expected to express their knowledge and understanding of these topics in German at an intermediate level of proficiency.

HIST 100 or RLST 100 The Comparative Study of Religion

This General Education course is an introduction to the academic discipline of religious studies. Religious studies is an interdisciplinary field that draws on approaches from both the humanities and the social sciences. Because this course focuses primarily on the questions and methods of the humanities, it counts toward the Knowledge of the Disciplines requirement in the Humanities area. Students in this class will develop their ability to interpret religious texts and other religious expressions, to analyze religious ideas about human existence and the nature of the world, and to understand religions as historical traditions characterized by conflict and change.

HIST 101 Western Civilization to 1648

History 101 explores the cultural development of Western Europe from the classical world through the religious reformation of the sixteenth century, through the examination of literary, philosophical, and religious texts. Students in this class will be given a solid grounding in the major political and social developments of the civilizations that flourished across Europe and the Mediterranean prior to 1648. This context will prepare them to explore various literary, philosophical, and religious texts, to understand how they were both products of their age and powerful shapers of their cultures. Many texts will reflect how political and social power was structured and projected, and these texts will offer students ample opportunity to reflect upon issues of class, gender, and race.

Through an exploration of philosophical and religious writings students will gain an understanding of how men and women in various western societies viewed human nature and attempted to make sense out of good and evil, life and death. Students will leave this course having gained an appreciation for the past cultures of Western Europe and will have developed a sensitivity to the dynamic interplay between social and cultural institutions and values, and the writing and thought produced within the framework of those values and institutions.

HIST 102 Western Civilization 1648 to World War II

History 102 explores the development of Western Europe from the mid-seventeenth century until World War I, through the examination of literary, philosophical, and religious texts. Students in this class will be given a solid grounding in the major political, social, and economic developments of early modern and modern Europe. This context will prepare them to explore various literary, political, philosophical, and religious texts, to understand how they were both products of their age and powerful shapers of European thought, culture, and society. Many texts will reflect how political and social power was structured and projected in this formative era of European history, and these texts will offer students ample opportunity to reflect upon issues of class, gender, and race.

Through an exploration of philosophical and scientific writings, students will explore the tremendous paradigm shift that occurred with the scientific revolution in early modern Europe, a shift that fundamentally altered the way in which men and women viewed nature, the universe, and human nature. The study of religious and philosophical texts will also allow students to examine the repercussions of this paradigm shift in religious thought and practice as well. Finally, numerous literary works and texts will offer students an understanding of the mentalité and values of bourgeois society in nineteenth century Europe, and help them grasp the terrible clash of war

brought about by nationalism and bourgeois values in 1914. Students will leave this course having gained an appreciation for early modern and modern Western Europe culture and society, and will have developed a sensitivity to the dynamic interplay between social and cultural institutions and values, and the writing and thought produced within the framework of those values and institutions.

HIST 109 World History to 1500

HIST 109 meets the Humanities requirement of the Knowledge of the Disciplines because it explores the history of world societies from the period of the earliest civilization to the sixteenth century, mainly from a cultural perspective. During this period, humans in Africa, the Americas, Asia, and Europe developed a variety of literary, religious, and philosophical works that continue to this day to shape how we feel, think, act, interact with others, and understand the self and the outer world. A main goal of this course is to read, analyze, discuss, and write about these canonical texts of literature, religion, and philosophy. In so doing, students will gain a broad knowledge of the diverse cultures that humans in the past cultivated, and develop sensitivity to and appreciation for the cultures of both the Western and non-Western worlds.

HIST 151 or ARTH 151 Reason and Revolution [Honors only]

This inter-disciplinary course in history and art history is intended to introduce students to the works of art, philosophy, and literature associated with a major turning point in European and world history – the Enlightenment and the French Revolution. It will offer students the opportunity to study the ideas that found their first political expression in the American Constitution, from their beginnings in 17th century France and England through the turmoil of revolution and war. The course will encourage students to analyze and write about a variety of artistic, philosophical, and literary works in a specific historical context, and to understand how political events influenced humanistic thought and how the humanities shaped political and social change.

HIST 160 Reacting to the Past

In this course students study three critical historical periods and some of the classic texts that are crucial to these histories. Students draw on their knowledge and understanding of these periods to play three historical role-playing games. To play these games successfully, you will have to use the methods of the humanities disciplines. At their most basic, the games require you to cultivate an aesthetic appreciation, imagination, and empathic understanding of others. You will read and interpret literary, philosophical, and religious works, and demonstrate your ability to place these works in their original historical context—as well as their relevance to today's debate and dialogue. In effect, playing the game is the process of analyzing these literary, philosophical, and religious works—with the classroom experience providing you with opportunities to demonstrate your basic knowledge of these works. To get other players to do what you want and to achieve your victory conditions, you will become familiar with discursive practices particular to the study of the humanities; specifically, you will use this knowledge to deliver persuasive speeches and write convincing arguments. If you play your role well, you will recognize how humanistic thought transforms society—not only in the past, but today as well. Ultimately, you will become well versed in not only the interpretation of ideas, but the generation of them. Because the methods of the humanities are fundamental to this class, this class meets the Knowledge of the Disciplines requirement in the Humanities area.

HIST 204 Introduction to the History of Judaism

This General Education course is an introduction to the academic discipline of Jewish Studies. Jewish Studies is an interdisciplinary field that draws on approaches from both the humanities and the social sciences. Because this course focuses primarily on the questions and methods of the humanities, it counts toward the Knowledge of the Disciplines requirement in the Humanities area. Students in this class will develop their ability to interpret religious and secular texts, as well as

other religious expressions, to analyze Judaism and its relationship to the broader world, and to understand Judaism as a historical tradition characterized by diversity, conflict, and creativity. As such, HIST 204 meets the outcomes for a course in the Knowledge of the Disciplines - Humanities category of the General Education Program.

JPNE 121L5 Beginning Japanese I [was JPNE 121]

To be able to communicate in Japanese and appreciate linguistic and cultural similarities and differences, JPNE 121L5 students learn to produce through speaking and writing, and to understand through reading and listening, the elements of the Japanese language necessary to be able to function at a basic level in a Japanese-speaking environment.

Instruction in JPNE 121L5 provides examples of speaking and writing that native speakers use to accomplish real tasks; students learn to master these structures while developing a new perspective on their own language, and an appreciation of a foreign cultural viewpoint.

JPNE 122L5 Beginning Japanese II [was JPNE 122]

To be able to communicate in Japanese and appreciate linguistic and cultural similarities and differences, JPNE 122L5 students learn to produce through speaking and writing, and to understand through reading and listening, the elements of the Japanese language necessary to be able to function at a basic level in a Japanese-speaking environment.

Instruction in JPNE 122L5 provides examples of speaking and writing that native speakers use to accomplish real tasks; students learn to master these structures while developing a new perspective on their own language, and an appreciation of a foreign cultural viewpoint.

JPNE 211L5 Intermediate Japanese I [was JPNE 211]

Practice in intermediate Japanese conversation, with heavy emphasis on reading and writing common ideographs in nontechnical text.

JPNE 212L5 Intermediate Japanese II [was JPNE 212]

Instruction includes practice in intermediate Japanese conversation, with heavy emphasis on reading and writing common ideographs in nontechnical text.

LITR 100 Worlds on a Page: An Intro to LIT

Literature captures the hopes, politics, emotions, and ideals not just of individuals but also of generations. Reading literature provides a window into cultures past. It also reveals how creative expressions can shape individual and community understandings of the world in which we live. Literature 100 is designed to cultivate students' appreciation of literary texts by providing a context to learn about the formal and historical features of different kinds of poems, plays, and works of fiction.

This class introduces terms important for the critical understanding of poetry, drama, and fiction as imaginative literary forms. It also helps students analyze poems, plays, and stories as products of the cultures that produced them and as texts that have impacted and influenced societies. Because the course focuses on different types of literature in historical contexts, students will gain a nuanced understanding of the cultural meaning of poetry, drama, and fiction and learn to interpret literary texts as complex social practices that are also meaningful as human art.

LITR 101 Imaginary Worlds: An Intro to Fiction

LITR 101 Fiction draws readers in by presenting compelling characters, engaging situations, or familiar human problems. Whether the worlds in fiction feel comfortably realistic or expand a reader's horizons with their newness, fiction remains popular for its ability to explore the boundaries of human possibility.

Literature 101 is designed to cultivate students' appreciation of prose fiction by providing a context to learn about the formal and historical features of different kinds of short stories and novels. This class introduces terms important for the critical understanding of fiction as an imaginative literary form. It also helps students analyze the plots, character, and setting of fiction not only as windows into the themes of the texts but as literary works that have impacted and influenced the on-going traditions of Western literature. Because the course focuses on different types of fiction in historical contexts, students gain a nuanced understanding of the cultural meaning of fiction and learn to interpret these texts as a complex social practice meaningful as human art.

LITR 102 Metaphor Matters: An Intro to Poetry

LITR 102 Literature 102 provides an overview of key elements poets consider while writing and readers consider when reading poetry—including imagery, voice, tone, rhythm, and poetic forms. It is designed to introduce students to poetry by a wide range of writers living at different historical moments, discussing the relationship between culture and literature as well as offering a vision of how poetry changes over time.

Literature 102 will help students learn to analyze poetry not only in terms of its form and its ideas but also as an art form with implications for the development of and/or response to culture.

LITR 103 All the World's a Stage: An Intro to Drama

Drama, perhaps more than any other literary form, brings the written word to life. On stage, actors offer an audience an interpretation of a play. In writing, drama offers readers a chance to imagine themselves as other people and to examine the consequences of making choices in situations that might otherwise feel foreign. The result of reading drama thus can often be greater understanding of both oneself and others. Literature 103 is designed to cultivate students' appreciation of dramatic literature by giving them a context to learn about the formal and historical features of different kinds of plays and theatrical texts.

This class gives students terms important for the critical understanding of drama as an imaginative literary form. It also helps students analyze the plots, character, and setting of drama not only as windows into the themes of the plays but as literary works that have impacted and influenced the on-going traditions of literature. Because the course focuses on different types of drama in historical contexts, students gain a nuanced understanding of the cultural meaning of drama and learn to interpret drama as a complex social practice meaningful as human art.

LITR 106 or CLAS 106 Rome and America (Honors ONLY)

This course introduces students to the humanities disciplines of the study of American literature and of ancient Roman literature. By its strong emphasis on comparative analysis, the course facilitates a clear understanding of the literary concept of genre (e.g., satire, epic, lyric, novel, etc.).

Besides issues of literary theory, the course also encourages the appreciation of continuity in major themes, such as the definition of "heroism" or of the "successful" life, the gender system of the relevant cultures, and social class distinctions, as well as the techniques (e.g., parody, irony, allegory, symbolism, etc.) common to the literatures of classical Roman antiquity and present-day America. By examining literary works from two cultures remote in time and place from each other, students learn to grasp and evaluate what is traditional and what is innovative in each.

LITR 160 African American Literature [was LITR 260]

Literature 160 introduces students to the study of African American literature, thought and cultural practices through an examination of the oral traditions and literary texts of African Americans. Through the study of spoken stories and written texts we will also examine the formation and expression of African American identity in relation to Europeans and other non-white ethnic groups.

The class will explore the legacy of slavery in its many forms, including disenfranchisement, racial and economic segregation, and the history of violence against African Americans, as well as the struggle of African Americans to be recognized as an integral political and cultural presence within the United States. Through the reading, discussion, and analysis of African American literature, we will examine the development of this literary tradition and the histories, philosophies, and sociological and cultural practices of African Americans.

LITR 161 Native American Literature [was LITR 204]

Literature 161 will study the oral and written literatures of Native American cultures, with emphasis upon the authored memoirs, essays, fiction, poetry, and film of the twentieth and twenty-first centuries. Students will read and become familiar with a range of oral traditional and 19th, 20th, and 21st century texts by Native American writers from a variety of Native North American cultures, and they should be able to identify continuities between oral traditional and contemporary Native texts. Texts studied will be examined within their cultural and historical contexts.

This course will promote an understanding of traditional Native world views, in conjunction with an awareness of the ways in which the ongoing legacy of colonialism and contact with other cultures have impacted Native peoples, and it will explore current debates and issues in the field of Native American studies. Through their exposure to Native literatures, students should become more sensitive to and understanding of other cultures. They should also be aware of their own cultural views and the impact that those views have on other cultures. Students should more readily recognize stereotypes about Native Americans and other groups of peoples. In general, they should become better world citizens through their development of critical thinking skills about cross-cultural issues. Students will be encouraged to make connections to the local Native American community by attending Pow Wows and other available events. Through their studies, students will gain an appreciation of the rich diversity, strength, and beauty in Native cultures and literary traditions.

LITR 180 Rebels and Outsiders in Literature

Literature 180 has been developed in response to student interest in examining literature that goes against the grain of societal and/or literary conventions. This course will enable students and instructors to explore specific themes or literary movements that focus on rebellion, the position of the outsider, or that which is counter-cultural. For instance, in conjunction with their unique areas of specialization, instructors in Literature could offer courses like Studies in Beat Literature, Literature of Social Protest, Anti-War Literature, etc. The course will include texts from a range of literary genres.

Texts chosen will be examined in their historical, cultural, philosophical, and critical contexts, for the ways in which they promote greater understanding of the literature of rebellion or protest and its adversarial or outsider relationship to the broader literary canon, which such works both react against and re-define. Students will acquire literary terms and apply them in analyses of literary texts; they will investigate issues in and approaches to literary analysis, and they will develop the skills of close reading and writing about literature. While investigating social, cultural, and aesthetic controversies, they will practice interpretive and writing skills. Through their studies, students will gain an appreciation for the ways in which literature is both affected by and promotes social and ideological change.

LITR 200 Literary Studies for Literature Lovers

LITR 200 is designed to provide students who love literature with a framework for thinking critically about the texts that they read. In this intensive introduction to literary studies, course readings focus on exposing students to multiple genres of writing (fiction, poetry, drama), locating particular texts within the cultural context in which they were produced, and tracing the evolution of one or more literary themes through multiple historical periods.

Students will be challenged to consider literature from a range of perspectives and literary periods, through a sustained look at different types of writing within each major genre. In considering thematic or structural similarities between individual texts, students will come to see how literature both reflects and inspires changes in imaginative, political, social, and/or cultural practices.

LITR 201 Introduction to Science Fiction

Literature 201 is designed to cultivate students' appreciation of science fiction by providing a context to learn about the formal and historical features of this type (or genre) of literature. The class gives students terms important for the critical understanding of science fiction as an imaginative literary form. It also teaches students about the historical emergence of science fiction as a distinct literary genre. Moreover, it helps students see how this genre poses crucial questions about the role of technology in society.

Students will learn to analyze the generic conventions of science fiction, while learning to recognize and appreciate how this genre reflects deeply on the role science plays in shaping our dreams, as well as our fears, about the future. Science fiction does this by employing a range of literary devices and narrative techniques to challenge the reader to reflect on the role of science in helping humankind. Science fiction is an exceptional artistic medium in which to reflect on the central dualism of art's ability to reflect and change the world at the heart of our Humanities General Education curriculum. As such, LITR 201 meets the outcomes for a course in the Knowledge of the Disciplines-Humanities category of the General Education Program.

LITR 210 Introduction to Shakespeare

LITR 210 allows students to explore the creative imagination of one of the most influential geniuses of western culture, William Shakespeare, as well as the cultural environment – Elizabethan and Jacobean London -- that stimulated and shaped it. LITR 210 is designed to provide students who love literature -- and have an interest in learning more about Shakespeare -- with a framework for thinking critically about Shakespeare's writing. Students will conduct formal analysis of plays, as well as more critical analysis of the surrounding history and language associated with his work.

Students will not only develop a sense of Shakespeare's plays as theatrical productions, they also interact with the plays as literary texts, developing interpretations of character motivation, exchanging ideas on possible themes and dramatic conflicts, and comparing and contrasting one play with another. In this intensive introduction to Shakespeare's dramatic and lyric writing, course readings focus on exposing students to Shakespeare's different genres of writing, locating his drama in the cultural contexts in which they were produced. Because Shakespeare has been such an influence on many writers throughout the centuries, the study of his work provides the opportunity to study how different literary and dramatic tastes evolve through time.

PHIL 100 Introduction to Philosophy

For at least the preceding 2,500 years, philosophical reflection has extended to all aspects of life, from politics, art, and morality, to the very nature of knowledge and of existence itself. This course introduces students to the methods and strains of philosophical thinking that underlie the full range

of human experience. Through the analysis of original philosophical texts, as well as the rich tradition of commentary on those texts, students in this course explore such fundamental questions as, "What is the nature of truth?", "What is the ultimate nature of existence, e.g., is everything physical?", "How may a society best achieve justice?", and, "What should be the role of art in our lives?".

Introduction to Philosophy is also a skills course in that the serious investigation of issues such as those just listed enhances the analytic and critical skills required to address the intellectual and other challenges that inevitably complicate, and enrich, the lives of thoughtful human beings.

PHIL 110 Philosophies of Life

The traditions and methodology of philosophy can be introduced by the study of any of a number of specific fields within philosophy. This course, by probing the meaning of life, introduces students to the major methods and areas of philosophical thinking.

This course permits students to study philosophical texts from around the world as well as the rich tradition of commentary on these texts. As an introduction to the discipline of philosophy, this course provides students with the opportunity to learn what the discipline of philosophy provides to one's overall intellectual development. More generally, its method is critical and analytical reasoning – habits of mind that everyone needs – and it addresses some of the most fundamental concepts in human thought – the nature of human reality, the meaning of life, and the life well-lived. Both the skills and concepts addressed in this course help students in their educations, careers, and personal lives.

PHIL 120 Introduction to Critical Reasoning

PHIL 120 Critical reasoning is the methodology of philosophy, and philosophy is one of the central disciplines of the humanities. Critical reasoning is useful to everyone. It is the primary method used to analyze and evaluate the information we encounter daily. In this course, students learn to analyze written text from a variety of sources, to distinguish rhetoric from reason, and to distinguish good reasoning from bad. They are given opportunities to critique persuasive text from the history of philosophy to the rhetoric of talk television and to create arguments that stand up to vigorous critique. PHIL 120 *Introduction to Critical Reasoning* introduces students to philosophy by way of critical reasoning.

PHIL 212 Philosophy of Art

PHIL 212 In this course, students are introduced to a number of "theories of art" deriving from the Western Philosophical tradition, beginning with Plato's "Imitation Theory". Questions such as, "What makes something a work of art?", "What are the proper standards for judging works of art?", and, "What is the relation of art to the rest of society?", are explored. Through the study of competing answers to these and related questions, students learn about, and learn to apply, the reflective and critical methodologies of Western Philosophy, e.g., conceptual analysis, criteria for the evaluation of explanatory theories, and an array of critical thinking skills.

PHIL 215 Philosophy of Religion

Philosophy of Religion is an introduction to philosophy through the study of various aspects of religious belief, many of which have a direct bearing on the lives we choose to live. PHIL 215 *Philosophy of Religion* fulfills the *Humanities* requirement of the *Knowledge of the Disciplines* category of the General Education Program because it is an introduction to the discipline of philosophy, which enables students to discover what and how the content and methods of philosophical inquiry contribute to one's overall intellectual development.

Generally, philosophic method develops one's critical reasoning abilities – skills transferable to many areas of one's life – and the philosophy of religion, in particular, applies these skills to some of the fundamental concepts involved in religious belief: whether God exists, and what difference our answer to this question plays in decisions we make regarding how we live our life.

PHIL 216 Philosophy, Technology, and Digital Life

This course offers a range of philosophical concepts and methods for thinking about technology, especially its social, ethical, and existential implications. Topics may include the nature of technology development; the nature of tools; the aesthetics of engineering design; human enhancement; social media and digital life; philosophical issues in information assurance and Internet security.

Using concepts and methods from philosophy, this course covers issues in technology and technical culture. Readings may include classics from the philosophic tradition, as well as more recent work in the discipline of 'philosophy of technology.' Topics will be drawn from the following: the nature of tools and machines, the nature of technology and technological development, engineering design, the social and existential implications of human interactions of human interaction with technology, human enhancement, robotics, social media, and internet assurance. Students of engineering and technology will find much of interest in this course, but this course does not presuppose any knowledge of a particular discipline, and the course will be structured in a way as to allow students to find their own way through the material. Throughout, emphasis will be placed on using concepts from the philosophy of technology and examples from technical and digital culture to practice philosophical methods of writing and exercise analytical and critical skills. As such, PHIL 216 meets the outcomes for a course in the Knowledge of the Disciplines: Humanities category of the General Education program.

PHIL 220 Ethics

PHIL 220 *Ethics* is an introduction to philosophy through the study of ethics, the area of philosophy that examines morality-right and wrong, good and evil, and the good life. This course introduces basic ethical theories from the Western philosophical tradition, comparing and contrasting their positions on contemporary moral issues.

PHIL 220 *Ethics* fulfills the *Humanities* requirement of the *Knowledge of the Disciplines* category of the General Education Program because it is an introduction to the discipline of philosophy provides to one's overall intellectual development. More generally, its method is critical reasoning - a habit of mind that everyone needs-and it addresses some of the most fundamental concepts in human thought - the right and the good. Both the skills and concepts addressed in this course help students in their educations, careers, and personal lives.

PHIL 221 Business Ethics

PHIL 221 introduces students to the practices, methodologies, and fundamental assumptions of philosophy through the study of global business ethics. Ethics is the area of philosophy that examines morality, and business ethics applies ethical theory to specific problems involving businesses. Students will formulate questions about the role of business in the world and its ethical responsibilities to employees, consumers and other stakeholders.

PHIL 221 is a general education course because it is an introduction to philosophy through the study of global business ethics. It gives students the opportunity to learn what the study of philosophy provides to one's intellectual development. The methodology of the course is critical reasoning – a habit of mind that everyone needs – and the course addresses some of the most fundamental concepts in human thought – the right and the good. Both the skills and concepts addressed in this course help students in their educations, careers and personal lives.

PHIL 223 Medical Ethics

PHIL 223 introduces students to the practices, methodologies, and fundamental assumptions of philosophy through the study of medical ethics. Ethics is the area of philosophy that examines morality, and medical ethics applies ethical theory to specific ethical problems within the practice of medicine.

PHIL 223 is a general education course because it is an introduction to philosophy through the study of medical ethics. It gives students the opportunity to learn what the study of philosophy provides to one's intellectual development. The methodology of the course is critical reasoning – a habit of mind that everyone needs – and the course addresses some of the most fundamental concepts in human thought – the right and the good. Both the skills and concepts addressed in this course help students in their educations, careers, and personal lives.

PHIL 224 Ethics and Food [was PHIL 179]

PHIL 224 Ethics and Food introduces students to the practices, methodologies, and fundamental assumptions of philosophy through the study of ethics and the application of ethics to our food choices. Whether we know it or not, every food choice we make has ethical implications. Ethics is the area of philosophy that examines morality, and Ethics and Food applies ethical theory to specific ethical problems surrounding food. It gives students the opportunity to learn what the study of philosophy provides to one's intellectual development. The methodology of the course is critical reasoning – a habit of mind that everyone needs – and the course addresses some of the most fundamental concepts in human thought – the right and the good. Both the skills and concepts addressed in this course help students in their educations, careers and personal lives. As such, this course fulfills the requirements in the Knowledge of the Disciplines, Humanities category.

PHIL 225 Philosophy & Society

PHIL 225 Philosophy & Society is an area within the discipline of philosophy that examines concepts such as: the nature and extent of legitimate political authority, how to define political subjects and activities, theories of human nature, freedom, justice, equality, citizenship, power, and the relationship between morality and the law. This course is a General Education course in the Knowledge of the Disciplines, Humanities category, because it provides an introduction to the discipline of philosophy, its methodology, and its contribution to the body of human knowledge. Students will acquire skills of critical reasoning and develop skills for evaluating and creating substantive arguments to support philosophical positions. Developing such skills is central to the process of higher education. Moreover, such skills will serve students throughout their educations across all disciplines, in their careers or in pursuing graduate or professional degrees, and in exercising their civic duties.

PHIL 226 or WGST 226 Feminist Theory [was PHIL/WMST 226]

Gender is one of the principal characteristics determining identity and life experience for human beings. This course takes a philosophical approach to gender, examining beliefs about women and men from a wide variety of cultural and political perspectives. We consider both traditional justifications of the differential treatment of women and men in such institutions as marriage and family, as well as theories that challenge these traditional views.

This course is a general education course in the knowledge of the disciplines because it provides an introduction to the discipline of philosophy through the concept of gender, its methodology, and its contribution to the body of human knowledge. Students will acquire skills of critical reasoning and develop skills for evaluating and creating substantive arguments to support philosophical positions. Developing such skills is central to the process of higher education. Moreover, such skills will serve students throughout their educations across all disciplines, in their careers or in pursuing graduate or professional degrees, and in exercising their civic duties.

PHIL 228 Global Ethics

Philosophy is one of the fundamental disciplines of the Humanities. The traditions and methodology of philosophy can be introduced by the study of any of a number of specific fields within philosophy. PHIL 228 Global Ethics is an introduction to philosophy through the study of ethics, the area of philosophy that examines morality—right and wrong, good and evil, the good life. This course focuses on a wide range of ethical systems from around the world, comparing and contrasting their positions on contemporary moral issues.

PHIL 228 *Global Ethics* fulfills the *Humanities* requirement of the *Knowledge of the Disciplines* category of the General Education Program because it is an introduction to the discipline of philosophy that provides students the opportunity to learn what the discipline of philosophy provides to one's overall intellectual development. More generally, its method is critical reasoning - a habit of mind that everyone needs-and it addresses some of the most fundamental concepts in human thought-the right and the good. Both the skills and concepts addressed in this course help students in their educations, careers, and personal lives.

PHIL 229 Environmental Ethics

Philosophy is one of the fundamental disciplines of the Humanities. The traditions and methodology of philosophy can be introduced by the study any of a number of specific fields within philosophy. This course is an introduction to philosophy through the study of environmental ethics, the area of philosophy that examines morality--right and wrong, good and evil, and the good life—as it applies to environmental issues. This course is a general education course, because it is an introduction to the discipline of philosophy that provides students the opportunity to learn what the discipline of philosophy provides to one's overall intellectual development. More generally, its method is critical reasoning—a habit of mind that everyone needs—and it addresses some of the most fundamental concepts in human thought—the right and the good. Both the skills and concepts addressed in this course help students in their educations, careers, and personal lives.

PHIL 260 Existentialism

This course is an introduction to philosophy by the study of Existentialism. Existentialism explores major topics in the field of philosophy: the nature of humanity, the possibilities of human freedom, the meaning of life, and the nature of reality. Existentialism is a story of significant philosophical rebellions, united by common themes throughout the nineteenth and twentieth centuries. In the quest to redefine human nature and human freedom, existential texts challenge the authority of Judeo-Christian religion, traditional views of the laws of nature, conventional and philosophical notions of truth, and the notion of objective morality.

Students study the social context of these philosophical rebellions and discover the ways that existentialism continues to transform society by its persistent challenge to ideological authority and to mass social movements. The traditional method of philosophy, critical and analytical reasoning, is taught in this course. Students develop habits of mind and writing skills that enable them to develop and critique philosophical arguments.

PHIL 280 Philosophy and the Fundamentals of Scientific Reasoning

This course addresses issues regarding the nature of science and scientific reasoning, as well as the basic methods of good reasoning, by way of the philosophic tradition. Students will analyze and write about science and the history of philosophy of science, addressing the philosophic and philosophy of science canon, including work by Kuhn, Popper, Quine, Descartes, Hume, as well as contemporary philosophers, including Longino, Sober, Parker, and van Fraassen, Emphasis will be placed on discipline specific analysis and writing, including the discovery of value presuppositions,

the use standard and probability logics, as well as the use of writing as a method of discovery and the exercise of the creative mind. The course, as a whole, focuses on the value of, and role of values in, the core methods of thinking in science. Proper reasoning as an idea is addressed and evaluated, using contemporary and traditional tools of philosophy. As such, PHIL 280 meets the outcomes for a course in the Knowledge of the Disciplines: Humanities category of the General Education Program.

PLSC 213 Introduction to Political Thought

This course introduces students to the philosophical approach to the discipline of political science. Through careful and exacting readings of primary texts, students are introduced to the body of philosophical thought on politics and governing that has developed over 2500 years, learn how philosophical knowledge of politics is developed and disseminated, and learn to develop their own questions and a method for seeking answers to those questions in the discipline. Through a combination of close readings of the texts and placing the text in the historical context, students will gain a basic knowledge of selective works in political philosophy including the ideas or doctrines contained in the practices and approaches used in this long tradition of political reflection.

RLST 100 or HIST 100 The Comparative Study of Religion

An introduction to the systematic study of religious experience and expression; organized around representative motifs, phenomena, and institutions, and illustrated with relevant examples from the various historical religious traditions.

This General Education course is an introduction to the academic discipline of religious studies. Religious Study is an interdisciplinary field that draws of approaches from both the humanities and the social sciences. Because this course focuses primarily on the questions and methods of the humanities, it counts toward the Knowledge of the Disciplines requirement in the Humanities area. Students in this class will develop their ability to interpret religious texts and other religious expressions, to analyze religious ideas about human existence and the nature of the world, and to understand religions as historical traditions characterized by conflict and change.

SPNH 121L5 Beginning Spanish I [was SPNH 121]

To be able to communicate in Spanish and appreciate linguistic and cultural similarities and differences, SPNH 121L5 students learn to produce through speaking and writing, and to understand through reading and listening, the elements of the Spanish language necessary to be able to function at a basic level in a Spanish-speaking environment. Instruction in SPNH 121L5 provides examples of speaking and writing that native speakers use to accomplish real tasks; students learn to master these structures while developing a new perspective on their own language, and an appreciation of a foreign cultural viewpoint.

SPNH 122L5 Beginning Spanish II [was SPNH 122]

To be able to communicate in Spanish and appreciate linguistic and cultural similarities and differences, SPNH 122L5 students learn to produce through speaking and writing, and to understand through reading and listening, the elements of the Spanish language necessary to be able to function at a basic level in a Spanish-speaking environment. Instruction in SPNH 122L5 provides examples of speaking and writing that native speakers use to accomplish real tasks; students learn to master these structures while developing a new perspective on their own language, and an appreciation of a foreign cultural viewpoint.

SPNH 179 Special Topics [was SPNH 179L5]

An exploration and study of topics not covered in other departmental offerings. Students may elect more than once, provided different topics are studied.

SPNH 233L5 Intermediate Spanish I [was SPNH 201, SPNH 233]

Intermediate Spanish prepares students to communicate effectively through both oral and written language comprehension and production, by offering a thorough review of elementary structures along with an introduction to and practice of more complicated grammatical concepts and more sophisticated vocabulary terms. The course meets four hours weekly, which provides students continuing contact with the language and consistent exposure to the cultural components of language acquisition, including: study of the customs and history of Spanish-speaking places, knowledge of linguistic developments, exposure to works of art, music, and literary selections produced within a Hispanic context, and global awareness through knowledge of particular social and political issues affecting Spanish-speaking populations in the United States and abroad.

SPNH 234L5 Intermediate Spanish II [was SPNH 202, SPNH 234]

SPNH 234L5 Intermediate Spanish II prepares students to communicate effectively through both oral and written language comprehension and production, by offering an introduction to and practice of complicated grammatical concepts and sophisticated vocabulary terms. The course meets four hours weekly, which provides students continuing contact with the language and consistent exposure to the cultural components of language acquisition, including: study of the customs and history of Spanish-speaking places, knowledge of linguistic developments, exposure to works of art, music, and literary selections produced within a Hispanic context, and global awareness through knowledge of particular social and political issues affecting Spanish-speaking populations in the United States and abroad.

WGST 226 or PHIL 226 Feminist Theory [was PHIL/WMST 226]

Gender is one of the principal characteristics determining identity and life experience for human beings. This course takes a philosophical approach to gender, examining beliefs about women and men from a wide variety of cultural and political perspectives. We consider both traditional justifications of the differential treatment of women and men in such institutions as marriage and family, as well as theories that challenge these traditional views. This course is a general education course in the knowledge of the disciplines because it provides an introduction to the discipline of philosophy through the concept of gender, its methodology, and its contribution to the body of human knowledge. Students will acquire skills of critical reasoning and develop skills for evaluating and creating substantive arguments to support philosophical positions. Developing such skills is central to the process of higher education. Moreover, such skills will serve students throughout their educations across all disciplines, in their careers or in pursuing graduate or professional degrees, and in exercising their civic duties.

Knowledge of the Disciplines

Natural Sciences (GEKN)

ASTR 105 Exploration of the Universe (Previously ASTR 203)

An introductory astronomy course for students in any curriculum. The solar system, stars, galaxies, cosmology and the history of astronomy are covered. Students will obtain an understanding of basic astronomy and our place in space by studying the structure of the universe. They will learn to

make astronomical observations and use them to stimulate inquiry about our local space environment and to help them understand how our ancestors viewed the sky. Students will become literate scientific citizens by reading primary source articles, producing critical responses, and by writing to elected officials to express their views on the doing and funding of science in the United States. As such, ASTR 105 meets the requirements of a Natural Science Course in the Knowledge of the Disciplines portion of the new General Education program when taken concurrently with ASTR 204.

ASTR 204 Astronomical Investigations

A Laboratory course for the beginning astronomy student. The techniques and concepts of astronomy.

ASTR 205 Principles of Astronomy

A survey of astronomy and astrophysics for Science, Integrated Science and Secondary Education majors, and minors. The course covers the solar system, stars, galaxies, elementary celestial mechanics, light, and cosmology. Students will solve appropriate problems and develop models that pertain to the topics.

Students will obtain an understanding of basic astronomy and our place in space by studying the structure of the universe. They will learn to make astronomical observations and use them to stimulate inquiry about our local space environment and to help them understand how our ancestors viewed the sky. Students will become literate scientific citizens by reading primary source articles, producing critical responses, and by writing to elected officials to express their views on the doing and funding of science in the United States. As such, ASTR 205 meets the requirements of a Natural Science Course in the Knowledge of the Disciplines portion of the new General Education program when taken concurrently with ASTR 204.

BIO 105 Intro to Biology for Non-Majors

BIO 105 is designed to enable students who are not biology majors to understand: the fundamental concepts, principles, and processes upon which all life is based; the relationship between biology and their day-to-day world; how scientists acquire scientific knowledge; and how this methodology is used to address questions important to health and environmental issues around the world.

This information provides students with the tools to enable them to become responsible, scientifically literate global citizens and voters. Students who successfully complete BIOL 105 have the ability to critically evaluate popular press articles and other media reporting on technological, health-related, and environmental issues. This ability empowers students to make better, scientifically informed life decisions.

BIO 106 Biology from a Human Perspective

BIO 106 is a Natural Science Course in the Knowledge of the Disciplines portion of the General Education program. It is designed to enable students who are not biology majors to understand: the fundamental concepts, principles, and processes upon which all life is based; the relationship between biology and their day-to-day world; how scientists acquire scientific knowledge; and how this methodology is used to address questions important to health and environmental issues around the world.

This information provides students with the tools to enable them to become responsible, scientifically literate global citizens and voters. Students who successfully complete BIO 106 have the ability to critically evaluate popular press articles and other media reporting on technological, health-related and environmental issues. This ability empowers students to make better,

scientifically informed life decisions.

BIO 110 Introduction to Biology I

BIO 110 is designed to enable students to understand: the fundamental concepts, principles, and processes upon which all life is based; the relationship of the course material to their day-to-day world; and how to apply the scientific method. Students are provided with the tools to enable them to become responsible, scientifically literate global citizens and voters. Students who successfully complete BIOL 110 have the ability to read critically a biologically relevant popular press article and to evaluate the reporting of technological, health-related and environmental issues. This ability empowers students to make better, scientifically informed life decisions.

BIO 111 Introductory Biology I Laboratory

This is a companion laboratory course to BIO 110, the first lecture course in the core sequence for Biology majors and minors. Students will be introduced to the fundamental concepts, principles, processes and techniques upon which all of biology is based and they will learn to competently use the scientific method through the application of these principles, concepts and processes.

CHEM 101 Chemistry for Elementary Teachers

Chemistry for Elementary Teachers (CHEM 101) is one of four science courses that are required for all Elementary Education majors. This set of required courses in the natural sciences is designed to give students a general understanding of the laws that govern the natural world, an introduction to the scientific method, and provide strategies for teaching these concepts to elementary school students. In particular, the CHEM 101 course provides an introduction to basic chemical theories and concepts, while the laboratory portion of the course gives students the opportunity to employ the scientific method to solve simple chemical problems. Finally, the course aims at providing students with the tools to understand the physical world and everyday manifestations of chemical laws because of the introductory nature of the course and given the relevance of the topics discussed in the course to everyday life.

CHEM 107 Better Living Through Chemistry

This course serves as an introduction to chemistry for those who have little or no background in chemistry and who wish to become better-informed citizens and consumers. Course discussions and activities focus on a variety of fundamental chemistry concepts and their applications in the everyday world. Students will have the opportunity to explore topics of interest and how they connect to chemistry.

This course is designed specifically for non-science majors who are interested in learning more about the multitude of ways that chemistry impacts their daily lives. When combined with its associated lab course, CHEM 108 - How Chemistry Works, students actively participate in a well-rounded set of experiences to help them discover and apply fundamental chemistry topics and practices in the everyday world. Through both courses, students develop the skills to find and interpret quality resources that allow them to investigate topics of interest to them and how these topics relate to chemistry. In this manner, when both are taken CHEM 107 and CHEM 108 meet the Natural Science requirements in the Knowledge of the Disciplines portion of the General Education program.

CHEM 108 How Chemistry Works

This lab course serves as an introduction to chemistry for those who have little or no background in chemistry and who wish to become better-informed citizens and consumers. Lab experiments and

activities focus on a variety of fundamental scientific practices and skills. Students will have the opportunity to explore topics of interest through designing and conducting experiments.

This course is a laboratory course designed specifically for non-science majors who are interested in learning more about the multitude of ways that chemistry impacts their daily lives. The main objective of the course is for students to develop introductory laboratory research and literacy skills. As such, the content of the lab experiments are not tied to specific knowledge gained from a particular introductory lecture course. When combined with one of its associated lecture courses, CHEM 108 students actively participate in a well-rounded set of experiences to help them discover and apply fundamental chemistry topics and practices in the everyday world. Through this pairing of courses, students develop the skills to find and interpret quality resources that allow them to investigate topics of interest to them and how those topics related to chemistry. In this manner, CHEM 108 paired with CHEM 107 meets the Natural Science requirements in the Knowledge of the Disciplines portion of the General Education program.

CHEM 111 The Chemistry of Us

This course is designed for non-science majors who are interested in how science sheds light on our physical environment and our bodies. The latest understanding on the interplay of physical, chemical, biochemical and neurochemical influences in the human body is explored along with developing a critical mind for analyzing scientific reports in the media.

The Chemistry of US is designed for students with no science background to gain an appreciation of the contributions of chemistry, neurochemistry, and the physical sciences to our understanding of the workings of the brain and the human body. This course first develops the basic concepts of atoms, molecules, and energy as they relate to the most important contemporary issues in the understanding of the human brain and its interconnectedness to the body. It will then explore what is currently known about the structure of the brain, neurotransmitters, and the substances that alter our mood towards happiness, depression, motivation, long-term memory and other brain-related topics. The course will also cover the evolution of brain theories over time and will expose students to the basic scientific knowledge and tools needed to analyze and interpret the voluminous amount of research produced in this field. This course has a laboratory, CHEM 116, where basic science concepts are addressed in a practical way. The pairing of CHEM 111 with CHEM 116 provides an opportunity to illustrate the practical application of basic scientific concepts, theories, and techniques that are fundamental in the study of the brain-human body connections. As such, CHEM 111 lecture and CHEM 116 laboratory meet the Natural Science requirements in the Knowledge of the Disciplines portion of the General Education program.

CHEM 115 Our Environment and Its Chemistry

Examines the relevance of chemistry to the problem of how humans relate to the environment. It is designed for humanities and other non-science majors. No previous mathematics or chemistry is required. In order to satisfy four credits of Knowledge of the Disciplines - Natural Science portion of the General Education program, CHEM 116 must be taken concurrently.

Our Environment and Its Chemistry and its required companion laboratory course (CHEM 116) examine the relevance of chemistry to the problem of how humans relate to the environment. This pair of courses explores some of the major environmental issues of our time, such as global warming, air and water pollution and energy consumption. During the discussion of these problems, chemical concepts are introduced as a tool to understand the scientific basis of possible solutions. The courses are designed for non-science majors and in this context they discuss many of the basic concepts, theories and techniques that are fundamental to the chemical sciences. The aim of the course is to enable students to examine science-related societal issues using the basic knowledge and tools of chemistry and to evaluate proposed solutions to the issues using a scientific approach.

CHEM 116 Chemistry and Society Laboratory

The course consists of a set of laboratory experiments based on environmental problems such as water and air pollution, drugs and pesticides. Chemistry and Society Laboratory (CHEM 116) and its required companion courses (CHEM 115 and CHEM 111) examine the relevance of chemistry to the problem of how humans relate to the environment. This pair of courses explores some of the major environmental issues of our time, such as global warming, air and water pollution and energy consumption. During the discussion of these problems, chemical concepts are introduced as a tool to understand the scientific basis of possible solutions. The courses are designed for non-science majors and in this context, they discuss many of the basic concepts, theories, and techniques that are fundamental to the chemical sciences. The aim of the course is to enable students to examine science-related societal issues using the basic knowledge and tools of chemistry and to evaluate proposed solutions to the issues using a scientific approach.

CHEM 117 Fundamentals of Chemistry [was CHEM 119]

A rapidly moving introductory study of basic principles in general chemistry. Includes elements, compounds, periodic properties, atomic structure, gas laws, and stoichiometry. Can be used with CHEM 118 to satisfy the chemistry prerequisite for CHEM 121. CHEM 118 must be taken concurrently to satisfy four credits of the Knowledge of the Disciplines - Natural Science portion for the General Education program.

Fundamentals of Chemistry and its required companion laboratory course provide an introduction to basic chemical principles for students with minimal or no chemistry background. The pair of courses presents an overview of fundamental concepts such as molecular structure, stoichiometry, and acid-base chemistry. They are a stand-alone, introductory pair of courses, as well as preparatory courses to others that are taught at a more advanced level, such as CHEM 120 (Fundamentals of Organic and Biochemistry) and CHEM 121 (General Chemistry). The laboratory portion of the course provides an introduction to the process of scientific discovery and basic laboratory techniques. The experiments are drawn from topics presented in the lecture course. The goal of the courses is to familiarize students with the scientific method as it applies to chemistry, basic experimental techniques, and fundamental chemical concepts.

CHEM 118 Fundamentals of Chemistry Laboratory

This course is designed to accompany CHEM 117 lecture. Will provide an introduction to scientific discovery through experimentation and observation. Experiments are drawn from topics presented in the chemistry lectures in CHEM 117. CHEM 117 must be taken concurrently to satisfy four credits of the Knowledge of the Disciplines - Natural Science portion of the General Education program.

Fundamentals of Chemistry Laboratory and its required companion course provide an introduction to basic chemical principles for students with minimal or no chemistry background. The pair of courses presents an overview of fundamental concepts such as molecular structure, stoichiometry, and acid-base chemistry. They are a stand-alone, introductory pair of courses, as well as preparatory courses to others that are taught at a more advanced level, such as CHEM 120 (Fundamentals of Organic and Biochemistry) and CHEM 121 (General Chemistry). The laboratory portion of the course provides an introduction to the process of scientific discovery and basic laboratory techniques. The experiments are drawn from topics presented in the lecture course. The goal of the courses is to familiarize students with the scientific method as it applies to chemistry, basic experimental techniques, and fundamental chemical concepts.

CHEM 120 Fundamentals of Organic and Biochemistry

Fundamentals of Organic and Biochemistry is a one-semester survey course that introduces students to some basic principles of organic chemistry and its applications to biochemistry. The

course is designed for students who have an interest in health-related topics and who are considering careers in the medical and allied fields. In the first portion of the course, the structure and reactivity of all major classes of organic compounds are discussed; these include saturated and unsaturated hydrocarbons, aromatic compounds, amines, alcohols, and others.

During the second part of the course, the basic terminology and fundamental concepts of organic chemistry are applied to the understanding of biochemical processes. After a survey of the major categories of biochemical compounds, such as carbohydrates, lipids, amino acids and proteins, several overarching themes of biochemistry are explored. These include the structure and function of enzymes, bioenergetic cycles such as the citric acid cycle and oxidative phosphorylation, and important catabolic pathways such as glycolysis and fatty acid oxidation. Lastly, the field of molecular biology is briefly discussed, including the role of nucleic acids and protein synthesis. The laboratory portion of the course complements the lecture by introducing students to basic experimental techniques and by reinforcing concepts discussed in lecture.

CHEM 121 General Chemistry I

The first semester of a two-semester sequence covering the principles of chemistry for science majors and others with an interest and background in science. CHEM 122 must be taken concurrently to satisfy four credits of the Knowledge of the Disciplines - Natural Science portion of the General Education program.

General Chemistry I and its required companion laboratory course are the first half of a two-semester, introductory chemistry sequence aimed at students who will pursue science-related majors. The courses introduce some of the fundamental concepts in the chemical sciences, such as atomic structure and bonding, stoichiometry, the periodic table, chemical reactivity, and thermochemistry. In the laboratory portion of the course, students are exposed to basic techniques such as proper use of glassware, observations, simple syntheses, colorimetry, and titration. In addition, students are shown how mathematical models and error analysis can be used to analyze data and draw conclusions. The goal of the courses is to introduce the field of chemistry, its fundamental concepts and theories, and its basic experimental techniques to students who have an interest in science.

CHEM 122 General Chemistry I Laboratory

The laboratory class to accompany CHEM 121. Students learn basic techniques employed in a chemistry laboratory, including use of analytical balances, quantitative glassware, spectrophotometry and computers for data acquisition and analysis. CHEM 121 must be taken concurrently to satisfy four credits of the Knowledge of the Disciplines - Natural Science portion of the General Education program.

General Chemistry I Laboratory and its required companion course are the first half of a two-semester, introductory chemistry sequence aimed at students who will pursue science-related majors. The courses introduce some of the fundamental concepts in the chemical sciences, such as atomic structure and bonding, stoichiometry, the periodic table, chemical reactivity, and thermochemistry. In the laboratory portion of the course, students are exposed to basic techniques such as proper use of glassware, observations, simple syntheses, colorimetry, and titration. In addition, students are shown how mathematical models and error analysis can be used to analyze data and draw conclusions. The goal of the courses is to introduce the field of chemistry, its fundamental concepts and theories, and its basic experimental techniques to students who have an interest in science.

ESSC 101 Introduction to Weather and Forecasting

This course is designed to introduce the scientific method through the use of weather forecasting. Weather forecasting requires obtaining weather observations, developing empirically-based

weather relationships and theories from testable hypotheses, and using these relationships and theories to develop weather forecasts. Students will learn the concepts of weather through lecture, experimental investigations in lab, and web-based data analysis and apply these to make forecasts of real-time local weather and severe or hazardous weather events. The activities in this course satisfy the knowledge of the disciplines for natural science of the general education program and require minimal or no prior weather knowledge.

ESSC 108 and 109 Earth Science for Non-Science Majors

This class provides a basic understanding of the nature of the lithosphere, hydrosphere and atmosphere for non-science majors. Emphasis is on understanding the dynamic processes that affect the earth and how to apply this knowledge to everyday life.

Earth scientists view the entire Earth as a complex system in which a number of components dynamically interact on different timescales. Because the human race is entirely dependent on the resources of the Earth System, because the dynamic nature of the Earth System has a profound impact on individual and societal well-being, and because human activities in turn influence the delicate equilibrium of this system, it is essential to produce a citizenry that has a meaningful understanding of Earth System Science. Students will learn the procedures, practices, methodologies and assumptions that are fundamental to a scientific understanding of the Earth System. The overarching goal of the course is to create scientifically literate citizens that are both willing and able to participate responsibly in a global community by (1) carefully applying the scientific method as a tool for problem solving, in general; (2) critically evaluating the scientific merit of anything that is presented as science (is it really science?), especially in the area of Earth System Science; and (3) thoroughly incorporating Earth System Science in important decision and issues at the personal, local, national and global levels.

ESSC 109 Earth Science Laboratory for Non-Science Majors

The laboratory class to accompany ESSC 108. Applications of the scientific method of inquiry as applied to earth sciences to reinforce basic concepts as taught in ESSC 108.

Earth scientists view the entire Earth as a complex system in which a number of components dynamically interact on different timescales. Because the human race is entirely dependent on the resources of the Earth System, because the dynamic nature of the Earth System has a profound impact on individual and societal well-being, and because human activities in turn influence the delicate equilibrium of this system, it is essential to produce a citizenry that has a meaningful understanding of Earth System Science. Students will learn the procedures, practices, methodologies and assumptions that are fundamental to a scientific understanding of the Earth System. The overarching goal of the course is to create scientifically literate citizens that are both willing and able to participate responsibly in a global community by (1) carefully applying the scientific method as a tool for problem solving, in general; (2) critically evaluating the scientific merit of anything that is presented as science (is it really science?), especially in the area of Earth System Science; and (3) thoroughly incorporating Earth System Science in important decision and issues at the personal, local, national and global levels.

ESSC 110 The Dynamic Earth System

In this course, the Earth is viewed as a single, dynamic system composed of four principal components: Geosphere (the solid Earth), Atmosphere (the gaseous outer envelope of the Earth), Hydrosphere (the liquid water component of the Earth), and Biosphere (the living component of the Earth). This course provides a detailed overview of how the scientific method is applied, in the context of the fundamental laws of physics and chemistry, to understand the Earth System, with particular emphasis being placed on the Geosphere component.

The overarching goal of the course is to create scientifically literate citizens that are both willing and

able to participate responsibly in a global community by: (1) carefully applying the scientific method as a tool for problem solving, in general; (2) critically evaluating the scientific merit of anything that is presented as science (is it really science?), especially in the area of Earth System Science; and (3) thoroughly incorporating Earth System Science in important decisions and issues at the personal, local, national and global levels.

ESSC 114 Geology of the National Parks

ESSC 114 is an introduction to the scientific study of the Earth using our U.S. National Parks as examples, and as such, meets the General Education requirements under the heading of Natural Sciences. This course provides an overview of how the scientific method is applied to understand the Earth System, with emphasis placed on examples demonstrated in our National Parks. Included in this is how decisions made by society can impact our natural world. The overarching goal of this course is to create scientifically literate citizens who are comfortable using the scientific method as a tool in problem solving and incorporating the scientific method in important decisions and issues at the personal, local, national and global levels."

ESSC 120 Dinosaurs, Mammoths & Trilobites: An Introduction to Paleontology
[was GEOL 120 The Fossil Record]

This course provides a detailed overview, including inquiry based modules, of how the scientific method is applied to understand: (1) the organic origin of fossils, (2) the key components of the process of fossilization, (3) the overall quality ("completeness") of the fossil record, (4) major ecosystems that have existed in the history of the Biosphere, and (5) mass extinction events in the history of the Biosphere, including their consequences and possible causes.

Through these efforts, the overarching goal of the course is to create scientifically literate citizens that are both willing and able to participate responsibly in a global community by: (1) carefully applying the scientific method as a tool for problem solving, in general; (2) critically evaluating the scientific merit of anything that is presented as science (is it *really* science?), especially in the area of Paleontology; and (3) thoroughly examining key issues pertaining to interactions between humans and their environment by employing the unique perspective that only a full and complete understanding of the history of the Biosphere, including our place in that history, can provide.

ESSC 202 Earth Science for Elementary Teachers

This course is an introduction to the study of the geosphere, hydrosphere, atmosphere, and exosphere or space, providing students with earth science content knowledge and a hands-on minds-on experience to understand that knowledge. The content knowledge will help the student to be able to teach the elementary Earth Science Michigan Curriculum Framework standards and benchmarks. These benchmarks are required for teaching by in-service teachers. The earth science knowledge will also help the student pass the Michigan Test for Teacher Certification (MTTC). The course supplies students with the necessary skills required to understand the scientific method of inquiry. It provides students with experience doing laboratories that they may be able to modify for their own elementary classrooms.

PHY 100 Physics for Elementary Teachers

In this course, all elementary education students are introduced to the core knowledge used in physics to understand phenomenon. This knowledge is an important foundation for studying the other sciences required of the elementary teacher and shows very practically both how physics manifests in our everyday lives and how these concepts can be presented in the elementary classroom. This core knowledge is the same core knowledge used by scientists in every laboratory in the world. The appropriate terminology is introduced and students are shown how to "scale it down" to the elementary student's vocabulary. The assumptions and shortcomings of models are highlighted. Whenever possible, appropriate simple demonstrations are used. Students are asked

to estimate results, mathematics and models are used to predict results, and the results are compared with the student's intuition. Modern applications are discussed to guide students to become scientifically literate citizens who are capable of making informed decisions about scientific information.

PHY 101 Physical Science in the Arts

Few of us would ever suspect that underlying much of what we experience in our world can be attributed to a handful of basic physical principles. The reason why an ice skater can spin faster when drawing in his arms at the end of a routine is the same reason why the planets orbiting the sun will have different speeds along their orbital paths. This course is a general introduction to the basic physical principles that scientists use to describe the world around you. The purpose of this course is to explore, test, and apply the laws governing many practical aspects of architecture, dance, sound and musical instruments, light and color, and even planetary motion. This course is a journey to a much fuller understanding of our world through an eclectic approach to science.

PHY 221 Mechanics, Sound, and Heat

The purpose of this course is to introduce, explore, test, and apply the principles of physics that predict the motion of an object. Today when we take a flight from Detroit to Los Angeles, we expect the arrival time to be within five minutes of the predicted time. Such predictions are based on the principles of physics and the tools of mathematics. Other practical applications of these principles include the flight of a baseball, the putting of a golf ball, the motion of the Earth around the sun, the rotation of a bicycle wheel, the setting of bones to allow healing, the vibration of the string on a violin, the flow of air across an airplane wing, and the conduction of heat through a window. PHY 221 presents in detail the foundational principles of motion that all scientists use in their research.

PHY 223 Mechanics and Sound

The purpose of this course is to introduce, explore, test, and apply the principles of physics that predict the motion of an object. Today when we take a flight from Detroit to Los Angeles, we expect the arrival time to be within five minutes of the predicted time. Such predictions are based on the principles of physics and the tools of mathematics. Other practical applications of these principles include the flight of a baseball, the putting of a golf ball, the motion of the Earth around the sun, the rotation of a bicycle wheel, the setting of bones to allow healing, the building of bridges, the vibration of the string on a violin, and the flow of air across an airplane wing. PHY 223 presents in detail the foundational principles of motion that all scientists use in their research.

PSCI 110 The Science of Everyday Life [was PHY 110]

This course is a general introduction to the physical laws that govern everyday experiences and activities. Examples include the laws of mechanics which govern how motor vehicles behave and how sound is transmitted and perceived. The laws of thermodynamics in part determine our home fuel bills and why layered clothing can keep us warmer. Knowledge of the laws governing the flow of electricity can help us to avoid home electrical fires. Understanding the structure of atoms and of the atomic nucleus sheds light on the properties of a wide range of materials as well as on the reasons for the prodigious energy released by nuclear weapons and the benefits and dangers of nuclear reactors.

PSY 101 General Psychology Lecture

Principles, theories, and methods evolve from the scientific analysis of behavior. PSY 103 must be completed in addition to PSY101 to satisfy four credits of the Knowledge of the Disciplines - Natural Science portion of the General Education program. Laboratory demonstrations and experiments

illustrating concepts will be presented in PSY 101 lectures.

General Psychology Lecture (PSY 101) and its required companion laboratory course (PSY 103) present basic principles of psychology that have been established by applications of the scientific method. They will also examine key historical developments that will help illustrate how knowledge and theories in science are dynamic. In the laboratory portion of the course, students generate data designed to provide an introduction to scientific discovery, to demonstrate particular scientific principles, and how to reach conclusions based on controlled observations. In this course, students will study basic principles of psychology that have been established by applications of the scientific method. They will also examine key historical developments that will help illustrate how knowledge and theories in science are dynamic. Students will generate data designed to demonstrate particular principles and how to reach conclusions based on controlled observations. Because of its focus on the scientific method and on applications of scientific methodology.

PSY 103 General Psychology Laboratory

Laboratory demonstrations and experiments illustrating concepts presented in PSY 101 lectures.

General Psychology Laboratory (PSY 103) and its required companion course (PSY 101) present basic principles of psychology that have been established by applications of the scientific method. They will also examine key historical developments that will help illustrate how knowledge and theories in science are dynamic. In the laboratory portion of the course, students generate data designed to provide an introduction to scientific discovery, to demonstrate particular scientific principles, and how to reach conclusions based on controlled observations. In this course, students will study basic principles of psychology that have been established by applications of the scientific method. They will also examine key historical developments that will help illustrate how knowledge and theories in science are dynamic. Students will generate data designed to demonstrate particular principles and how to reach conclusions based on controlled observations. Because of its focus on the scientific method and on applications of scientific methodology.

Knowledge of the Disciplines

Social Sciences (GEKS)

AFC 244 Dimensions of Racism

Dimensions of Racism is the study of various theoretical approaches to the concepts of race, ethnicity, and diversity. It examines economic, ideological, and political foundations of social stratifications based on systems of power, oppression and prejudice. It analyzes critically the historical foundations and the impact of racist ideologies and practices in the creation of world conflicts, alliances, and nations.

AFC 351 The Social Context of African American Health

AFC 351 applies an analysis of the social and cultural basis of health to the African American experience. To this end the course provides a broad introduction to social science suppositions and techniques. AFC 351 moves well beyond the idea that medical care—its presence, absence, or quality—is the singular or most critical factor determining the health of a people, community, or society. It reveals the importance of social phenomena in disease resistance and health promotion.

Historical shifts from the prominence of infectious to chronic diseases; the implications to health of chattel slavery, sharecropping, segregation, poverty, and structured inequality; the relationship between psychosocial factors and disease, i.e. destabilized social settings that compromise resistance to disease; environmental racism; and the health status of African Americans as it

relates to the organization of work, family structure and function, religious beliefs, the organization of medical care, lifestyle, consumer manipulation, and post-industrial society are major issues addressed by the course.

ANTH 135 Introduction to Cultural Anthropology

Anthropology is the global comparative study of human societies, both in terms of their development and in terms of their culture-specific expressions. Students learn how an anthropological cross-cultural perspective can improve understandings of cultural diversity, especially when addressing topics and perspectives that are difficult to understand from a purely western perspective.

By better understanding the factors contributing to cross-cultural similarities, differences, and interconnections, students learn to appreciate global diversity in development, ethnicity, language, subsistence, modes of production, exchange and distribution, social and political organization, gender, kinship, sexuality, religion, forced and voluntary migration, and how contemporary globalization is influencing each of these topics.

ANTH 150 Introductory Archaeology

The course is designed as an introduction to the anthropological subfield of archaeology. In addition to general social science methods, the student will learn about archaeological survey and excavation techniques, the kinds of quantitative and qualitative data these produce, cross-cultural analyses, and social science theories that are tested with archaeological data.

The course covers a broad range of topics traditionally approached by archaeologists, which contribute to an understanding of the human past and lessons for some of today's major global issues. In the process of learning about archaeology, students also learn to appreciate how social science methods, in general, can produce knowledge and provide perspectives on social and political organization, power relationships, social change, and contemporary global problems. Course assignments allow students to use general social science techniques with archaeological data to address these topics.

CRM 200 Introduction to Crime and Justice

CRM 200 introduces the social science fields of criminal justice and criminology. Every person is impacted, either directly or indirectly, on a daily basis, by the practices and policies of criminal justice systems. CRM 200 meets the Social Sciences requirement for Knowledge of the Disciplines because it emphasizes how criminologists acquire and share knowledge about the world.

We examine the use of theoretical frameworks in the study of crime and justice-behavioral, psychological, biological, sociological, political and historical- to pose and address questions about contemporary issues and problems including race, class and gender disparities in arrest, prosecution and sentencing of offenders, sentiment and policy regarding punishment/rehabilitation and the potential for alternative solutions. Through examination of research on such topics students become familiar with the process of research and acquire the ability to critically evaluate the design and results of research including resultant policies.

CTAC 225 Listening Behavior

While people often think of communication as primarily what is spoken, what is heard is equally important. Social scientists have estimated that approximately 85% of what people know has been learned through listening. In our field, we study and investigate individual communication behaviors such as listening, which in turn influence and change organizational, societal and cultural behavior. As a result, communication researchers have investigated, measured, and analyzed

listening behaviors in various contexts.

Students will investigate the complexity of listening through assignments designed to provide experience with social science methods utilized to conduct qualitative and quantitative research, and read the existing social scientific research in listening behavior; and be able to evaluate their proficiency levels in various listening situations using instruments commonly used in the communication discipline. Students will also formulate research questions and investigate human listening behavior through discussion, reading assignments and interactive exercises.

CTAC 226 Nonverbal Communication

Social scientists have estimated that 60-70% of what we communicate to one another is through the nonverbal channel. Nonverbal communication is the primary mode of expressing emotion, creating and managing impressions, and communicating messages of attraction, liking, distance, and dominance. This course is designed to introduce students to the social scientific study and analysis of nonverbal communication.

For this reason the emphasis of CTAC 226 is on scientific knowledge rather than anecdotal experience. The course will cover both classic and current theories and research related to nonverbal communication. From Darwin's seminal work on the study of emotional expression in humans to current methods of conversational analysis, the field of nonverbal communication has a long history of research from a social scientific perspective.

CTAC 227 Interpersonal Communication

Interpersonal communication is the exchange of symbols used to achieve self-presentation, relational and instrumental goals. In other words, how we present ourselves and manage our image to others, how we develop, maintain, and terminate relationships and how we use communication to develop and obtain resources. Interpersonal communication is the foundation upon which all relationships, organizations, and societies are built. Interpersonal communication is often taken for granted.

We assume since we engage in interpersonal interactions on a daily basis we understand what it is. Students will move from their personal understanding of interpersonal communication to the social scientific perspective existing within the discipline. This course is designed to introduce students to the social scientific study and analysis of interpersonal communication. Theories such as attribution, expectancy violation, uncertainty reduction, social exchange, coordinated management of meaning and cognitive dissonance and research methods such as experimental design, conversational analysis, content analysis, and ethnography will be explored.

DTC 258 American Regional Foods

This course meets the requirements for a social sciences course in the General Education Program because it covers regional American foods and the history, culture, food products and cuisines of fifteen culinary regions. The culinary regions are defined through geography, homogeneous food culture of indigenous people, the food culture of first settlers, foods, and cooking techniques brought by immigrants and economic viability.

ECON 100 Introduction to Economics Problems and Policies

Students in the course acquire a basic understanding of both the subject of economics and the approach used by economists in their study of economic questions. Thus, students learn about both the content and the methodology of economics. The contemporary international economic environment is characterized by globalization and competition. This reality confronts the USA and its people with a number of economic challenges and opportunities. Economics 100 presents

students with an opportunity to read about, think about, and discuss these issues. In a series of written assignments, students are asked to apply their developing knowledge of the content and methodology of economics to an analysis of a variety of economic problems, as well as to an evaluation of government policy measures designed to respond to these problems.

In summary, Economics 100 students learn the following: (1) The basic concepts and principles of economics, such as efficiency and productivity, markets and prices; (2) The “economic way of thinking”, that is, identifying, measuring, quantifying, and comparing costs and benefits as a basis for informed decision-making; (3) How to apply both of the above to real-world economic problems, such as the outsourcing of jobs to low-wage countries and the escalating costs of prescription drugs.

ECON 201 Principles of Macroeconomics

Economics is one of the fundamental social sciences because it systematically investigates the economic relationships and interactions among people living in a society. In the course acquire a basic understanding of both the subject of economics and the tools used by economists in their study of economic questions. (1) macroeconomics looks at how people and societies make choices, while weighing the costs and benefits of those choices. The basic assumption is that normal economic behavior is guided by a process of always seeking to get the maximum benefit at minimum cost; (2) introduces students to concepts such as supply and demand, business cycles, inflation and unemployment, money and banking, and taxing and government spending. Here students learn how economics research develops and uses numbers and models (simplifications) to explain changes in these concepts; (3) introduces students to some of the different interpretations of the desirability of changes and their outcomes. One school of thought explored focuses on “what is,” with no value judgments implied. Another school of thought focuses on “what ought to be,” based on value judgments about the social desirability of outcomes.

ECON 202 Principles of Microeconomics

Economics is one of the fundamental social sciences because it systematically investigates the economic relationships and interactions among people living in a society. Students in the course acquire a basic understanding of both the subject of economics and the approach used by economists in their study of economic questions.

Thus, students learn about both the content and the methodology of economics. The contemporary international economic environment is characterized by globalization and competition. This reality confronts the USA and its people with a number of economic challenges and opportunities. Economics 202 presents students with an opportunity to read about, think about, and discuss these issues. In discussions and exams students are asked to apply their developing knowledge of the content and methodology of economics to an analysis of a variety of economic problems, as well as to an evaluation of government policy measures designed to respond to these problems.

GEOG 107 Introduction to Geography

Introduction to Geography addresses the five fundamental themes of geography: location, place, relationships within places, movement, and regions. The course is intended as the first step in the development of lifelong geographic literacy and as an introduction to the social sciences, and therefore meets the Social Sciences requirement of the General Education program.

HIST 123 The United States to 1877

This course provides an introduction to a variety of social science methodologies while emphasizing history’s unique contribution to the social sciences, the notion that any period

develops from the periods preceding it. In pursuit of that aim, you will gain the foundational content knowledge needed to understand and interpret the major trends, people, ideas, and events that have shaped the United States before 1877. Second, you will acquire and use the unique methods historians employ to critically select and evaluate evidence from the past, assess its significance, and analyze the interpretive accounts that give this past meaning.

HIST 124 The United States, 1877 to the Present

This course provides opportunities to acquire the procedures, practices, methodologies, and fundamental assumptions of history in two ways. First, you will gain the foundational content knowledge needed to understand and interpret the major trends, people, ideas, and events that have shaped the United States since 1877. Second, you will acquire and use the unique methods historians employ to critically select and evaluate evidence from the past, assess its significance, and analyze the interpretive accounts that give this past meaning. In this iterative process, you will discover that the discipline of history places unique demands on those who aim to interpret and communicate a strange past—a past that is difficult to truly know and articulate.

The application of historical thinking skills will help you discover much of the meaning, mystery, controversy, and drama of history. This process of discovery requires that you question how historians view the relationship between evidence and historical accounts. You will learn to create interpretive accounts of the past by framing useful historical problems, marshaling and evaluating relevant evidence, detecting authorial bias, contextualizing or "historicizing" the past, assessing significance both in primary sources and in narrative accounts, debating competing theories of causation, using counter-historical examples to critique narratives, and exploring how theories of hegemony and human agency influence our understanding of the past.

JRNL 213 Introduction to Journalism

Introduction to Journalism explores what it means to be an informed and engaged citizen in America today as it asks students to consider the role and responsibility of journalism in American society. As a course in the "Knowledge of the Disciplines: Social Science" component of the General Education curriculum, it stresses emphasizes not only how journalists gather and produce news, but also how consumers of news can impact the process as citizens in a democracy. Considerable social science research has examined the effects of the media on society. To a lesser degree, research has explored the ways in which society impacts the media. This course offers insights into how citizens in a democracy can participate in the journalistic process via commentary, blogs, and their choices in the marketplace and more directly through feedback to the media through channels like letters to the editor and even more directly through their own blogs, Web sites, podcasts, etc. Through study of communication theory and its relationship to media research and the practice and profession of journalism, students will grow as critical consumers of news and other media.

LEAD 201L1 Introduction to Leadership [was LEAD 201]

This course services as an introduction to the study of leadership, including theoretical, philosophical, and conceptual Foundations. Students will discover traits and practices necessary to expand and develop personal leadership plans. With an emphasis on reflection, writing and experiential learning, the course will engage a variety of learning styles and activities to introduce the vast discipline of leadership. Students will be exposed to opportunities and services on campus necessary for support in the pursuits of academic, personal, and social goals at Eastern Michigan University. This course will expand the range of the student's leadership skills/styles across campus units, thereby linking theory to practice. The course is designed and required for all personas interest in pursuing a leadership minor and must be taken prior to LEAD 301L2 - Emerging as a Culturally Competent Leader and LEAD 401L4 - Inventing a Leadership Life.

PLSC 112 American Government

This course provides students with critical exposure to the methods used by social scientists in creating knowledge. Political Science 112 provides a thorough grounding in American government. It also provides a strong introduction to the discipline of political science. In this course, students gain exposure to how knowledge is generated in the social sciences through the lens of one content area, that of American government. Through material covered in the course, students gain practice in asking important questions about the political world and answering them using the methods practiced in this social science discipline.

PLSC 113 American Government *Honors*

This course provides students with critical exposure to the methods used by social scientists in creating knowledge. Political Science 113 provides a thorough grounding in American government. It also provides a strong introduction to the discipline of political science. In this course, students gain exposure to how knowledge is generated in the social sciences through the lens of one content area, that of American government. Through material covered in the course, students gain practice in asking important questions about the political world and answering them using the methods practiced in this social science discipline.

PLSC 202 State and Local Government

State and Local Government course looks at the critical exposure to the methods used by social scientists in creating knowledge. It provides a thorough grounding in sub-national governments in the American federal governmental system. It also provides a strong introduction to the discipline of political science. In this course, students gain exposure to how knowledge is generated in the social sciences through the lens of one content area, that of state and local government. Through material covered in the course, students gain practice in asking important questions about politics and government and answering them using the methods practiced in this social science discipline.

PLSC 212 Introduction to International Politics

Political Science 212 introduces students to the study of international relations (IR), one of the main fields of political science. This course emphasizes how political scientists acquire and share knowledge about the world. The course requires students to use the theoretical frameworks of the study of IR – realism, neo-realism, liberalism, and feminism – to pose and address questions about contemporary issues and problems, including interstate disputes and wars, economic globalization, the increasing inequality among rich and poor nations, protection of human rights, threats to environmental quality, and population growth. Through examination of research on such topics, students become familiar with the process of research and acquire the ability to critically evaluate the design of, and results from, research. The course also provides students with the opportunity to gather, examine, and interpret data, and to report the findings of their research, thus contributing to their understanding of how inquiry is conducted and knowledge is disseminated in political science. In sum, the course prepares students for citizenship in a global community by not only giving them basic factual knowledge of international relations and global processes, but also by providing them with the tools necessary to understand and explain international events and global patterns of change.

PLSC 217 Introduction to Law and Courts

A survey of U.S. federal court organization and state court systems, methods of judicial selection, trial and appellate court decision-making processes, and the impact of judicial policies. Comparisons to legal systems outside the United States will be made.

In the American context, courts are political as well as legal institutions. Thus, the area of law and

courts is a primary subfield of the political science discipline. A student's knowledge of the discipline will be enhanced by examining the ways in which the judiciary resolves disputes, shapes behavior, and interacts with other entities in the political system, such as legislatures, executives, bureaucratic agencies, and interest groups. Attention will be given to how political scientists examine court processes and the way in which both qualitative and quantitative research methods are used to further our understanding of courts in the United States. As such, PLSC 217 meets the outcomes for a course in the Knowledge of the Disciplines, Social Science Category.

PURL 201 Public Relations and Public Responsibility

This course provides an introduction to a variety of social science methodologies while emphasizing the unique contribution and impact of public relations and business ethics on organizations, institutions, society, and culture. In pursuit of that aim, students will study the various misconceptions about the practice of public relations, recognizing that many people hold varying definitions of the profession. Students will move from their widely held definitions of public relations to studying and investigating the social functions of public relations – on their way to understanding the all-inclusive and ethical roles public relations practitioners serve throughout our society in numerous different sectors – and how public relations ethics affect power relations and social change in society.

SOCL 105 Introductory Sociology

SOCL 105 This course provides a critical introduction to key concepts and ideas common to all sociological endeavors, as well as the methods by which sociologists advance social scientific knowledge. Students will be introduced to major theoretical perspectives, as well as key concepts, such as culture, socialization, and social interaction, all of which guide the practice of sociology. Students will also come to understand the nature of major societal institutions, including family, education, economy, and government, along with the formal and informal dimensions of each. They will also be introduced to social inequality, which has historically been explored along the dimensions of race, social class, and gender within the field.

For each segment of the course, students will examine the challenges associated with conducting social research. Introduction to Sociology focuses on comparing and contrasting the potential for using various research methods to generate knowledge, with a special emphasis on comparing quantitative and qualitative methods. Students will also come to explore the benefits of employing a sociological perspective to the analysis of contemporary events and, in the process, will be socialized into becoming critical consumers of reporting in the mass media, much of which is increasingly based on social science research.

URP 115 The American City

The course provides an introduction to a variety of social science methods and ways of studying the complex relationships that exist between American cities and suburbs, and the people that inhabit them. Students in this course will explore how the urban experience has transformed the American landscape in recent years, and how our changing understandings of the issues of urban racial and ethnic identities, social class structures, and personal lifestyles have helped to reshape what the American city is in the 21st century. Students will gain an appreciation of various theoretical perspectives that have provided insights on how the city is both physically and socially structured. Sources of information about cities will also be discussed, and students will gain a fundamental understanding of how the various social sciences develop and utilize data in understanding urban phenomena.

Perspectives on a Diverse World

1. One course on Global Awareness (GEGA)

AFC 102 Introduction to African Civilization

AAS 102, African Civilization is designed to provide the students with an introductory knowledge of centers of African Civilization from antiquity to the 1960s. Among those centers are Ancient Egypt, Nubia, Axum, Ghana, Mali, Songhai, Kilwa, Sofola, Malinda, Mutapa (Monomotapa), etc. Apart from becoming familiar with such key centers of African Civilization, the students will explore the influence that African Civilization exerted on other cultures, as well as the impact of cross-cultural contacts on African Civilization itself. Preliminary subjects of discussion include historical and paleontological data examining the thesis of the African origin of humanity. This course meets the Global Awareness category of the General Education Program because EMU students cannot achieve a comprehensive picture of "issues and perspectives" in global awareness without acquiring knowledge of African civilization, given that Africans form a constituent part of the global community.

AFC 244 Dimensions of Racism

Dimensions of Racism is the study of various theoretical approaches to the concepts of race, ethnicity, and diversity. It examines economic, ideological, and political foundations of social stratifications based on systems of power, oppression and prejudice. It analyzes critically the historical foundations and the impact of racist ideologies and practices in the creation of world conflicts, alliances, and nations.

AFC 313 Contemporary Africa: The Struggle and Prospects for Development

AAS 313 Contemporary Africa: The Struggle & Prospects for Development is designed as a survey of Africa's contemporary political economy. In examining post-colonial efforts at development, the course focuses on a cross-section of regional and national strategies for social transformation. Among subjects emphasized are economic cooperation and coordination initiatives on the continent, side by side with domestic and/or external constraints on national socioeconomic developmental efforts. The course also compares and contrasts Africa's major socioeconomic trends and performances with those of Latin America & the Caribbean and Asia and Pacific regions. This course meets the Global Awareness category of the General Education Program because its survey of the contemporary political-economic conditions of Africa will help to provide EMU students with a global perspective on forms of development in the contemporary world. Such a global perspective on development is all the more necessary, given the leadership role that the United States and Western Europe play within the international community.

AGIN 219 or SOCL 219 Around the World in 80 Years: Adult Development Across Culture [Was GERT 219]

AGIN 219 This Global Awareness Course offers students the opportunity to examine diverse cultures and countries through a social and demographic reality shared across the world: population aging. While variances exist in lifespan, every society and every country—whether industrialized Western or least industrialized African or Asian—is faced with the circumstance of adults living longer than ever before in their history. How each culture has historically dealt with and currently deals with its aging population, as well as aging individuals, offers a lens for considering the diversities and commonalities of societies around the world. Through the study of aging, issues of global relations, social justice, and empowerment will be addressed, particularly the social, economic, political, and policy consequences.

ANTH 135 Introduction to Cultural Anthropology

Anthropology is the global comparative study of human societies, both in terms of their development and in terms of their culture-specific expressions. Students learn how an anthropological cross-cultural perspective can improve understandings of cultural diversity, especially when addressing topics and perspectives that are difficult to understand from a purely western perspective. The course covers a broad range of topics traditionally approached by anthropologists, which address each of the outcomes for the Global Awareness requirement. By better understanding the factors contributing to cross-cultural similarities, differences, and interconnections, students learn to appreciate global diversity in development, ethnicity, language, subsistence, modes of production, exchange and distribution, social and political organization, gender, kinship, sexuality, religion, forced and voluntary migration, and how contemporary globalization is influencing each of these topics.

ANTH 212 Peoples and Cultures of China

This course provides an overview of anthropological approaches to the study of both traditional and contemporary China, with an emphasis on conditions in the most recent decades. It pays particular attention to issues of family and social relations, gender and kinship, ethnicity, social inequality, and China in globalization.

This course satisfies a General Education Requirement in Global Awareness. China is one of the oldest civilizations and is the largest and fastest growing nation on earth. It is a country amidst a hurried and conflicted remaking and drastic transformation. With fifty-six ethnic nationalities, China has diverse cultures interacting in the global community that is confronting many of the same major issues as in other world regions. This course aims to provide students with the means of understanding the diversity of China's peoples and cultures in the dual context of lived experience as well as informed analysis. It traces the enduring legacies of traditional China and observes the rapid economic and sociocultural change of contemporary China in the era of globalization. By studying Chinese cultures, students learn the diverse ways that cultures create and classify ethnicity, classes, kinship and genders, and how these differ from the West, especially the US. The course exposes students to culture-specific and cross-cultural patterns in the causes and consequences of social, cultural, and racial intolerance. Students successfully completing this course learn how to analyze and synthesize diverse sources of information, in order to make informed decisions on major issues confronting China and other world regions experiencing similar issues.

ANTH 233 Cultures of Mesoamerica and the Caribbean

This course satisfies a General Education Requirement in Global Awareness. Mesoamerica and the Caribbean have diverse nations and cultures interacting in the global community that are confronting many of the same major issues as in other world regions. Students explore and compare cultures in both macro regions, and further compare those cultures with cultures of North America. This course also emphasizes North American political and economical interconnections with Mesoamerica and the Caribbean: how those relationships have influenced the creation and character of national governments, alliances and conflicts, and grass roots cultural reactions. By studying Mesoamerican and Caribbean cultures, students learn the diverse ways that cultures create and classify races, classes, and genders, and how these differ from classifications in North America. Students are exposed to culture-specific and cross-cultural patterns in the causes and consequences of social, cultural, and racial intolerance. Students successfully completing this course learn how to analyze and synthesize diverse sources of information to make informed decisions on major issues confronting Mesoamerica, the Caribbean, and other world regions experiencing similar issues.

ARTH 161 Survey of Non-Western Art [was ART 109]

ARTH 161 Since the dawn of humanity human societies have been driven to create and embellish material objects, giving visual expression to cultural values, social identities, religious beliefs, and individual concerns. Since art is a cultural phenomenon integral to the lives of people throughout the globe, the study of it is a great way to gain timely and substantive insight into diverse cultures and the issues that concern them. Art from other places and times can also reveal ways of looking and thinking about the world and the place of humans in it that are different than one's own. For these reasons this course, which is concerned with the study of artworks created by artists whose primary cultural affiliations and ethnic heritages lie outside the greater European cultural context, meets the Global Awareness category of the General Education program. Through the study of artworks, the contexts in which they were created, and the people who made them, one will gain a foundational knowledge of diverse cultures throughout the globe and help one develop an awareness and sensitivity to different viewpoints on local and global issues and concerns that are voiced by artists from cultural backgrounds beyond the Western world.

ATM 135 Cultural Study of Dress

A study of the social, psychological and physical aspects of dress as related to culture, society and the individual. Dress is central to humans as biological, aesthetic and social beings. One could say, "to be human is to dress and to dress is to be human." Dress is a practice, a ritual, a process and a form of communication about identity, social roles, and status. Dress defines, connects and divides. The production and distribution of dress and textiles link cultures and societies historically and globally. This course fulfills the [General Education](#) Program's Global Awareness requirements for [Perspectives on a Diverse World](#) by providing students with content and experiences necessary to understand and develop informed perspectives about world cultural/global context using the study of dress as a means of understanding global issues and interrelations within the global community. We will interact with diverse sources, readings, objects, movies and artifacts of popular cultures as well as people to learn about this essential aspect of life in selected cultures. After completing this course, you should have acquired a competent vocabulary to describe and discuss specific items of dress and have an understanding of their cultural context. You will also have a better understanding of the social and behavioral process that impact the practice of dress historically and globally.

BIO 107 or ESSC 107 Environmental Science

This course gives students an understanding of important challenges to the integrity of the global ecosystem and begins to explain many of the scientific and social issues that surround them. Globally, human health and economic well-being can only be sustained under amenable environmental conditions, which depend on climate, atmosphere, water, forests, agricultural soils, human population density, and biodiversity. Every bit of the surface of Earth is influenced by human activities; the global connectedness of our economic activities means that many of our everyday decisions impact far-flung corners of the planet. The goal of this class is for students to gain a better understanding of the workings of the global ecosystem and how the expanding human population interacts with it and depends on it. Learning the basics of environmental science will allow students to make informed decisions about individual and collective actions that impact the present and future state of the environment, both locally and globally.

BIO 215 Plants and People

We frequently encounter the plant kingdom in our daily lives—in food shelter, textiles, medicines, drugs, pesticides, and perfumes. In this course, we will learn about the fascinating interactions between plants and humans. We will investigate how plants are named and classified in various cultures, how plants played an important role in the origins of civilization, and how plants may likely be the solution to serious global issues like hunger, malnutrition, and our current energy crises.

Topics will include: crop domestication (how did we get the rice and wheat all humans now depend on?); the evolution and conservation of genetic and biological diversity (why is it important to conserve the Amazon forest before it disappears?); biotechnology (it is ethically acceptable to export a crop that we manipulated in the lab that we Americans are reluctant to consume?); drugs and alcohol (should Michigan residents be allowed to use Marijuana for medicinal purposes?); natural dyes (how do we make blue jeans blue?); the movement of plants among cultures around the world (coffee and tea are not native to North America and yet we depend on them to start our day) and biofuel alternatives (will we all be driving cars fueled by algae soon?). These topics are selected for both their local and global impacts in order to help students become critical thinkers on important issues that have direct influence on their daily lives. With the successful completion of this course, students will see plants, the campus, their world, and their decisions in a new light. As such, BIO 215 meets the requirements of a Global Awareness course in the General Education program.

CASI 206 Culture and the Holocaust [was CASI 279]

CASI 206 Study of the Holocaust, the systematic extermination of six million Jews, Slavs, Gypsies, and other "undesirables" by the Nazi regime of Adolf Hitler, offers students an extraordinary opportunity to examine the various mechanisms that produce a culture of intolerance and to see how, in a modern state, such a culture of intolerance can ultimately lead to genocide. "Culture and the Holocaust" meets the Global Awareness requirement of the general education curriculum because it offers a number of examples of the apparatuses by which modern regimes have managed to marginalize populations, subject them to horrific abuse, and, often enough, kill them—indeed, the Holocaust has become almost a blueprint for oppressive regimes throughout the globe interested in the politics and practice of mass murder. The course asks students to evaluate the roles of perpetrators, victims, and bystanders. It asks students to think about what sorts of actions—religious, political, military—might have prevented the slaughter. Finally, the course asks students to reflect on how it is possible, in the aftermath of the Holocaust, that genocide has continued throughout the world, paying close attention to related and perhaps similar events, questioning the degree to which the Holocaust can be "compared" to the Armenian genocide, Stalin's programs of collectivization and his desire to "liquidate the kulaks as a class," the horrors of ethnic cleansing in the Balkans, and the massacre of the Tutsi people in Rwanda in 1994.

CHL 209 Global Children's Literature

CHL 209 A study of literature for young readers is also a study of the values, beliefs, and attitudes of a society, since what adults offer to the young reflects contemporary adult views. This course exposes students to global children's literature—as well as the history, beliefs, values, and attitudes of other peoples. Course design assures adequate representation of the literature by and about a wide selection of countries, with emphasis on those which are most often misunderstood or misrepresented in the United States. Supplementary materials in history, cultural anthropology, and philosophy provide a sound basis for the discussion of the literary works, but the primary focus will be on the literature itself. The history of the development of literature for young readers in other countries, criteria for evaluation, literary criticism, as well as cultural authenticity are explored. The course meets outcomes in the Global Awareness category of the General Education Program.

COSC 105 Everyday Computing and Social Responsibility

The Internet has literally brought the world to your back door; this has caused a multitude of unintended and unplanned consequences. For example, Twitter, YouTube, and Facebook have become the major tools of political dissension and news dissemination. Expanded use of the Internet forces us all to evaluate our own personal / national / cultural views on issues like privacy, copyright law, and freedom of speech, and to better understand how others in the international community view these issues. This is the goal of this course. Understanding the diverse views on these matters will allow students to make informed decisions about individual and collective actions whenever employing technology. As such, COSC 105 meets the requirements of the Perspectives

of a Diverse World, Global Awareness section of the General Education program.

COT 170L1 Global Technologies [was STS 170L1, STS 170L, STS 170]

COT 170L1 meets the general education requirement for Global Awareness by exploring the choices people made in the past and the choices today's students will have to make in the near future with regard to energy, medical and communication technology. Students analyze examples of the impact of technological changes in energy and medicine and develop considerations for other cultures when making decisions. They apply the lessons learned from historical examples in energy technology and medical technology to emerging issues related to alternative energy technology and communication technology. After completing the course, students should have a better understanding of the international impact of technological change and a better idea of how to anticipate and cope with changes caused by new technologies in ways that consider the effect of their choices on other cultures.

CTAC 274 Intercultural Communication [was CTAC 374]

The modern world is characterized by a dramatic increase in communication between people of different cultural backgrounds. Students are now graduating into a world where intercultural communication is increasingly common. Business, science, education, mass media, entertainment, tourism, politics, war, and the internet all provide opportunities and challenges associated with intercultural encounters. CTAC 274 is designed to help students better understand their own cultural communication style and those of other people, groups, and nations. Upon completion of this course students will have a better understanding of cultures that differ from their own, develop a universalistic, realistic, worldview, and learn how culture impacts communication at both the interpersonal and societal levels.

CTAT 235 International Cinema

Film is one of the most dominant, influential, and message intensive art forms of the past 100 years. Knowledge of international cinema allows for students to use moving pictures as a catalyst to critique social and cultural issues in different cultures and investigate how history has changed nations and shaped the world.

In this course, students will learn the major motion pictures made in a variety of countries and will become familiar with the important cinematic movements from each country, including the most influential directors. They will develop the critical skills necessary to evaluate international films from an historical perspective and compare them to the dominant American cinematic style. Finally, they will learn to evaluate the messages within a motion picture and its success in using visual design, narrative structure, language, music and performance to create an effective and meaningful cinematic experience that speaks to cultural and social issues of that nation's cinema both in history and contemporarily. Students will learn how international films can be used to investigate global perspectives on world history, political systems, and national issues within specific countries. As the number of international film productions increases, these skills are an important part of any student's global perspectives knowledge. As such, CTAT 235 International Cinema satisfies the Global Awareness area of the General Education Program.

DTC 358 Food and Culture

DTC 385 This course addresses many global issues such as fair trade, agriculture, religion, cultural intolerances, and social dynamics that influence food preferences and food habits. Fair trade issues are explored through study of small farms that grow coffee, tea, fruit, rice, and sugar and sell to processors and distributors under fair trade certification. This is compared to large commercial operations and/or purchasing through the middleman system in developing countries. Religious preference also has a great influence on food habits around the world. This course meets the

General Education Global Awareness category because students are exploring global issues through food and food habits, exploring their own culture and food habits, exploring social dynamics and cultural intolerances that influence food habits, and analyzing information from diverse sources to make informed decisions regarding global issues.

ECON 108 Introduction to the Global Economy

ECON 108 Students in the course acquire a basic understanding of, and appreciation for, the variety of economic systems, economic models, and economic policies that have been adopted by different nations to guide their respective paths of economic growth and development. Students also receive an introduction to the web of economic relations that tie nations ever more tightly in the globalizing world economy. The globalization of the world economy implies increasing interaction among the economies of different nations. Economic interrelationships are complex and dynamic. Our competitors in the globalized world economy, such as China, India, and Japan, are at the same time our partners. This reality poses both challenges and opportunities. The possibility of achieving positive, peaceful outcomes is enhanced by a thorough understanding of the differences among the economies of the world.

ENVI 105 Introduction to Environment and Society

Some of the most urgent problems facing humanity in the 21st century concern the relationship between human beings and the non-human environment. Climate change, urbanization, biodiversity, and sustainable development are perhaps the most pressing issues we must address to ensure the health and well-being, of current and future human beings, and of the non-human environment. This course examines Western and non-Western philosophies and ethical approaches to the relationship between human beings and the non-human environment, and the effects of these philosophies on cultural attitudes toward the environment.

Environmental issues often ignore national borders. Societies that have developed using fossil fuels produce greenhouse gas emissions and thus climate change, but do not necessarily suffer the most harmful effects of their activities—these are experienced by people halfway around the world. This results in unjust distributions of the benefits and burdens of environmental damage caused by human activity. Students explore local, national and international governmental and non-governmental institutions and policies created to govern the relationship between human beings and the non-human environment, understanding the various interests-- political, economic, and cultural--that must be balanced in regulating this relationship. All human beings are implicated in environmental problems, and all of us are responsible for sustaining the environment for the future. As such, ENVI 105 Introduction to Environment and Society meets the outcomes for a course in the Global Awareness category of the General Education Program.

ESSC 105 Climate Change in Human Times

Climate change is one of the most important environmental, political, and social issues facing the global community today, and as such it has become a topic of great public interest. Hardly a week goes by without newspaper articles discussing global warming, the greenhouse effect, melting polar ice caps, and retreating glaciers. Some argue that global warming is fictitious and others proclaim it as the end of the world.

Scientific research indicates that the Earth's climate is warming, and that it will continue to do so for generations to come. It is therefore important to produce a generation of students who are well informed about climate and climate change, and hence able to be spokespeople for changes in policy. For this purpose, students need to gain an understanding of the essential components of the climate system that are involved in global change processes, the feedbacks that link these components, and the nature of climate variability before the beginning of the industrial revolution. This will enable them to critically evaluate the logic and evidence that underlie various hypotheses about the nature of global warming. The knowledge obtained in this course will help students to

make informed, scientifically based decisions about their personal role and responsibilities as human beings who influence - and are influenced by - a globally changing world. As such, ESSC 105 fulfills the Global Awareness requirement of the General Education Program.

ESSC 107 or BIO 107 Environmental Science

This course gives students an understanding of important challenges to the integrity of the global ecosystem and begins to explain many of the scientific and social issues that surround them. Globally, human health and economic well-being can only be sustained under amenable environmental conditions, which depend on climate, atmosphere, water, forests, agricultural soils, human population density, and biodiversity. Every bit of the surface of Earth is influenced by human activities; the global connectedness of our economic activities means that many of our everyday decisions impact far-flung corners of the planet. The goal of this class is for students to gain a better understanding of the workings of the global ecosystem and how the expanding human population interacts with it and depends on it. Learning the basics of environmental science will allow students to make informed decisions about individual and collective actions that impact the present and future state of the environment, both locally and globally.

FRNH 111 Introduction to French and the French-Speaking World

The study of French-speaking countries, including France, and their cultures, is critical for students to expand their understanding of global cultural dynamics and critically compare their own culture to others. French is spoken as a native, official, or business language in more than 30 countries in the world.

This course aims at furthering the internationalization of EMU students by helping them adapt for the future in a global society, develop a philosophy of inclusion, become aware of a great variety of cultures other than their own, fight cultural stereotypes, expand their comfort zone with cultural differences, adopt positive attitudes towards and avoid discriminating against others. It will also help them develop a sense of self and understand their own place in the global community.

Finally, this course also aims to be a recruiting tool for the French language program. The more aware students are of the rich diversity of the French-speaking world, the more likely they will be to take language courses, as they realize that French is an influential language in the world, especially in the developing countries of Africa.

GEOG 110 World Regions

GEOG 110 World Regions is designed to increase global awareness by systematically examining major world geographic regions and key places therein -- including absolute and relative locations*, physical and human characteristics, and interrelationships within the global community. The course explores how culture and experience influence people's perceptions and regions; encourages awareness and tolerance of other regional cultural realities; explores global patterns and networks of economic, political, and cultural interdependence; illustrates how cooperation and conflict among people influence the division and control of Earth's surface; and illustrates balanced regional and global decision-making toward overall human development. The course emphasizes that virtually all geographic areas of the globe are increasingly interrelated in their effects upon one another. It emphasizes that to be a tolerant global citizen, one must be aware of the weak as well as the strong points of one's own cultural, political and economic realities in the context of global diversity. This course is intended as the first step in the development of lifelong geographic literacy as a requisite for global awareness.

GEOG 150 Thinking Sustainably

GEOG 150 – Sustainable Development satisfies the Global Awareness category of the General Education Program. This course will provide students with an accessible and informative introduction to the world of sustainability as described through its philosophy and origins, its practitioners and naysayers, and through its many varied applications as both a field for study and an area for entrepreneurship. Students will be exposed to topics and themes that will form a complete introductory outline of sustainability; the study of the causes, effects, and remedies for the issues we face today as a global culture in relation to our environmental footprint and dwindling natural resources, our societal well-being and ability (and also willingness) to take care of the least among us, and our ability to prosper in the future and our failure to do so in the past as measured by the “triple bottom line” valuation method.

GERN 111 Introduction to German Language and German-Speaking Cultures

By the end of the semester students will have had the opportunity to acquire the linguistic and cultural knowledge and skills to *get along* in a German-speaking country. You will have practiced vocabulary for communicating and writing in situations such as the following: introducing yourself, talking about the weather, student life, everyday life, friends and leisure activities, likes and dislikes, family, shopping, giving commands, and describing past events in a conversational setting. Furthermore, you will have gained cultural knowledge through poetry. In short, you will have achieved the following outcomes necessary for inclusion in the General Education Area of Knowledge of the Disciplines: Humanities.

HIST 103 20th-Century Civilization

HIST 103 fulfills the General Education Program’s Global Awareness requirement for Perspectives on a Diverse World by providing the background necessary to understand today’s chief global occurrences, especially the interactions between the Western world and other world cultures. This course examines not only the main political developments of the twentieth century, but also the era’s chief trends in science and technology, economics, social changes, and cultural and religious developments, and how these various trends interrelate with one another. After completing this course students should at a minimum be able to identify the most important individuals and terms of the twentieth century and know the causes and effects of the era’s most important events. They should also have a better understanding of such worldwide problems as nationalism, imperialism, militarism, globalization, ideological and cultural conflict, and the varying causes of wars and violence.

HIST 110 World History since 1500

History 110 meets the Global Awareness requirement of the Perspective on a Diverse World, because it seeks to give students knowledge and understanding of the political organization, religious beliefs, and cultural practices of the world’s peoples, and their interconnections over half a millennium. They will be encouraged to think globally so that they can see how events or new ideas that developed in one area, affected another, how America’s cultural practices related to those of other societies, how wars and imperialism produced radical political and economic changes, and why social, cultural and racial intolerance existed in so many countries. In the process, students will work on their skills of reading and interpreting historical material, asking the questions that historians ask, and responding to questions both verbally and in writing. The most important goal of the course is to give students the knowledge and understanding of the past that they need to interpret the contemporary world.

HIST 200 War, Culture, and Society: A Global History

Warfare has been a near-constant in human affairs across both time and space. It therefore provides a unique analytical framework for exploring the key questions at the heart of the Global Awareness curriculum. In this class, we will focus on the complex and shifting relationships between wars, cultures, and societies in both the past and the present-day. Geographically, our course will range from Europe and America, to Asia, Africa, and the Middle East.

In this class, students will learn how technology has influenced the outcomes of wars and therefore the fortunes of entire civilizations. We will examine how states and societies have sought to address disparities in military power by importing foreign institutions and ideas, often with complicated and unexpected results. We will see how changing conceptions of soldiers and expectations about their role (both domestically and internationally) are deeply rooted in ideas about individual identity, state power, and the means and ends of politics. Students will learn about how differing value systems affect the laws and norms that govern the way wars are fought, and about how these have changed over time (and may change in the future). Finally, we will consider the ways that the effects of wars—even those long past—continue to exercise an influence on present-day societies and therefore on the great political and cultural events of our time.

HIST 202 or RLST 202 Religions in Conflict and Dialogue: Judaism, Christianity, and Islam

HIST 202 This course explores the complex and often-troubled relationship between the Jewish, Christian, and Muslim religious communities. In this course, we will evaluate the historical and social dynamics of Judaism, Christianity, and Islam to understand how each has contributed to cooperation and conflict within the global community. We will consider whether religious belief is an important cause of religious, ethnic, and gender intolerance, and we will examine ways in which members of these religions have shaped their traditions in response to experiences of intolerance. Finally, we will formulate proposals about how best to respond to the religious dimensions of social and political problems. This course fulfills the Global Awareness requirement of the General Education program.

HIST 203 Global History of Islam

Islam is a global religion with a global history. Within a century of Islam's emergence in Middle East in the 7th century C.E., Muslim communities existed in Africa, Asia, and Europe. Today, there are about 1.5 billion Muslims around the world (about 20% of the world's population). Muslims represent the majority population in fifty-seven countries worldwide, including Indonesia, Bangladesh, Pakistan, Egypt, Iraq, and Nigeria. In addition, significant Muslim populations can be found in India, China, the Central Asian Republics, and Russia, as well as in Europe and America. Islam represents a basic unity of belief within a rich cultural historical diversity. Islamic practice expresses itself in different ways within a vast array of cultures.

This course will cover the Global History of Islam. Students will therefore gain a greater appreciation of the diversity of the world's history and its population generally, and of the rich history and traditions of Muslims specifically. Needless to say, in view of the extraordinary salience of Islam and Muslims in contemporary affairs, and America's particularly complex relationship with Muslims both at home and abroad, this course will provide a nuanced and critical understanding of Islam.

HLAD 390 or PLSC 390 Poverty, Human Rights and Health

HLAD 390 Poverty is a central, if not the central, global problem of our time: it is connected to, or underlies, multiple problems and issues such as pandemics, regime instability, civil strife, terrorism, and war. This course addresses the extent and causes of global economic inequality as well as the effects of profound poverty on health, human rights, human development, and the quality of individual life. It explores the patterns of social, political, and economic domination that sustain

poverty and limit the opportunities of the very poor. Particular attention is devoted to the role of international economic institutions, multinational corporations, and the advanced industrial nations, including the United States, in shaping the politics and economic development of countries and peoples in the global South. The course will also introduce students to international standards of human rights and the institutions and organizations that seek to protect those rights.

IB 210 Fundamentals of Global Business

IB 210 introduces students to cultural, social, economic, and political perspectives that influence commerce today. The focus of IB 210 is placed on awareness and understanding the perspectives and assumptions required by a pluralist global community. Global awareness requires that students understand and appreciate the ways economic, social, and cultural differences and similarities structure human experiences and knowledge. To achieve this, students will read articles, discuss cases, view videos, attend lectures, and complete exercises which examine the globalization of cultures, economies, and political, legal, social, technological, and ecological systems and their impact on businesses, organizations, and people worldwide. Students also discuss the integrated and interdependent nature of business relations among nations and citizens of the world. They examine components of global business such as global trade and investment as well as human exchange. As part of their general education, EMU undergraduate students should understand that the world is no longer circumscribed by the boundaries of nations and continents.

LITR 171 Imagining the Holy Land

Most Americans receive their information about the Middle East from the U.S. press. They rarely have an opportunity to think about how the Middle East conflict has been and continues to be viewed by the rest of the world. They rarely, for instance, engage with the writings of Israelis or Palestinians. “Imagining the Holy Land” meets the Global Awareness requirement of EMU’s general education curriculum because it asks students to look beyond their local sources for information and take a much wider perspective on Middle East hostilities. The class considers how representations of the city of Jerusalem have contributed to the social and historical dynamics creating and influencing nations, governments, global alliances, and global conflicts. It will ask students to think about how some of the discourses by which Christians, Jews, and Muslims constitute their identities in relation to Israel/Palestine have proven, over the centuries, intolerant and divisive. Finally, it will ask students how their own culture and cultural practices have both contributed to and may find remedy for millennia of violence in the Middle East.

LITR 202 Current Events in World Literature

LITR 202 is an introduction to world literature designed to appeal to the students interested in reading contemporary novels, plays and poetry in the context of current events in culture and politics of different communities across the globe. LITR 202 meets the requirements for a course in the Global Awareness category of the General Education program because course readings focus on exposing students to multiple genres of writing, locating particular texts within the cultural contexts that speak to important topics that shape us as citizens of a global community. In considering thematic or structural similarities between texts from different regions of the globe, students will come to see how literature both reflects and inspires changes in imaginative, political, social, and/or cultural practices.

LITR 241 Global Images, Narrative Worlds

This course meets the Global Awareness requirement of the General Education program by exposing students to a wide variety of film and fiction from across the globe—not only offering a way to explore and appreciate the stories that we tell of ourselves and others, but also demonstrating how to imagine worlds and empathize with people who might otherwise be unfathomable to us. The course approaches the narrative structure of film and fiction from a

critical, cross-cultural perspective, considering, for example, how the perspective with which a story is told or the order in which it is told influences the social, political, or artistic position of those about whom it is told. Over the course of the term, we will come to see how film and fiction offer a unique and powerful mode of imaginative transport--of inquisitive, yet sympathetic, investigation, much as would be a series of study abroad experiences, albeit done in miniature and vicariously from afar. By the end of the term, we will understand how, at their best, film and fiction invite and promote global awareness: cross-cultural points of view free of intolerance, open to diversity, and mindful of the multiplicity of people and communities located throughout the world.

MUSC 108 World Music

MUSC 108 is designed for the non-music major, a study of the World's music. Basic musical concepts are used to explore diverse musical styles and their functions in cultures throughout the world. This course assumes no prior formal musical training.

In prehistoric times, every culture conceived of the idea of using their voices and creating instruments to communicate; yet each culture's conception of music differed wildly. In this course, each selected musical tradition is traced from its point of origin to wherever its individual pathway of continuity and transformation may have led. Through this "musicultural" lens, students view not only the creators of the music, but also how each unique musical tradition relates to diverse and intersecting planes of geography, history, identity and cultural worldview and practice. Global issues such as religious and ideological conflicts, diasporas, militarism, and nationalism have always been vividly illustrated by a culture's music. Students will gain the ability to see past and present world events from the vantage point of the people who were and are directly affected by them. For these reasons, this course meets the Global Awareness category of the General Education program.

PHIL 226 or WGST 226 Feminist Theory [was PHIL/WMST 226]

PHIL 226 Gender is one of the principal characteristics determining identity and life experience for human beings. This course takes a philosophical approach to gender, examining beliefs about women and men from a wide variety of cultural and political perspectives. We consider both traditional justifications of the differential treatment of women and men in such institutions as marriage and family, as well as theories that challenge these traditional views. *PHIL 226 Feminist Theory* fulfills the *Global Awareness* requirement of the General Education Program because it considers a wide range of practices and beliefs about gender from across the globe, with an emphasis on the intellectual and ethical complexities of understanding and judging gendered practices in cultures other than our own. Gender is one of the principal characteristics determining identity and life experience for human beings. This course takes a philosophical approach to gender, examining beliefs about women and men from a wide variety of cultural and political perspectives. We consider both traditional justifications of the differential treatment of women and men in such institutions as marriage and family, as well as theories that challenge these traditional views.

This course is a general education course in the knowledge of the disciplines because it provides an introduction to the discipline of philosophy through the concept of gender, its methodology, and its contribution to the body of human knowledge. Students will acquire skills of critical reasoning and develop skills for evaluating and creating substantive arguments to support philosophical positions. Developing such skills is central to the process of higher education. Moreover, such skills will serve students throughout their educations across all disciplines, in their careers or in pursuing graduate or professional degrees, and in exercising their civic duties.

PHIL 228 Global Ethics

PHIL 228 Philosophy is one of the fundamental disciplines of the Humanities. The traditions and methodology of philosophy can be introduced by the study of any of a number of specific fields within philosophy. *PHIL 228 Global Ethics* is an introduction to philosophy through the study of ethics, the area of philosophy that examines morality—right and wrong, good and evil, and the good life. This course focuses on a wide range of ethical systems from around the world, comparing and contrasting their positions on contemporary moral issues. *PHIL 228 Global Ethics* fulfills the *Humanities* requirement of the *Knowledge of the Disciplines* category of the General Education Program because it is an introduction to the discipline of philosophy that provides students the opportunity to learn what the discipline of philosophy provides to one's overall intellectual development. More generally, its method is critical reasoning, a habit of mind that everyone needs, and it addresses some of the most fundamental concepts in human thought, the right, and the good. Both the skills and concepts addressed in this course help students in their educations, careers, and personal lives.

PHIL 291 Introduction to Asian Philosophy

PHIL 291 Rationale for inclusion in Global Awareness: Global Awareness courses are designed to expose students to issues influencing diverse cultures around the world. In this course, we will go beneath specific issues to address the very foundations of cultures. Specific issues within a culture arise within a specific cultural milieu, and this milieu stands on philosophical foundations that distinguish it from other cultures. We will isolate the philosophical presuppositions of a variety of Asian cultures, focusing on their assumptions about the makeup of the world, how human beings fit into this makeup, how knowledge is formed within this framework, what the optimal goals of the human being are, and how, based on these presuppositions, human beings should best act in the world in order to achieve their goals. It will be important to discern how these philosophical foundations can play a role when covering specific contemporary issues and the roles they play when two cultures with contrasting philosophical foundations meet. Introduction to Asian Philosophy provides students with the opportunity to study the foundational cultures of several Asian societies. These cultures are based on philosophical assumptions that differ radically and in important ways from the common assumptions that people from other cultural traditions bring to living in the world. By understanding these philosophies, students will achieve both a foundational knowledge of the cultures and sensitivity to diverse points of view. We will directly engage the texts of these traditions, which are broadly: Hinduism, Buddhism, Confucianism, and Daoism.

PLSC 120 Global Issues

PLSC 120 People of diverse cultural and national backgrounds and experiences are relating to each other much more frequently and intensively, all around the world, than ever before. Global trade, the internet, climate, migration, terrorism, and concepts of human rights are just a few of the many types of interactions that are bringing distant people together in ways that may involve conflict or collaboration. This course will help develop awareness of the changing global context in which we live, of the importance of appreciating diverse perspectives, and of the need for building bridges of communication and tolerance to address shared global challenges. Many global issues are controversial and subject to varying perspectives. Each semester, the course will focus on a particular contemporary global issue (such as terrorism, genocide, human rights, global gender issues, ethnic identity and conflict, migration, and democratization), not to find a single "correct" solution, but rather to develop skills in analyzing diverse interpretations and considering our own roles and civic responsibilities on a global scale.

PLSC 211 Introduction to Comparative Government

From the fall of the Berlin Wall to the rise of ethnic and religious nationalisms to the new challenges of a global marketplace, the world's politics are in transition. As people and events around the world become more interconnected, it is increasingly vital to understand the dramatic political

changes going into the 21st century in order to gain global awareness and perspectives on the diverse world in which we live. This course offers an introduction to the study of politics and political issues in countries around the world, with particular focus on cases selected to reflect the diversity of societies and political systems. In comparing specific national responses to common problems, we will be learning not only about how governments work and how people change their form of government, but also about methods of comparative analysis (i.e., how to gain perspective through comparison); and about how the global context shapes and interacts with diverse peoples and governments. The course material is organized thematically; countries of diverse economic, social, and cultural types will be compared regarding a variety of topics (such as democracy, authoritarianism, capitalism, socialism, nationalism, development, and globalization).

PLSC 390 or HLAD 390 Poverty, Human Rights and Health

PLSC 390 Poverty is a central, if not the central, global problem of our time: it is connected to, or underlies, multiple problems and issues such as pandemics, regime instability, civil strife, terrorism, and war. This course addresses the extent and causes of global economic inequality as well as the effects of profound poverty on health, human rights, human development, and the quality of individual life. It explores the patterns of social, political, and economic domination that sustain poverty and limit the opportunities of the very poor. Particular attention is devoted to the role of international economic institutions, multinational corporations, and the advanced industrial nations, including the United States, in shaping the politics and economic development of countries and peoples in the global South. The course will also introduce students to international standards of human rights and the institutions and organizations that seek to protect those rights.

RLST 202 or HIST 202 Religions in Conflict and Dialogue: Judaism, Christianity, and Islam

RLST 202 This course explores the complex and often-troubled relationship between the Jewish, Christian, and Muslim religious communities. In this course, we will evaluate the historical and social dynamics of Judaism, Christianity, and Islam to understand how each has contributed to cooperation and conflict within the global community. We will consider whether religious belief is an important cause of religious, ethnic, and gender intolerance, and we will examine ways in which members of these religions have shaped their traditions in response to experiences of intolerance. Finally, we will formulate proposals about how best to respond to the religious dimensions of social and political problems. This course fulfills the Global Awareness requirement of the General Education program.

SET 102 World Wide Production: Global Impacts

SET 102 meets the requirements for a course in the Global Awareness category of the General Education program because it aims at increasing students' awareness of globalization of production. This is an important part of students' General Education experience since an increasing number of EMU students will find work in global organizations and awareness of global issues will be integral to their initial employment and to opportunities for promotion. In addition, the global marketplace impacts our everyday lives and, as the United States continues to be a multicultural society, an increased global awareness can make interaction with diverse peoples more positive.

In this course, students will investigate how global trade has and is changing the lives of people around the world. The course focuses on the production of several simple products (such as paperclips, candlesticks, blue jeans, bricks and charcoal) in order to learn about several countries and the conditions of life for the people who make these items. This knowledge will help students make informed decisions about global issues and will assist them in understanding the changing modern world.

SOCL 219 or AGIN 219 Around the World in 80 Years: Adult Development Across Culture [was GERT 219]

This course offers students the opportunity to examine diverse cultures and countries through a social and demographic reality shared across the world: population aging. While variances exist in lifespan, every society and every country - whether industrialized Western or least industrialized African or Asian- is faced with the circumstance of adults living longer than ever before in their history. How each culture has historically dealt with and currently deals with its aging population, as well as aging individuals, offers a lens for considering the diversities and commonalities of societies around the world. Through the study of again issues of global relations, social justice and empowerment will be addressed, particularly the social, economic, political and policy consequences.

SOFD 250 EcoJustice Education: An Introduction

This course introduces undergraduate students to the field of EcoJustice Education, “an approach that analyzes the increasing destruction of the world’s diverse ecosystems, languages, and cultures by the globalizing and ethnocentric forces of Western consumer culture. EcoJustice educators also study, support and teach about the ways that various cultures around the world actively resist these aspects of globalization by protecting and revitalizing their “commons,” that is the social practices and traditions, languages, and relationships with their local bioregions, necessary to the sustainability of their communities.

By emphasizing the commons (and its enclosure or privatization), EcoJustice perspectives understand social justice to be inseparable from and even embedded in questions regarding ecological well-being. EcoJustice Education thus emphasizes educational reform at the public school, university and community levels as necessary to stem the tide of both cultural and ecological destruction” (www.ecojusticeeducation.org). As such, SOFD 250, EcoJustice Education: An Introduction meets the outcomes for a course in the Perspectives on a Diverse World: Global Awareness category of the General Education Program.

SPNH 111 Introduction to Spanish Language and Hispanic Cultures

The study of Spanish-speaking countries, including Spain, and their cultures, is critical for students to expand their understanding of global cultural dynamics and critically compare their own culture to others. Spanish is spoken as a native, official, or business language in more than 30 countries in the world. This course aims at furthering the internationalization of EMU students by helping them adapt for the future in a global society, develop a philosophy of inclusion, become aware of a great variety of cultures other than their own, fight cultural stereotypes, expand their comfort zone with cultural differences, adopt positive attitudes towards and avoid discriminating against others. It will also help them develop a sense of self and understand their own place in the global community.

Finally, this course also aims to be a recruiting tool for the Spanish language program. The more aware students are of the rich diversity of the Spanish-speaking world, the more likely they will be to take language courses, as they realize that Spanish is an influential language in the world.

WGST 210 Gender in a Transnational World

Gender relations have been increasingly impacted by economic, cultural, and political globalization processes. This has led to new dynamics between the local and global in the construction and transformation of gender. By contextualizing and comparing gender issues across-cultures and socio-economic contexts this course fosters global understanding and values, as well as it builds necessary skills and knowledge to improve gender relations and combat gender inequalities within and among local and global locations. Critically understanding gender relations from a cross-cultural perspective becomes central to one’s full participation as citizens and workers in increasingly globalized gendered communities and workplaces. As such, WGST 210 *Gender in a*

Transnational World meets the outcomes for a course in the Global Awareness category of the General Education Program.

WGST 226 or PHIL 226 Feminist Theory

WGST 226 Gender is one of the principal characteristics determining identity and life experience for human beings. This course takes a philosophical approach to gender, examining beliefs about women and men from a wide variety of cultural and political perspectives. We consider both traditional justifications of the differential treatment of women and men in such institutions as marriage and family, as well as theories that challenge these traditional views.

PHIL 226 Feminist Theory fulfills the Global Awareness requirement of the General Education Program because it considers a wide range of practices and beliefs about gender from across the globe, with an emphasis on the intellectual and ethical complexities of understanding and judging gendered practices in cultures other than our own. Gender is one of the principal characteristics determining identity and life experience for human beings. This course takes a philosophical approach to gender, examining beliefs about women and men from a wide variety of cultural and political perspectives. We consider both traditional justifications of the differential treatment of women and men in such institutions as marriage and family, as well as theories that challenge these traditional views. This course is a general education course in the knowledge of the disciplines because it provides an introduction to the discipline of philosophy through the concept of gender, its methodology, and its contribution to the body of human knowledge. Students will acquire skills of critical reasoning and develop skills for evaluating and creating substantive arguments to support philosophical positions. Developing such skills is central to the process of higher education. Moreover, such skills will serve students throughout their educations across all disciplines, in their careers or in pursuing graduate or professional degrees, and in exercising their civic duties.

2. One course on US Diversity (GEUS)

AFC 101 Introduction to African American Studies

AAS 101 meets the requirements for a course on U.S. diversity because it surveys the origins, development, and current status of African Americans from the perspective of a discipline that places this group at the center of its inquiry. A historically underrepresented and oppressed group, African Americans constitute one of the largest minorities in the U.S. This group has been essential to the formation and character of U.S. society from its inception to the present. The struggle by African Americans for equality and human dignity and their contributions to U.S. and world cultures reveal much about the role and significance of diversity in American society. The course examines the interactions of African Americans with U.S. immigrant groups and with Native peoples. Cultural, economic, gender, religious, racial, and class factors in oppression are of particular concern.

AFC 232 Politics in the African American Experience

AAS 232 Politics in the African American Experience is a study of black political behavior in the United States and its evolution from protest to institutional, electoral politics. In examining the functioning and dynamics of the American political system from historical and contemporary perspectives, the course also compares and contrasts the black political experience with other minority group politics in the United States. This course uses the African American political experience and the transformative contributions that African American historic political struggles and minority group politics have made to the expansion and public appreciation of democratic principles, values, and practices in the United States as a means of not only providing students with a multicultural perspective on the evolution and functioning of the American political system, but also exposing them to the diversity that characterizes "issues and perspectives"1 in the American

political experience.

AGIN 212 Introduction to Gerontology

This course is designed to provide an exploration of the diverse dimensions of gerontology by studying contemporary issues relevant to the field. Students will gain an understanding of the domains of theory, research, education, practice, policy and service, all of which help to define the diverse nature of gerontology.

ANTH 214 or SOCL 214 U.S. Racial and Cultural Minorities

ANTH 124 This course is an introduction to the study of U.S. diversity in reference to majority-minority relations. Students will examine the characteristics of the racial, ethnic, and subcultural factors leading to the emergence of specific minority groups in American society. The dynamics of discrimination and assimilation will be studied as they apply to major American ethnic and subcultural groups, and issues related to separatism vs. multiculturalism will be discussed in a cross-cultural, comparative framework. This course provides students with the conceptual tools to analyze their own experience of minority-majority status, and to trace the roots of such an experience by placing it in the context of American culture. Also, by applying social-science models to the understanding of the cultural, racial, ethnic, and subcultural diversity found in the U.S., students will be able to more clearly assess the complexity of ingroup and outgroup perspectives on identity and discrimination, particularly in reference to intercultural competence.

ANTH 237 Native North American Cultures

ANTH 237 This course introduces students to the diverse political economic and belief systems of indigenous North American cultures (primarily within the U.S., but also in Canada) and the historical and modern impacts of European colonial and U.S. government policies toward Native American peoples. Emphasized throughout the course are the differences among Euro-American political economies and associated ideologies and those of different Native American cultures. Students will learn and understand the historic creation and modern perpetuation of social intolerance, institutionalized racism, ethnocentrism, stereotyping, and exclusion. In addition to outlining the causes and consequences of ethnic cleansing, genocide, and refugee migrations in North America, the course also explores institutionalized attempts at forced "westernization" of Native Americans through reservation-allotment, missionaries, educational systems, and other policies resulting in impoverishment, erosion of social organizations, and loss of culture. Students develop awareness and explanations for alternative cultural identities and values by comparing the varying social experiences and civil rights movements of Native Americans with those of other minority groups.

BMMT 205 or WGST 205 Women in Business

BMMT 205 fulfills the requirement for General Education in the area of Perspectives of a Diverse World – US Diversity, as it reviews the role of women in business from the perspective of the individual and the manager. It traces the development of women's roles in the workforce starting with the dramatic influx of women in manufacturing during World War II. Then it looks at the changing social and business conditions from the 1960's through today that have added to the growing numbers of women workers. Laws enacted to eliminate gender discrimination in employment are reviewed, as well as legislation only applicable to women (such as with pregnancy). This course also examines masculine, feminine, and androgynous management and leadership styles, and the unique work challenges faced by women of color. The challenges of global job assignments are reviewed, particularly as they related to women with children. Lastly, the course introduces students to organizations that provide support for women pursuing business careers.

A study of children's literature is also a study of the values, beliefs, and attitudes of a society, since what adults offer to children reflects contemporary adult views. This course exposes students to multicultural literature for young readers, as well as the history, beliefs, values, and attitudes of underrepresented groups in the United States. Course design assures adequate representation of the literature by and about a wide selection of minorities in our country, with emphasis on four major cultures - African, Asian, Latino, and Native Americans - as well as the diversity within each culture. Supplementary materials in history, cultural anthropology, and philosophy provide a sound basis for the discussion of the literary works, but the primary focus is on the literature itself. The history of the development of multicultural literature for young readers, criteria for evaluation, literary criticism, as well as cultural authenticity are explored. Since this is an introductory course, it will also include a discussion of basic literary terms and literary criticism, as well as fundamental issues such as why we study literature, what culture means, how literature for young readers can inform us about culture, etc.

CTAC 260 or WGST 260 Gender Communication [was CTAC/WGST 360]

CTAC 260 Gender Communication is communication *about* and *between* men and women. It is communication *about* men and women because gender communication is reflected in everything around us. From the time we are born important people in our life communicate our society's gender expectations to us. While individuals vary in the extent to which they accept or reject those messages, we all "do gender" by expressing our views about what we believe is normal or natural for a member of our sex. Since gender is a social construction that changes over time, it is important that we systematically study it to determine how it affects us, the people with whom we interact, and the world in which we live. Gender communication is also communication *between* men and women. In the United States interactions between women and men occur every hour of every day.

The sheer number of contacts we have with the opposite sex heightens the need to study the effects of gender on the communication process. CTAC 260 meets the U.S. diversity requirement of general education because it allows students to examine their gender identity and relate it to the gender identity of others. This ultimately leads to an understanding of the many different ways people view gender and communication in the United States. Attention is also focused on the communication-related causes and consequences of social intolerance toward individuals who deviate from normative sex and gender roles, and how that intolerance relates to racism, ethnocentrism, and exclusion in the United States. Last but not least, students explore the association between gender and income distribution, economic opportunities, political participation, and the U.S. democratic process, and how those variables impact communication between and within the sexes.

CTAC 265 or WGST 265 Communication and LBGT Community

CTAC 265 meets the outcomes for course listed in U.S. Diversity category of the General Education program. During this course, you will explore your own cultural identity as it relates to gender and /or sexuality and the ways differences affect views, values, and communication within and between groups; learn about the extent to which social intolerance and institutional exclusion based on sexual identity are evident in U.S. society as well as the consequences of such intolerance; and, finally, understand how diverse experiences based on sexual identity impact class, gender, and opportunity in our democratic society.

CTAC 275 Interracial/Interethnic Communication meets the U.S. diversity requirement of general education because it prompts students to consider and evaluate the foundations of race/ethnicity

based identities and assumptions in the context of interpersonal interaction. Attitudes about racially and ethnically different “others” are both developed and expressed through conversation (Debra J. Dickerson, *The End of Blackness: Returning the Souls of Black Folk to Their Rightful Owners*). The persistent issue of racial and ethnic inequality in the United States becomes visible in the language and nonverbal expression of people between and within diverse identity groups. When viewed through the lens of communicative interaction, we understand how interpersonal interaction offers socially and persuasively constructed identities, social roles and status. The increasingly racially and ethnically diverse fabric of American Culture suggests that our interaction with “others” is near constant. The need to understand how race and ethnicity inform our communication choices, shape our understanding of messages, and clarify our individual and group relationship to a changing world is vital.

CTAR 151 African American Theatre: An Introduction

CTAR 151 meets the U.S. diversity requirement of general education because it uses the African Americans’ experiences in the plays read, and the participants’ contributions to drama and theatre arts, as a means to explore the diversity of the American experience. This course provides students with a multicultural perspective on the development of American drama and theatre arts, and also exposes them to the diversity of the American condition, which is often ignored. Students are encouraged by this course to continue their pursuit of critical-thinking, discussion and writing skills, as well as developing an increased appreciation for African American drama and theatre arts. When Afrocentric productions are presented on campus, students will be required to see a live theatrical production.

HIST 115 What is an American?

To understand most clearly the issues surrounding diversity in the United States, one of the key goals of the General Education program at Eastern Michigan University, historians believe that students must understand the historical development of diversity: how the categories of race, ethnicity, gender, class, and sexuality, among others, have been constructed and re-constructed over time. *History 115* will explore why, throughout four centuries of the development of the United States, Americans have struggled over how (or whether) to make the words of democracy into reality in a land of diversity. Accordingly, the class will examine the conflicts in every era between equality, liberty, and the common good. The class will also explore the challenges presented when people of so many diverse backgrounds, values, and options try to accomplish their separate and collective ambitions within a framework of democracy and capitalism. We will examine why too many men and women in each era were denied equality, and we will examine the slow but steady progress toward a “more perfect union” that gives voice, extends toleration, and offers equal opportunity to all of its people regardless of color, race, creed, national origin, gender, and sexuality. Through historical perspective, students will understand the difficult questions that have confronted people of every generation and the accommodations made through law, institutions, and changed social habits. By understanding past tragedies, successes, mistakes and wise choices, students will be better citizens of the present and guardians of the future. Therein is the primary goal.

HIST 116 Intro to American Indian History

The study of America’s indigenous peoples offers an in-depth look at diversity within the United States today and in the past. Historically, interactions between Indians and peoples of European, African, and Asian backgrounds shaped the economies, settlement patterns, gender roles, and even the vocabularies of all. Today, Native Americans are often a forgotten minority depicted in literature and film as cruel warrior, environmentalist, or sports mascot. Their demands for political access and legal justice, however, are frequently ignored or met with hostility.

This course meets the requirement for diversity in the U.S. because it explores the traditionally non-western cultures of indigenous Americans, examines the origins and consequences of intolerance,

and links their history with indigenous movements in Central and South America.

LEGA 221 American Immigration Process

This course introduces students to American immigration law, regulation, and policies. Discussion topics include asylum amnesty, deportation, refugee, deferred action for childhood arrivals, family sponsored immigration rights, student visas, and employment-based issues. Immigration reform will also be discussed.

Various federal agencies including the U.S Department of State has reported that “the population for the United States is becoming increasingly diverse. In recent years, Hispanics and racial minority groups - non-Hispanic Blacks, Asians, and Native Americans - have each grown faster than the population as a whole. In 1970, these groups together represented only 16 percent of the population. By 1998 this share had increased to 27 percent. Assuming current trends continue, the Census Bureau projects that these groups will account for almost half of the U.S. population by 2050. Although such projections are necessarily imprecise, they do indicate that the racial and ethnic diversity of the United States will grow substantially in the 21st century.

LITR 160 African American Literature [was LITR 260]

LITR 160 introduces students to the study of the literary texts, and oral forms such as folklore and music, which have shaped the written tradition, of African Americans. This course will examine what constitutes this tradition as specific writers and literary movements have shaped it through the study of: genre, narrative strategies, themes, metaphors and motifs, the tradition’s relationship to the other *literatures* of the United States, and the historical context which this literature both reflects and intervenes in. Students will become conversant with critical terminology and interpretive practices which are historically and culturally sensitive in the reading, discussion, and analysis of African American literature.

LITR 161 Native American Literature [was LITR 204]

LITR 161 will study the oral and written literatures of Native American cultures, with emphasis upon the authored memoirs, essays, fiction, poetry, and film of the twentieth and twenty-first centuries. Students will read and become familiar with a range of oral traditional and 19th, 20th, and 21st century texts by Native American writers from a variety of Native North American cultures, and they should be able to identify continuities between oral traditional and contemporary Native texts. Texts studied will be examined within their cultural and historical contexts. This course will promote an understanding of traditional Native worldviews, in conjunction with an awareness of the ways in which the ongoing legacy of colonialism and contact with other cultures have impacted Native peoples, and it will explore current debates and issues in the field of Native American studies.

Through their exposure to Native literatures, students should become more sensitive to and understanding of other cultures. They should also be aware of their own cultural views and the impact that those views have on other cultures. Students should more readily recognize stereotypes about Native Americans and other groups of peoples. In general, they should become better world citizens through their development of critical thinking skills about cross-cultural issues. Students will be encouraged to make connections to the local Native American community by attending Pow Wows and other available events. Through their studies, students will gain an appreciation of the rich diversity, strength, and beauty in Native cultures and literary traditions.

LITR 163 Jewish-American Literature and Culture [was LITR 279]

LITR 163 Introduction to Jewish-American *Literature* asks students to consider what kinds of contributions Jews have made to American life, and what kinds of struggles they have had to endure in order to make those contributions. In particular, the course asks students to consider

how American Jews have represented themselves and their cultural situations in the literary genres of poetry, prose, and drama.

Introduction to Jewish-American Literature meets the U.S. Diversity requirement of the new general education curriculum because it demonstrates how Jewish Americans have constructed themselves within a nation that has often been far from accepting of difference. It also asks students to appreciate how literature written by Jews has helped to reconstruct American attitudes about the accommodation of marginalized groups.

LITR 164 Introduction to Asian American Literature

LITR 164 Asian peoples account for a significant portion of immigrants to the U.S. Asian American literature will provide a means for students to understand Asian American experiences in the U.S. through fiction and poetry, supplemented by occasional films. By discussing the relationship between literature and culture, students will identify issues related to ethnicity, class, and gender in the U.S. from multiple Asian perspectives. Understanding these issues can promote their success in the global U.S. community. For these reasons, Literature 164 meets the requirements for a U.S. Diversity course in the General Education program.

PLSC 215 Civil Rights and Liberties in a Diverse US

PLSC 215 This course introduces students to issues of diversity in American society, workplace, schools, and community through an examination of the historical development of civil liberties and civil rights in the United States. As such, it fulfills the U.S. Diversity requirement of the General Education curriculum. The course explores how many different groups and individuals have used the guarantees of liberty and equal protection of the laws provided for in the U.S. Constitution and its amendments to challenge unjust laws, break down social intolerance, prejudice, and stereotypes, advance their socioeconomic interests, and participate more fully in the political and economic life of the nation.

By reading and analyzing the decisions of the federal courts, particularly the Supreme Court, in key civil liberties and civil rights cases, students will acquire an understanding of the experiences of the various groups and cultures that have struggled, and continue to struggle, for freedom, equality and justice in the United States. They will also explore the social and ideological causes of the intense conflicts over civil liberties and rights that have shaped American history as well as those which shape our politics today. As a result of the study of major legal cases, students will leave the course with an understanding of the cultural complexity of American society as well as a deeper sense of their own civic and cultural identity.

SOCL 214 or ANTH 214 U.S. Racial and Cultural Minorities

SOCL 214 This course is an introduction to the study of U.S. diversity in reference to majority-minority relations. Students will examine the characteristics of the racial, ethnic, and subcultural factors leading to the emergence of specific minority groups in American society. The dynamics of discrimination and assimilation will be studied as they apply to major American ethnic and subcultural groups, and issues related to separatism vs. multiculturalism will be discussed in a cross-cultural, comparative framework.

This course provides students with the conceptual tools to analyze their own experience of minority-majority status, and to trace the roots of such an experience by placing it in the context of American culture. Also, by applying social-science models to the understanding of the cultural, racial, ethnic, and subcultural diversity found in the U.S., students will be able to more clearly assess the complexity of ingroup and outgroup perspectives on identity and discrimination, particularly in reference to intercultural competence.

SPGN 251 Introduction to Inclusion and Disability Studies in a Diverse Society

This course introduces students to issues of diversity in American society, workplace, schools, and community through an examination of the historical and contemporary lived experiences of persons with disabilities in the United States. As such, it fulfills the U.S. Diversity requirement of the General Education curriculum. The course explores how persons with disabilities have been denied the guarantees of liberty and equal protection of the laws provided for in the U.S. Constitution and traces the disabilities rights movement as its participants challenged unjust laws and fought social intolerance, prejudice, and stereotypes in order to participate more fully in the social, political, and economic life of the nation. Given that almost one-fifth of people in the United States have a disability, students will likely interact with, or may become a member of, this important subgroup of American citizens. Through this course, students will acquire an understanding of the cultural complexity of disability in American society. The accumulation of readings, discussions, and activities will prepare students to apply concepts and practices of inclusion, belonging, and institutional transformation in their future workplace and social experiences.

WGST 200 Introduction to Women's Studies [was WMST 200]

WGST 200 Introduction to Women's Studies introduces students to diversity in the United States by examining the lives of women from diverse racial/ethnic and class backgrounds. The course explores constructions of difference -whether based on race, ethnicity, gender, sexuality, or class- and helps students understand how these constructions have been and continue to be fundamental to life in the U.S.

WGST 202 Introduction to Gender and Sexuality

WGST 202 Introduction to Gender and Sexual meets the requirements of the General Education Program in the U.S. Diversity area by demonstrating the ways in which gender and sexual conditioning influence the experiences of men and women and shape their sense of identity as it intersects with different classes, racial or ethnic groups, and sexualities. The course helps students to understand and explore the ways in which these complex constructions and attitudes towards gender and sexuality lead to prejudice in the spheres of family, education, employment, health, politics and the media.

WGST 205 or BMMT 205 Women in Business

WGST 205 fulfills the requirement for General Education in the area of Perspectives of a Diverse World – US Diversity, as it reviews the role of women in business from the perspective of the individual and the manager. It traces the development of women's roles in the workforce starting with the dramatic influx of women in manufacturing during World War II. Then it looks at the changing social and business conditions from the 1960's through today that have added to the growing numbers of women workers. Laws enacted to eliminate gender discrimination in employment are reviewed, as well as legislation only applicable to women (such as with pregnancy). This course also examines masculine, feminine, and androgynous management and leadership styles, and the unique work challenges faced by women of color. The challenges of global job assignments are reviewed, particularly as they related to women with children. Lastly, the course introduces students to organizations that provide support for women pursuing business careers.

WGST 260 or CTAC 260 Gender Communication [was CTAC/WGST 360]

WGST 260 Gender Communication is communication *about* and *between* men and women. It is communication *about* men and women because gender communication is reflected in everything around us. From the time we are born important people in our life communicate our society's gender expectations to us. While individuals vary in the extent to which they accept or reject those

messages, we all “do gender” by expressing our views about what we believe is normal or natural for a member of our sex. Since gender is a social construction that changes over time, it is important that we systematically study it to determine how it affects us, the people with whom we interact, and the world in which we live. Gender communication is also communication *between* men and women. In the United States interactions between women and men occur every hour of every day. The sheer number of contacts we have with the opposite sex heightens the need to study the effects of gender on the communication process.

WGST / CTAC 260 meets the U.S. diversity requirement of general education because it allows students to examine their gender identity and relate it to the gender identity of others. This ultimately leads to an understanding of the many different ways people view gender and communication in the United States. Attention is also focused on the communication-related causes and consequences of social intolerance toward individuals who deviate from normative sex and gender roles, and how that intolerance relates to racism, ethnocentrism, and exclusion in the United States. Last but not least, students explore the association between gender and income distribution, economic opportunities, political participation, and the U.S. democratic process, and how those variables impact communication between and within the sexes.

WGST 265 or CTAC 265 Communicating and LBGT Community

WGST 265 meets the outcomes for course listed in U.S. Diversity category of the General Education program. During this course, you will explore your own cultural identity as it relates to gender and /or sexuality and the ways differences affect views, values, and communication within and between groups; learn about the extent to which social intolerance and institutional exclusion based on sexual identity are evident in U.S. society as well as the consequences of such intolerance; and, finally, understand how diverse experiences based on sexual identity impact class, gender, and opportunity in our democratic society.