

# TABLE OF CONTENTS

## CHAPTER 1

<b>The Fort Hays State University “Vision” of General Education .....</b>	<b>1</b>
<b>Program Goals, Objectives, and Coursework .....</b>	<b>2</b>
<b>Responsibilities, Roles, and Membership of the Committee .....</b>	<b>7</b>
<b>Teacher Education Program .....</b>	<b>8</b>
<b>General Education Student Checklist .....</b>	<b>9</b>

## CHAPTER 2

<b>Answers to Commonly Asked Questions .....</b>	<b>10</b>
Topic A: Who Must Complete this Program?.....	11
Topic B: The Rule Prohibiting Students from Counting Courses in their Major Toward Satisfying the Liberal Arts Portion of the General Education Program .....	13
Topic C: Taking Modern Languages Courses for General Education Credit .....	15
Topic D: The Rule Forbidding Taking Courses on a Pass/No Credit Basis for General Education Credit .....	16
Topic E: Upper Division Courses .....	17
Topic F: The First Course in Selected Science Majors .....	18
Topic G: The Wellness Requirement .....	19
Topic H: The Oral Communication Requirement.....	20
Topic I: Advising the Transfer Student.....	21
Topic J: The General Studies Program for Teacher Education.....	23

## CHAPTER 3

### **Courses Approved for the General Education Program**

ART 180	Fundamentals & Appreciation of Art .....	24
ART 280	Approaches to Creativity .....	25
ART 380	Survey of Art History .....	26

**CHAPTER 3 (CONTINUED)**

**Courses Approved for the General Education Program (continued)**

BIOL	100	Human Biology.....	27
BIOL	200	Humans and the Environment.....	28
BIOL	102	Lab Experience in Biology .....	29
BIOL	300	Human Heredity.....	30
CHEM	100	Chemist’s View of the World .....	31
CHEM	105	Introduction to the Chemistry Lab.....	32
CHEM	112	General Chemistry I and Lab.....	33
CHEM	114	General Chemistry II and Lab .....	34
COMM	100	Fundamentals of Oral Communication.....	35
COMM	120	Introduction to Theatre .....	36
COMM	125	Introduction to Motion Pictures .....	37
COMM	318	Intro to Organizational Communication .....	38
ECFI	201	Principles of Economics: Micro .....	39
ECFI	202	Principles of Economics: Macro.....	40
ECFI	205	Theory & Practice of Personal Finance .....	41
ENG	101	English Composition I.....	42
ENG	102	English Composition II.....	43
ENG	125	World Literature and the Human Experience .....	44
ENG	126	Introduction to Literature.....	45
ENG	327	Introduction to Fiction .....	46
GSCI	100	Introduction to Geology.....	47
GSCI	101	Elements of Physical Geography.....	48
GSCI	102	Introduction to Geology Laboratory .....	49
GSCI	110	World Geography .....	50
GSCI	340	Environmental Geology.....	51
HHP	200	Personal Wellness.....	52
HIST	110	World Civilization to 1500 .....	53
HIST	111	Modern World Civilization.....	54
HIST	130	United States History to 1877.....	55
HIST	131	United States History Since 1877 .....	56
IDS	300	Economic Ideas and Current Issues .....	57
IDS	325	Ideal Societies in Fiction.....	58
IDS	326	Literature and the Environment.....	59
IDS	333	Exploration in the Humanities .....	60
IDS	350	Multiculturalism in the United States .....	61
IDS	390	Technology in Society .....	62
IDS	400	Bioethics .....	63
IDS	401	Ethical Issues in the Professions and Business.....	64
IDS	402	U.S. Human Geography: Issues for the 21 <sup>st</sup> Century.....	65
IDS	405	Heritage: Society, Science and Culture Since 1700 .....	66
IDS	411	Aims of Education .....	67
IDS	440	Conceptions of the Mind.....	68
IDS	468	Political Communication .....	69
IDS	499	Global Environmental Issues.....	70

**CHAPTER 3 (CONTINUED)**

**Courses Approved for the General Education Program (continued)**

MATH	101	Liberal Arts Mathematics.....	71
MATH	110	College Algebra.....	72
MATH	234	Analytic Geometry & Calculus I.....	73
MATH	250	Elements of Statistics.....	74
MATH	331	Calculus Methods.....	75
MIS	101	Introduction to Computer Information Systems.....	76
MLNG	112	Great Works in Translation.....	77
MLNG	201	Beginning French I.....	78
MLNG	208	Beginning German I.....	79
MLNG	225	Beginning Spanish I.....	80
MLNG	231	Beginning Chinese I.....	81
MUS	161	Listening to Music.....	82
MUS	291	American Popular Music.....	83
MUS	391	Jazz.....	84
PHIL	100	General Logic.....	85
PHIL	120	Introduction to Philosophy.....	86
PHIL	340	Introduction to Ethics.....	87
PHYS	102	Physical Science.....	88
PHYS	103	Physical Science Laboratory.....	89
PHYS	208	Elementary Meteorology.....	90
PHYS	309	Descriptive Astronomy.....	91
POLS	101	American Government.....	92
POLS	230	Introduction to International Relations.....	93
POLS	300	Current Political Issues.....	94
PSY	100	General Psychology.....	95
PSY	300	Abnormal Psychology.....	96
PSY	340	Social Psychology.....	97
SOC	140	Introduction to Sociology.....	98
SOC	355	Sociology of Death and Dying.....	99
SOC	388	Sociology of the Family in America.....	100

**CHAPTER 4**

<b>Assessment of the Program.....</b>	<b>101</b>
<b>Suggestions for Continuous Quality Improvement.....</b>	<b>102</b>

## The Fort Hays State University “Vision” of General Education

What is general education? According to the Association of American Colleges and Universities (AAC&U), it is “cultivation of the knowledge, skills, and attitudes that all of us use and live by during most of our lives. . . . [It] seeks to foster the desire and capacity to keep on learning continuously. Through their general education programs, academic institutions aim to develop habits of and tastes for independent thinking by encouraging active learning and independent investigation, and by helping students assume responsibility for their own intellectual development.” In our rapidly changing world, most people after the age of 25 will change occupations three times and jobs six or seven times, so we need to offer the kind of education that is best suited to produce lifelong learners and active, responsible citizens. For this reason, as well as for its intrinsic worth, a liberal arts approach is therefore the ideal basis for general education. Liberal arts education develops the freedom to realize one’s potential in a world where the essential tools are critical thinking, oral and written communication, adaptability, tolerance, and an understanding of the individual’s relationship to society.

That is why Fort Hays State University’s General Education Program is a required part of the educational experience of all undergraduates regardless of their major. A college education should help the student begin a career. But it should also help the student become an interesting person and a responsible citizen. Our university’s liberal arts approach to general education is to develop the complex intelligence, sensitivity, and common sense to understand and participate fulfillingly in the larger world that transcends the student’s particular career choice.

*Our program flows from a **vision** of the kinds of persons we hope our students will become. It is not based on some supposedly timeless list of subjects to be studied. This emphasis on the person rather than the curriculum is well grounded historically.* Although the list of subjects associated with liberal arts education has evolved with the new knowledge and differing needs of each succeeding era, it has always been agreed that the purpose and value of this sort of education is to prepare citizens to exercise their freedom wisely—to conduct their own and their community’s affairs in ways that are informed, reflective, individually fulfilling, and socially responsible. Above all, such education should acquaint students with the human story and the wider universe beyond. That is why we expose all of our students to the great historical achievements of the sciences and the humanities, to the best in the fine arts, and to questions about the appropriate goals, values, and attitudes of both self and society within a wider world. Because they know the joy of continuous learning and have been equipped to do it well, liberally educated persons are prepared to benefit from and contribute to the ongoing achievements of civilization.

In light of the above, Fort Hays State University commits itself to developing through its General Education Program graduates who meet these four descriptions of the liberally educated person. (1) A liberally educated person is **knowledgeable**—engages in rational inquiry and critical thinking; possesses basic quantitative skills; is an articulate communicator and is acquainted with the major achievements, concepts, and methods of the humanities and the sciences. (2) A liberally educated person is **civic**—is responsive and responsible; possesses the desire and the courage to act; and is intellectually prepared to take an effective role in community life. (3) A liberally educated person is **reflective**—is sensitive and perceptive; exercises good judgement; is curious about the world; and is committed to continued learning and full development of potentials as a lifelong project. (4) A liberally educated person is **holistic**—is tolerant, values diversity, and understands and appreciates each individual’s contributory relationship to the wider society, culture, and environment.

## Program Goals, Objectives, and Coursework

The university's 55 hour general education program is divided between two major components: Foundation Studies (18 hours) and Liberal Arts (37 hours). Each component has its appropriate goals, objectives, and coursework.

### 1.1 Foundation Studies Goals and Objectives

The role of the Foundation Studies component of the General Education Program is to develop in every graduate an appropriate level of competence in skills areas that have relevance in nearly every discipline and subsequent career. Specifically:

**Goal A:** To demonstrate an appropriate level of conceptual understanding and proficiency in applying basic analytical and communication skills.

- Objective 1 To develop critical thinking skills involving the use of analogy, deduction, and induction.
- Objective 2 To develop the ability to read analytically and write effectively in standard English.
- Objective 3 To develop the ability to listen critically and speak clearly and effectively.
- Objective 4 To develop quantitative skills through an understanding of basic concepts and methods of mathematics.
- Objective 5 To develop the ability to utilize computer technology to store, analyze, interpret, and communicate information.

**Goal B:** To demonstrate an appropriate level of conceptual understanding and proficiency in applying personal well-being skills.

- Objective 1 To develop an understanding of the interaction of mental, physical, social, and emotional factors in optimally healthy, functional, and productive living.
- Objective 2 To promote students' use of activities and strategies that encourage the pursuit of healthy, functional, and productive living.

### 1.2 Foundation Studies Course Requirements (18 hours)

(italics indicate general education courses required for teacher preparation program)

	Hours
ENG 101 English Composition I.....	3
ENG 102 English Composition II .....	3
COMM 100 Fundamentals of Oral Communication.....	3
MATH 101 Fundamentals of Mathematics <u>or</u> .....	3
<i>MATH 110 College Algebra</i> .....	3
MIS 101 Introduction to Computer Information Systems.....	3
HHP 200 Personal Wellness.....	3

## 2.1 Liberal Arts Goals and Objectives

The role of the Liberal Arts Component of the General Education Program is to cultivate in every graduate the knowledge and attitudes that we use and live by most of our lives and to promote an appreciation of active and lifelong learning so critical to the continuation of one's intellectual development. The curricular map associated with this component is guided by the following goals and objectives:

### **Goal A: To recognize and evaluate society's cultural heritage, thereby conserving, continuing and providing critical access to the achievements of the past.**

Objective 1 To acquire and value an international perspective based on a diverse yet shared set of knowledge, ideas, and experiences.

As part of this shared set of knowledge, ideas, and experiences, the student must be able:

Objective 2 To recognize and evaluate the history, culture, and beliefs of major world civilizations.

Objective 3 To demonstrate a knowledge of contemporary world conditions, an understanding of the growing interdependence of the world's people, and a sensitivity to the implications of current events on one's own life.

Objective 4 To demonstrate a knowledge of the principle achievements, conceptual frameworks, methods, and aesthetic values of literature and the arts.

Objective 5 To demonstrate a knowledge of the principle achievements, conceptual frameworks, and methods of mathematics and the natural sciences.

Objective 6 To demonstrate a knowledge of the principle achievements, conceptual frameworks, and methods of the social and behavioral sciences.

Objective 7 To demonstrate a facility for synthesis, analysis, and critical thinking that fosters an integrated perspective.

### **Goal B: To develop the potential and desire for continuing intellectual, personal, and moral growth.**

Objective 1 To acquire facility with tools of thinking that promote both an appreciation of alternative views and intelligent response.

Objective 2 To develop an ability to make informed and well-reasoned judgements concerning the application of ethical and moral values in public and private life.

Objective 3 To develop attitudes that encourage and facilitate continuous, lifelong learning.

Objective 4 To demonstrate tolerance for people of diverse characteristics such as those of race, ethnicity, religion, gender, and language; and demonstrate concern with achievements, issues, and experiences that lie beyond the confines of career and station.

Objective 5 To develop an understanding of civic culture, leadership, and behavior that promotes participation in government, community, and voluntary organizations.

Objective 6 To demonstrate an awareness of the nature and role of technology, its continuing impact on society, and its implications for the acquisition of knowledge.

## 2.2 Liberal Arts Course Requirements (37 hours)

(italics indicate general education courses required for teacher preparation program)

### A) International Studies (6 hours required; a student must complete 2 of 3 courses)

	Hours
ENG 125 World Literature and the Human Experience <b>or</b> .....	3
GSCI 110 World Geography <b>or</b> .....	3
HIST 111 Modern World Civilization.....	3

### B) Distribution (28 hours required)

(Course areas used to complete requirements under International Studies allow a student to take only 1 additional course in that area under distribution for general education credit.)

## HUMANITIES

(9 hours required with no more than 2 courses in 1 area)

	Hours
<b>Art</b>	
ART 180 Fundamentals & Appreciation of Art .....	3
ART 280 Approaches to Creativity .....	3
ART 380 Survey of Art History .....	3
<b>Communication</b>	
COMM 120 Introduction to Theatre .....	3
COMM 125 Introduction to Motion Pictures .....	3
COMM 318 Intro to Organizational Communication .....	3
<b>English</b>	
ENG 125 World Literature and the Human Experience.....	3
ENG 126 Introduction to Literature .....	3
ENG 327 Introduction to Fiction.....	3
<b>Modern Languages</b>	
Beginning 1 course in any language.....	5
(May not be used to fulfill general education requirements for students pursuing the B.A. degree)	
112 Great Works in Translations.....	3
<b>Multiculturalism (IDS 350 may be counted in <u>either</u> the humanities or social and behavioral sciences)</b>	
IDS 333 Exploration in the Humanities .....	1
<i>IDS 350 Multiculturalism in the United States</i> .....	3
<b>Music</b>	
MUS 161 Listening to Music .....	3
MUS 291 American Popular Music .....	3
MUS 391 Jazz.....	3
<b>Philosophy</b>	
PHIL 100 General Logic .....	3
PHIL 120 Introduction to Philosophy .....	3
PHIL 340 Introduction to Ethics .....	3

## MATHEMATICS AND THE NATURAL SCIENCES

(10 hours required with no more than 2 courses in 1 area; 1 hour must be laboratory credit)

	Hours
Biological Sciences	
BIOL 100 Human Biology* .....	3
BIOL 102 Lab Experiences in Biology .....	1
BIOL 200 Humans and the Environment* .....	3
BIOL 300 Human Heredity* .....	3
Chemistry	
CHEM 100 Chemist's View of the World .....	3
CHEM 105 Introduction to the Chemistry Lab .....	1
CHEM 112 General Chemistry I and Lab** .....	3
CHEM 114 General Chemistry II and Lab** .....	3
Geosciences	
GSCI 100 Introduction to Geology* .....	3
GSCI 101 Elements of Physical Geography .....	3
GSCI 102 Introduction to Geology Laboratory .....	1
GSCI 340 Environmental Geology* .....	3
Mathematics	
MATH 234 Analytic Geometry & Calculus I .....	5
<i>MATH 250 Elements of Statistics</i> .....	3
MATH 331 Calculus Methods .....	3
Physics	
PHYS 102 Physical Science* .....	3
PHYS 103 Physical Science Laboratory .....	1
PHYS 208 Elementary Meteorology* .....	3
PHYS 309 Descriptive Astronomy* .....	3

## SOCIAL AND BEHAVIORAL SCIENCES

(9 hours with no more than 2 courses in 1 area)

	Hours
Economics	
ECFI 201 Principles of Economics: Micro .....	3
ECFI 202 Principles of Economics: Macro .....	3
ECFI 205 Theory & Practice of Personal Finance .....	3
History	
HIST 110 World Civilization to 1500 .....	3
HIST 130 United States History to 1877 .....	3
HIST 131 United States History Since 1877 .....	3
Multiculturalism (IDS 350 may be counted in <u>either</u> the humanities or social and behavioral sciences)	
<i>IDS 350 Multiculturalism in the United States</i> .....	3

\*Course can be completed with optional 1-hour lab

\*\*Course fulfills 1-hour lab requirement

	Hours
Political Science	
POLS 101 American Government.....	3
POLS 230 Introduction to International Relations .....	3
POLS 300 Current Political Issues .....	3
Psychology	
PSY 100 General Psychology.....	3
PSY 300 Abnormal Psychology .....	3
PSY 340 Social Psychology .....	3
Sociology	
SOC 140 Introduction to Sociology .....	3
SOC 355 Sociology of Death and Dying.....	3
SOC 388 Sociology of the Family in America.....	3
<b>C) Integrative Course</b> (one course required) <sup>1</sup>	
	Hours
IDS 300 Economics Ideas and Current Issues.....	3
IDS 325 Ideal Societies in Fiction.....	3
IDS 326 Literature and the Environment .....	3
IDS 390 Technology in Society.....	3
IDS 400 Bioethics.....	3
IDS 401 Ethical Issues in the Professions and Business .....	3
IDS 402 U.S. Human Geography: Issues for the 21 <sup>st</sup> Century .....	3
IDS 405 Heritage: Society, Science and Culture Since 1700.....	3
IDS 411 Aims of Education.....	3
IDS 440 Conceptions of the Mind.....	3
IDS 468 Political Communication.....	3
IDS 499 Global Environmental Issues .....	3
Total Hours Required for General Education Program .....	55

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<sup>1</sup> This course fulfills the program's 3-hour upper division requirement and can be used in completing the 40-hour university upper division requirement.

## General Education Committee

### **I. Responsibilities and Roles**

It is the primary responsibility of the General Education Committee to advise the Academic Affairs Committee of the Faculty Senate on the curricular content of the General Education Program. In the role of advisory body, the Committee will solicit, review, and recommend courses for inclusion in the Program.

A secondary responsibility of the Committee is the care and governance of the Program. As a collective coordinator, the Committee must assume a number of critical roles:

- 1) Advocate To promote the Program among its various constituencies and recruit outstanding instructors to serve as members of the General Education faculty.
- 2) Facilitator To develop policies, procedures, and processes that will expedite the operation of the Program and optimize its impact.
- 3) Ombudsman To mediate differences and resolve conflict in the university learning community associated with the implementation and content of the Program.
- 4) Reformer To remind faculty, administration, and students that general education is a “living” concept susceptible to reform and change.

### **II. Membership**

Administration/Dean of the College of Arts and Sciences  
Humanities/College of Arts and Sciences  
Humanities/College of Arts and Sciences  
Mathematics and Natural Sciences/College of Arts and Sciences  
Mathematics and Natural Sciences/College of Arts and Sciences  
Social and Behavioral Sciences/College of Arts and Sciences  
Social and Behavioral Sciences/College of Arts and Sciences  
Professional Studies/College of Business  
Professional Studies/College of Education  
Professional Studies/College of Health and Life Sciences  
Academic Affairs Committee/Faculty Senate  
Student Body Representative  
Administration/Vice Provost for Academic Affairs

The Committee reports to the Chief Academic Officer, Provost Larry Gould

## TEACHER EDUCATION PROGRAM

### General Education Program for Teacher Education

Students enrolled in teacher education programs must meet the requirements of the General Education Program. In addition, the teacher education students must meet the requirements of the Teacher Education Program (Departmental, Regents, and Certification). The following courses within the General Education Program are required for the Teacher Education Program: MATH 110 College Algebra, MATH 250 Elements of Statistics, and IDS 350 Multiculturalism in the United States. Students in consultation with advisors must select courses carefully in order to meet all Departmental, Teacher Education, and General Education requirements. See Application for Admissions to the Teacher Education Program for more details.

Students admitted previously under differing general studies requirements should work with their advisors in order to ascertain the courses needed to fulfill the general education requirements. The goal is to maximize flexibility and minimize the need of excess hours.

### Application for Admission to Teacher Education

A student pursuing a program leading to certification to teach should seek admission to teacher education during the second semester of the sophomore year or the first semester of the junior year. **Admission to Teacher Education is a prerequisite for most upper division education and methods classes.** Admission to Teacher Education should be granted at least one full semester before the student is to be considered for admission to directed teaching.

### Requirements to be met for Admission to Teacher Education are subject to change.

- 1) Favorable recommendation for teaching from the student's advisor.
- 2) A grade index of 2.75 on 36 semester hours of general education credits. These courses are to include ENG 101, ENG 102, COMM 100, MACS 110, and MACS 250.
- 3) A minimum grade of "C" in certain basic skill areas
- 4) Completion of pre-professional course sequence
- 5) Documentation of successful experiences with children
- 6) Satisfactory completion of all three sections of the PPST examination. (The test will be given three to four times during the year.)
- 7) Approval for admission to Teacher Education by the Council on Preparation of Teachers.

Deadlines for Application for Directed Teaching—Please check with the Teacher Education Admissions and Certification Office. Must have overall and major GPA of 2.75 or better.

Pre-professional Skills Test (PPST) for Admission to Teacher Education passing scores are: Reading 173, Writing 172, and Math 174.

National Teachers Examination (NTE)-Professional Knowledge Section. Passing score of 642 is required for Kansas Certification.

## General Education Student Checklist

### Foundation Studies

**18 hours**

English Composition I \_\_\_\_\_

English Composition II \_\_\_\_\_

Fundamentals of Oral Communication \_\_\_\_\_

Intro to Computer Systems **OR**  
Intro to Computer Information Systems \_\_\_\_\_

Fundamentals of Mathematics **OR**  
College Algebra \_\_\_\_\_

### Liberal Arts

International Studies **6 hours**  
\_\_\_\_\_  
\_\_\_\_\_

Distribution **28 hours**  
Humanities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mathematics & Natural Sciences \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (lab)

Social & Behavioral Sciences \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Upper-Division Integrative Course **3 hours**  
\_\_\_\_\_

## Answers to Commonly Asked Questions

Certain questions about the General Education Program arise very frequently. Certain others are particularly difficult to answer when they do arise. Therefore, the General Education Committee, in consultation with the transcript analysts of the Registrar's Office, created this section of the handbook to identify and answer these questions.

It will prove convenient to subsume these questions under eight general topical headings. For the sake of quick reference, each of these topical families of questions will begin on a new page. But first, five brief preliminary comments are in order.

First, most questions that students and others have about the General Education Program can be answered by a careful reading of the single-sheet summary of this program that appears in each semester class schedule and is described in pages 2-6 of this handbook. We emphasize that advisers need to be sure that they are well acquainted with this listing. The task of this present section of the handbook, however, is to address questions that cannot be answered by a simple summary of the coursework.

Second, there are questions that are best for advisers not to answer without consulting one of the transcript analysts, particularly questions from potential transfer students. For example, advisers should consult with a transcript analyst before answering questions about how to translate quarter-system hours of credit into semester-system hours of credit, about judgments regarding course equivalency when there are variations in the number of credit hours, or in how labs are linked to a course. The transcript analysts do not create policy. They scrupulously consult the appropriate committees, advisers, and department chairs whenever a new issue needs to be resolved. Through much experience--some if it not so enviable--they have become very knowledgeable about how to apply our university's rules in tricky and unobvious situations. The first letter of a student's last name is used to determine which one of the three transcript analysts is responsible for that student's file. Below, followed by the segment of the alphabet assigned to each, is a list of the current transcript analysts.

Luci Williams (A-Ha)  
E-mail: lwilliams@fhsu.edu  
V-mail: (785)628-5831

Judy Channell (Hb-Pf)  
E-mail: jchannell@fhsu.edu  
V-mail: (785)628-4457

LuAnn Pfeifer (Pg-Z)  
E-mail: lpfeifer@fhsu.edu  
V-mail: (785)628-5832

Third, this handbook deals only with FHSU's General Education Program. The university will be providing faculty members with a larger, more general advising handbook that contains answers to other sorts of questions. This present handbook does not deal, for example, with the special tasks of advising undecided students, students who intend to become certified teachers, or students who seek various forms of professional licensure.

Fourth, certain kinds of questions arise in more than one setting. That is why some questions are posed and answered more than once in the pages that follow. It is true that a "yellow-pages" style system of cross referencing would have saved a bit of space, but minor verbal economies have been forfeited in order to make this section of the handbook as quick and easy to use as possible.

Fifth, although much care and consultation went into preparing this section of the handbook, there is no way to be sure that the committee has anticipated all the questions that ought to be dealt with here. Advisers should let the committee know when they become aware of other questions by using the assessment/suggestion form at the back of the handbook.

## **TOPIC A: WHO MUST COMPLETE THIS PROGRAM?**

Students who matriculated as first-time freshmen during or after the fall semester of 1993 are required to complete FHSU's current General Education Program. Students who matriculated as first-time freshmen prior to the fall of 1993 may choose whether to complete the current General Education Program or the older General Education Program, except for those who have interrupted their education by more than two years. Four questions about this policy deserve explicit attention.

**QUESTION #1: Some students did not matriculate at FHSU until or after the fall of 1993, but transferred to FHSU courses taken at other colleges or universities prior to the fall of 1993. Are these students allowed to choose whether to complete the current General Education Program or the older General Education Program?**

**YES.** The relevant question is when the student first took a course for college credit as a first-time freshman, not when the student first matriculated at FHSU. However, this right to choose applies only to students who have not interrupted their education by more than two years. Question #3 below addresses the situation of those who have interrupted their education by more than two years.

**QUESTION #2: Some students, while they were in high school, took courses for college credit prior to the fall of 1993, but they did not matriculate as first-time freshmen at FHSU until or after the fall of 1993. Are these students allowed to choose whether to complete the current General Education Program or the older General Education Program?**

**NO.** They must complete the current program. The relevant question is not when the student first took a course for college credit, but when the student first matriculated as a first-time freshman. In theory, such a student could have well over thirty hours of college credit—could be a sophomore or even an upper classman in terms of credit hours—without having yet matriculated as a first-time freshman.

**QUESTION #3: What about students who began prior to the fall of 1993, interrupted their schooling here by an absence of two or more years, and returned to school during or after the fall of 1993? Are these students allowed to choose whether to complete the current General Education Program or the older General Education Program?**

**NO.** They must complete the current program. This is true even if in their earlier time at FHSU they completed degree summaries that assume the older General Education Program.

**QUESTION #4: Can students who matriculated prior to the fall of 1993 (without interrupting their education by more than two years) "mix and match"--creating a hybrid program joining together components of the current and the older General Education Program?**

**NORMALLY NO.** Although these students may choose whether to be under the current or the older General Education Program, they must fully complete whichever general education program they have chosen. The single exception to this rule is addressed in Question #5 below.

**TOPIC A: WHO MUST COMPLETE THIS PROGRAM? (CONTINUED)**

**QUESTION #5: Can students who are under the older General Education Program substitute the current program's course on wellness for the older program's requirement of four credit hours in physical education activity course?**

**YES.** This is the only exception to the rule that students must fully complete whichever general education program they are under.

**QUESTION #6: Does the exception allowed under Question #5 work the other way around? That is, can students who are under the current General Education Program substitute the older program's requirement of four credit hours in physical education activity courses for the current program's course on wellness?**

**NO.** The exception allowed under Question #5 is the only exception to the rule that students must fully complete whichever general education program they are under.

## **TOPIC B: THE RULE PROHIBITING STUDENTS FROM COUNTING COURSES IN THEIR MAJOR TOWARD SATISFYING THE LIBERAL ARTS PORTION OF THE GENERAL EDUCATION PROGRAM**

The rationale for this longstanding rule, applicable alike to the current and the older General Education Program, is that the program should maximally encourage breadth without creating unreasonable hardships for students as they work at the same time to complete their major programs. Because the expression “in their majors” can be interpreted in more than one way, and because the new program has more structure than the old program, questions have arisen about how to apply this rule. The exact wording of this rule, however, is both unambiguous and fitting in light of the rationale for this prohibition:

**General education courses (1) which are offered by the same department that offers the degree program which comprises a student’s first major, or (2) which, though offered by a different department, appear on the degree summary as part of the student’s first major, cannot be used by the student to satisfy any of the liberal arts components of the General Education Program.**

Although the language contained in the rule is clear and ambiguous, it is nevertheless useful to make explicit, in the form of answers to five common questions, its most significant practical applications. In posing and answering these questions, the expressions “major department” and “major program” will be used exactly as they are defined immediately below.

**By “major department” we mean the department that offers the degree program in which a student is completing a (first) major. Many departments offer more than one degree program.**

**By “major program” we mean the list of courses specified on the official degree summary as comprising the student’s (first) major. Note that this definition does not include cognates as part of the student’s major program. Note also that “major program” is not defined here in terms of the *University Catalog’s* description of FHSU’s degree programs.**

**QUESTION #1: Is it acceptable for general education courses taught by the student’s major department to be included in that student’s major program? For example, could the major program of a sociology major contain Sociology 355—*Sociology of Death and Dying*?**

**YES.** Students majoring in a department are not forbidden to take general education courses. Nor are they forbidden to use them to satisfy program requirements. What is forbidden is for these students to count these courses toward satisfying any of the liberal arts components of the General Education Program.

**QUESTION #2: What about general education courses offered by the student’s major department but NOT contained in that student’s major program? Can they count toward satisfying any of the liberal arts components of the General Education Program? For example, could a biology major whose major program did not contain BIOL 121--*Human Biology* count BIOL 121 toward satisfying the requirements of the General Education Program?**

**NO.** No general education course contained in a student’s major program can count toward satisfying any of the liberal arts components of the General Education Program.

**TOPIC B: THE RULE PROHIBITING STUDENTS FROM COUNTING COURSES IN THEIR MAJOR TOWARD SATISFYING THE LIBERAL ARTS PORTION OF THE GENERAL EDUCATION PROGRAM (CONTINUED)**

**QUESTION #3: What about general education courses contained in the student's major program but offered by a department OTHER THAN that student's major department? Can these courses count toward satisfying any of the liberal arts components of the General Education Program?**

**NO.** No general education course contained in a student's major program can count toward satisfying any of the liberal arts components of the General Education Program.

**QUESTION #4: What about cognates, minor programs, and additional major programs beyond the first major? Can general education courses be used both to fulfill these and to count toward satisfying the liberal arts components of the General Education Program?**

**YES.** The rule applies only to a student's first major.

**QUESTION #5: What about the Foundation Studies component of the General Education Program? Can general education courses that are either offered by the student's major department or contained within the student's major program be used by that student to satisfy the foundation studies requirements?**

**YES.** The rule applies only to the liberal arts components of the General Education Program. For example, English majors not only may, but must complete ENG 101 and 102-*English Composition I and II.*

## **TOPIC C: TAKING MODERN LANGUAGES COURSES FOR GENERAL EDUCATION CREDIT**

The first two courses in French, German, and Spanish are approved as courses that may be used toward satisfying the humanities segment of the General Education Program's Liberal Arts Distribution Requirement. *Students are not allowed to count these courses both to satisfy this requirement and at the same time as part of the ten hours in a single foreign language required by the B.A degree.* Two aspects of this rule deserve to be made explicit in the form of answers to questions.

**QUESTION #1: Can a B.A. student count courses in one language toward satisfying the B.A. Degree's modern language requirement and course in one or both of the other languages toward satisfying the humanities segment of the General Education Program's Liberal Arts Distribution Requirement?**

**YES.** B.A. students are not forbidden to take language courses for general education credit. *What is forbidden is to count any single foreign language course as fulfilling both B.A. and general education requirements.*

**QUESTION #2: If a student elects to count two MLNG courses toward satisfying the humanities segment of the General Education Program's Liberal Arts Distribution Requirement, must these two courses be in the same language?**

**NO.** Any choice of two of the approved six courses in French, German, and Spanish is permissible in meeting this part of the general education requirement. However, advisers may wish to point out to their advisees that there can be sound reasons to prefer two courses in a single language to one course in two different languages.

**TOPIC D: THE RULE FORBIDDING TAKING COURSES ON A PASS/NO CREDIT BASIS FOR GENERAL EDUCATION CREDIT**

No course that a student uses to fulfill any part of the General Education Program may be taken on a pass/no credit basis. There is one question that arises from time to time about this policy.

**QUESTION: Suppose that a student wishes to take, on a pass/no credit basis, a course that is approved for general education credit, not to satisfy any part of the General Education Program, but simply as an elective. Is this legal?**

**YES.** Here is an example. Suppose that a student already has (or will have) satisfied the social and behavioral sciences portion of the Liberal Arts Distribution Requirement of the General Education Program by taking General Psychology, Introduction to Sociology, and American Government. This student desires to take another course approved for general education credit in the social and behavioral sciences—perhaps Introduction to Cognitive Psychology or Economic Ideas and Current Issues—on a pass/no credit basis. This is permitted. All that is forbidden is that any course(s) taken on a pass/no credit be used to satisfy any part of the general education requirement.

## TOPIC E: UPPER DIVISION COURSES

The General Education Program requires each student to take (at least) one of the IDS courses designated as satisfying the Liberal Arts Upper Division Integrative Course Requirement. Three questions have arisen about this requirement.

**QUESTION #1: According to the Kansas Transfer and Articulation Agreement Guide, students who transfer to us after taking the appropriate courses at the community college with which we have a Transfer and Articulation Agreement are treated as if they have fully met the requirements of FHSU's General Education Program. But, of course, community colleges do not offer upper division coursework. Are these students required to take one of the approved upper division integrative courses?**

**NORMALLY YES.** It is true that these students are considered to have fully met the requirements of our General Education Program, but a distinct university graduation requirement is that all graduates must have at least forty hours of upper division credit, **three hours of which must be in one of the approved upper division integrative courses.** That is, the Upper Division Integrative Course Requirement is simultaneously a part of both FHSU's General Education Program and its forty hour upper division requirement. The Transfer and Articulation Agreement does not exempt transfer students from meeting FHSU's forty hour upper division requirement. Non-transfer students must still complete an integrative course to fulfill the general education requirement.

**QUESTION #2: Are students still required to take nine hours of upper division general education courses?**

**NO.** This part of FHSU's former upper division requirement was replaced at the same time that the new General Education Program became effective by the new rule that among the forty hours of upper division courses required for graduation, three hours must be in one of the approved upper division integrative courses.

**QUESTION #3: May a student take a section of an integrative course that is taught by a teacher in the department in which the student is majoring in order to fulfill the Upper Division Integrative Course Requirement?**

**YES.** The upper division integrative courses are not specific to departments. Both in fact and in organizational taxonomy, they are interdisciplinary. However, advisors are encouraged to steer their advisees toward sections of these interdisciplinary courses that provide perspectives different from those that the student's major field has already rendered familiar.

## TOPIC F: THE FIRST COURSE IN SELECTED SCIENCE MAJORS

The first course in the major programs in the sciences of biology, chemistry, geosciences, and physics may be used by any student who is not majoring in that discipline to fulfill the Mathematics and Natural Sciences segment of the Liberal Arts Distribution Requirement. These courses are:

BIOL 200/102—Principles of Biology/Lab  
CHEM 120/120L—University Chemistry/Lab  
GSCI 200/200L—Physical Geography/Lab  
PHYS 111/111L—Physics I/Lab **OR**  
PHYS 211/211L—Fundamental Physics I/Lab

Two specific questions are likely to arise about this policy.

**QUESTION #1: Does this policy of allowing the first course in the major program to count for general education credit apply also in other fields?**

**NO.** This policy applies only to the four sciences mentioned above.

**QUESTION #2: Does this mean that science majors can count the first course in their major programs for general education credit?**

**NO.** For example, chemistry majors **cannot** count CHEM 120 for general education credit. But any non-chemistry major (or even those for whom chemistry is a minor or a second major—TOPIC A) may count CHEM 120 for general education credit.

## **TOPIC G: THE WELLNESS REQUIREMENT**

The Foundational Studies component of the General Education Program requires each student to complete the three-hour course “Personal Wellness.” This requirement replaces the older university graduation requirement that each student must complete four, one-hour physical education activity courses. The physical education requirement of the older General Education Program applied only to students who were under thirty years of age and who had not appropriately documented a medical condition that made it inadvisable for them to participate in physical education activity courses. Three questions arise frequently about the current program’s wellness requirement.

**QUESTION #1: Are students who are at least thirty years old, or who have a medical condition that makes it inadvisable for them to participate in physical education activity courses, exempt from the current General Education Program’s wellness requirement?**

**NO.** The current program’s course “personal wellness” is an academic rather than an activity course. Its focus is healthy living, and such activities as are involved in it are conceived on the model of laboratory experiences. These experiences are always tailored to the age and physical condition of each student. Therefore, no student is exempt from this requirement due to either age or physical disability.

**QUESTION #2: Can students who are under the older General Education Program substitute the current program’s course on wellness for the older program’s requirement of four credit hours in physical education activity courses?**

**YES.** This is the only exception to the rule that students must fully complete whatever general education program they are under.

**QUESTION #3: Does the exception allowed under Question #2 work the other way around? That is, can students who are under the current General Education Program substitute the older program’s requirement of four credit hours in physical education activity courses for the current program’s course on wellness?**

**NO.** The exception allowed under Question #2 is the only exception to the rule that students must fully complete whatever general education program they are under.

## **TOPIC H: THE ORAL COMMUNICATION REQUIREMENT**

The course “Fundamentals of Oral Communication” is part of the Foundation Studies component of the General Education Program. It is a course that blends the subjects of interpersonal communication and speech, and as such it is not equivalent either to a course in interpersonal communication alone or to a course in speech alone. Two questions about this requirement arise with some frequency.

**QUESTION #1: May a transfer student who successfully completed a course in either interpersonal communication or speech at another college or university prior to enrolling at FHSU substitute this earlier course for FHSU’s course “Fundamentals of Oral Communication?”**

**YES.** This departure from the usual policy of refusing to consider either of these courses equivalent to our “Fundamentals of Oral Communication” is a concession to our university’s effort to provide a “seamless transfer process” for students who desire to continue their education at FHSU after beginning it elsewhere.

**QUESTION #2: Subsequent to matriculation at FHSU, may a student substitute for “Fundamentals of Oral Communication” a speech course or an interpersonal communication course from another college, university, community college, or high school outreach program?**

**NO.** Students who have already matriculated at FHSU must complete “Fundamentals of Oral Communication” or transfer a course to FHSU that is an equivalent blend of interpersonal communication and speech. This is true both for those who have so far attended only FHSU and for those who have transferred to FHSU without having taken either a speech course or an interpersonal communication course at their former college. The exception would be for a student who has been given permission to complete the Transfer and Articulation Agreement as part of the FHSU seamless transfer process described in the answer to Question #1.

## **TOPIC I: ADVISING THE TRANSFER STUDENT**

Transfer students may be divided into two groups, those who have completed the appropriate curriculum at an institution that has a Transfer and Articulation Agreement with FHSU and those who have not. Those who have completed the appropriate curriculum at one of these institutions are accepted by FHSU as having fully met all the requirements of its General Education Program.

**QUESTION #1: Sometimes students transfer to FHSU from a community college with which we have a Transfer and Articulation Agreement without having completed the appropriate curriculum. (The Transfer and Articulation Agreement specifies the curriculum that must be taken in order to satisfy FHSU's General Education Requirement). Are these students treated as if they have fully met the requirements of FHSU's General Education Program?**

**NO.** It does not matter how many hours of credit the student took while at the community college, or even whether the student earned an Associate Degree from the community college. Transfer students are not treated as if they have fully met the requirements of FHSU's General Education Program unless they have completed the appropriate curriculum while at the community college.

**QUESTION #2: Sometimes students who transfer to FHSU are angry when they find that they cannot count for general education credit a course they had been told would "transfer" to FHSU. Is there a difference between a course's transferring to FHSU and its transferring to general education credit?**

**YES.** Almost always, a course taken from an accredited college or university can be transferred to FHSU. To say that a course can be transferred is to say that it can be entered and counted as hours toward graduation on a FHSU transcript. This does not mean, however, that the course meets any degree requirement other than hours toward graduation. Whether the course meets any of our general education requirements depends on whether it is judged by the appropriate officials to be equivalent to any of our own general education courses. To prevent the ill will this misunderstanding so commonly produces, advisors should take special care to make this distinction clear when visiting with potential transfer students.

**QUESTION #3: Some students did not matriculate at FHSU until or after the fall of 1993, but transferred to FHSU courses taken at other colleges or universities prior to the fall of 1993. Are these students allowed to choose whether to complete the current General Education Program or the older General Education Program?**

**YES.** The relevant question is when the student first took a course for college credit as a first-time freshman, not when the student first matriculated at FHSU. However, this right to choose applies only to students who have not interrupted their education by more than two years. Question #3 in TOPIC A addresses the situation of those who have interrupted their education by more than two years.

## TOPIC I: ADVISING THE TRANSFER STUDENT (CONTINUED)

**QUESTION #4:** Students who transfer to FHSU after taking the appropriate courses at a community college with which we have a Transfer and Articulation Agreement are treated as if they have fully met the requirements of FHSU's General Education Program. But, of course, community colleges do not offer upper division coursework. Are these students required to take one of the approved upper division integrative courses?

**YES.** It is true that these students are considered to have fully met the requirements of FHSU's General Education Program, but a distinct university-wide requirement is that all graduates must have at least forty hours of upper division credit, **three hours of which must be in one of the approved upper division integrative courses.** That is, the Upper Division Integrative Course Requirement is simultaneously a part of both FHSU's General Education Program and its forty hour upper division requirement. The Transfer and Articulation Agreement does not exempt transfer students from meeting FHSU's upper division requirement.

**QUESTION #5:** May a transfer student who successfully completed a course in either interpersonal communication or speech at another college or university prior to enrolling at FHSU substitute this earlier course for FHSU's course "Fundamentals of Oral Communication"?

**YES.** This departure from the usual policy of refusing to consider either of these courses equivalent to our "Fundamentals of Oral Communication" is a concession to our university's efforts to provide a "seamless transfer process" for students who desire to continue their education at FHSU after beginning it elsewhere. But advisors of these students need to keep in mind the additional fact that a course in interpersonal communication cannot be used to fulfill certification.

**QUESTION #6:** Subsequent to matriculation at FHSU, may a student substitute for "Fundamentals of Oral Communication" a speech course or an interpersonal communication course from another college, university, community college, or high school outreach program?

**NO.** Students who have already matriculated at FHSU must complete "Fundamentals of Oral Communication" or transfer to FHSU a course that is an equivalent *blend* of interpersonal communication and speech. This is true both for those who have so far attended only FHSU and for those who have transferred to FHSU without having taken at their former college either a speech course or an interpersonal communication course (see the minor exception provided in the answer to Question #2 under TOPIC H.)

## **TOPIC J: THE GENERAL STUDIES PROGRAM FOR TEACHER EDUCATION**

The answer to the single question below underscores the importance of consulting the General Studies Program for Teacher Education (on page 8 of this handbook) when advising students who plan to become certified teachers. It is also a good idea to keep in mind the special requirements of the General Studies Program for Teacher Education when advising undecided students who think of teaching as a possible career choice.

### **QUESTION #1: Is the General Education Program the same as the General Studies Program for Teacher Education?**

**NO.** Anyone who completes the General Studies Program for Teacher Education will also have completed the General Education Program, but the converse is not true. The General Studies Program for Teacher Education is a more prescriptive sub-program within the wider General Education Program. It limits considerably the range of choices that students otherwise would have if they were fulfilling the wider General Education Program.

## **ART 180 Fundamentals and Appreciation of Art**

### **Description**

A non-major course introducing the nature of the visual arts as it relates to human society today.

### **Objectives of the Course**

In completing this course, the student should 1) know the traditional definitions of the term "art" in the visual arts and understand the limitations of these definitions; 2) understand the various purposes which art has served in past and present societies; 3) recognize the ways in which art has been an expression of a society's deepest beliefs and concerns; 4) know the media and techniques of the various two-dimensional and three dimensional areas; 5) have the ability to analyze and express in oral or written context an artist's use of the elements of form and principles of design; and 6) be able to formulate independent judgments based upon formal and cultural analyses of works of art.

### **Course Content**

Topics discussed in Fundamentals and Appreciation of Art include creativity, architecture, sculpture, abstract art, contemporary art, photography, drawing, painting, printmaking, visual elements, and principles of design.

**Format:** Lecture/discussion/laboratory experience.

**Recommended For:** Non-majors interested in gaining a better understanding of the visual.

**What Next:** Any 200 level studio art course.

**Related Courses:** Other beginning courses in the fine arts, i.e., music and theater.

## **ART 280 Approaches to Creativity**

### **Description**

For the non-art major; study of the individual's creative drives in relationship to society.

### **Objectives of the Course**

Students in Approaches to Creativity will 1) learn that creativity permeates all aspects of life and is not related to the fine arts alone; 2) define the traits and approaches of a creative person by reference to individuals of the past and present who have been considered by later generations and/or their contemporaries to be creative; 3) analyze what conditions of the past and present society influenced creativity in a positive and negative manner; and 4) suggest approaches which might be used by the student to foster the development of creativity individually and collectively.

### **Course Content**

Major issues and concepts include visiting exhibitions and artist's studios, viewing audio and audiovisual programs, theater presentations and/or musical presentations, class debate, and discussions.

**Format:** Lecture/discussion.

**Recommended For:** Non-majors interested in gaining a better understanding of the visual, studio arts/artists.

**What Next:** Any 200 level studio art course.

**Related Courses:** Other beginning courses in the fine arts, i.e., music, and theater.

## **ART 380 Survey of Art History**

### **Description**

A general survey of art history from prehistoric to contemporary.

### **Objectives of the Course**

The objective of this course is to present in context the cultural, psychological, philosophical, and aesthetic factors which have bearing upon the creation of art from prehistoric to contemporary times. Individual eras, locales, men/women, needs, and functions are emphasized. Through this knowledge, the student will develop an awareness of man's/woman's cultural development and relationship of history and art.

### **Course Content**

Major issues and concepts include prehistoric art; primitive art; Egyptian art and architecture; Mesopotamian art and architecture; Aegean art and architecture; Greek art and architecture; Etruscan art and architecture; Roman art and architecture; Early Christian, Byzantine, and Islamic art; Romanesque and Gothic art; Renaissance art; Mannerism and Baroque art; Romanticism and Neo-Classicism; Impressionism, Post-Impressionism, Nabis, Fauvism, and Expressionism; Cubism and Modern Sculpture; Suprematism and De Stijl; Dada and Surrealism; Twentieth Century architecture; Abstract Expressionism; Pop art; Op art; Minimal art; Color-Field and Shaped Canvas; New Realism; Motion and Light; Conceptual art and Non-Western art.

**Format:** Slide lectures/discussion.

**Recommended For:** Requirement for all art majors, and recommended for students interested in gaining a historical background of the visual arts. Strongly recommended for all history majors.

**What Next:** Any 400 level art history course.

**Related Courses:** Beginning courses in history, literature, music, theater, and philosophy.

## **BIOL 100 Human Biology**

### **Description**

An introductory course examining the fundamental concepts of human structure and function as the starting point for the exploration of principles common to all living systems and the interrelationships between humans and the rest of the biosphere.

### **Objectives of the Course**

The course will expand the student's knowledge of how the human body works over successive levels of organization from molecules of life to organ systems to organisms. The students will learn how humans, one of a myriad of organisms on earth, have evolved and interact with each other, other species, and the environment.

### **Course Content**

Major issues and concepts discussed in Human Biology include the scientific method, characteristics of living organisms, cell structure and function, organization of cells into tissues and organs, major organ systems, reproduction and development, genetics, evolution, and the diversity of life.

**Format:** Lecture.

**Recommended For:** Students interested in gaining a better understanding of the human body from DNA to the major organ systems.

**What Next:** BIOL 221 and BIOL 322.

**Related Courses:** BIOL 122.

## **BIOL 200 Humans and The Environment**

### **Description**

The ecosystem, the human attitudes and factors affecting the ecosystem, and alternatives to the present situation.

### **Objectives of the Course**

This course will provide information and a conceptual foundation from which students can address local, state, national, and global environmental issues.

### **Course Content**

The course Humans and The Environment is divided into eight topics. The Introduction is a history of the environmental movement and an overview of the state of the environment and prospects for the future. The second section, Principles of Ecology, builds a scientific foundation to understand environmental problems and options. The third section reviews the Cultural Evolution of humans, with an emphasis on changing environmental relationships. The fourth section, Human Population Dynamics, examines the impact of human population on the environment and approaches to population regulation. Section five presents issues on Natural Resource Supply and Protection. Section six reviews important Biotic Resources such as food, land, and biodiversity. Section seven examines the Conservation of Energy and Mineral Resources. Section eight discusses Environmental Organizations and actions including Alternative Lifestyles, that can enhance the environment.

**Format:** Lecture/discussion.

**Recommended For:** Students who are interested in the environment and how to maintain a sustainable ecosystem. The course is designed for the freshman, sophomore, and junior level and does not duplicate the other general education courses proposed by the department.

**What Next:** N/A.

**Related Courses:** BIOL 622 and GSCI 340.

## **BIOL 102 Laboratory Experiences in Biology**

### **Description**

A laboratory and field course centered on fundamental experiences in the biological sciences. Requisites: optional PR or co-requisite, BIOL 121, BIOL 221, or BIOL 322. Required co-requisite of BIOL 222.

### **Objectives of the Course**

This course will equip students to 1) think analytically and synthetically about biology; 2) understand the nature of investigatory biology; 3) relate to the diversity of life on this planet; and 4) understand the organization of living organisms and systems.

### **Course Content**

Subjects discussed in Laboratory Experiences in Biology include the scientific method, use of microscope, basic botany, human anatomy and physiology, cellular transport systems, enzyme function, photosynthesis, cellular respiration, mitosis and meiosis, heredity, gene expression, evolution, classification and identification, the diversity of life, and ecology.

**Format:** Student participation in lab activities.

**Recommended For:** Students interested in their own bodies and their relationship to the biological world around them.

**What Next:** Any general education or advanced biology course.

**Related Courses:** Introductory courses in geology, chemistry, and physics.

## **BIOL 300 Human Heredity**

### **Description**

Principles underlying the inheritance of characteristics in the human.

### **Objectives of the Course**

The major objectives of the course are to 1) acquaint the student with the process of life applied to human sexual reproduction and human development; 2) present the principles of human inheritance in a clear, concise manner; 3) provide an understanding of the origin and extent of genetic diversity in the human genome and the role of selection and evolution in shaping our genotypes and phenotypes; 4) consider the social, cultural, and ethical implications of the principles of human genetics as they apply to the human condition; 5) convey an understanding of the influence genomic variation plays in world relations; 6) introduce the role heredity has played in human history; 7) discuss recent advances in genetic research and the rapid transfer of this knowledge into medicine, agriculture, industry, government, and criminal justice; and 8) alert the student to the potential impact of these discoveries--biotechnology, mapping, and diagnosis of human genetic diseases, process of aging, and genetics in behavioral sciences--on our own lives.

### **Course Content**

Subjects discussed in Human Heredity include mitosis, meiosis, Mendelian patterns of inheritance, pedigree analysis, sex determination, X-linked traits, and chromosome aberrations.

**Format:** Lecture/discussion.

**Recommended For:** Students wishing to learn more about human inheritance than is available in BIOL 121.

**What Next:** N/A.

**Related Courses:** BIOL 122 (May be taken concomitantly or subsequently), BIOL 221, BIOL 121, and BIOL 625.

## **CHEM 100 Chemist's View of the World**

### **Description**

An introduction to the major concepts of scientific thought as exemplified by the discipline of chemistry. Concepts include the scientific method of inquiry, the structure of matter, and the major natural laws with application to current issues. This course utilizes an approach of quantitative reasoning that requires a minimum of mathematics skill. A student receiving credit for graduation in this course may not also receive credit towards graduation in CHEM 112 or CHEM 120.

### **Objectives of the Course**

Upon completing this course the student should be able to 1) define chemistry and its role in the natural sciences. Students should understand the specific tasks undertaken by chemistry as opposed to other disciplines of inquiry, and how chemistry contributes to the world in which we live; 2) describe the major discoveries of chemistry that have led to our understanding of the structure of nature at the atomic and molecular level, and the methods of inquiry used to learn about this structure; 3) understand the basic concepts of chemistry and how they apply to phenomena the student experiences daily and the relevance of these to the other natural sciences; 4) use mathematical skills in the description of chemical phenomena and understand the critical thinking skills chemists use in problem solving; 5) understand the scientific method, including the aspects of experimentation, validation of data and results, and the proper application of knowledge gained to personal and social issues; and 6) read, understand, and apply scientific information through thinking more critically, discussing more meaningfully, arguing more persuasively, and writing more effectively.

### **Course Content**

Major issues and concepts discussed in Chemist's View of the World include the scientific method, the metric system, basic chemical definitions, study of the atom, chemical bonding, chemical reactions and equations, nuclear and radiochemistry, states of matter, sources of chemicals, organic chemistry, topics of environmental interest, and safety with chemicals.

**Format:** Lecture/discussion/demonstration.

**Recommended For:** Students interested in a broad general introduction to the field of chemistry and how chemistry impacts their lives.

**What Next:** This is designed as a terminal course in chemistry. Students who desire further study in chemistry should select another entry level course: CHEM 112 or CHEM 120.

**Related Courses:** Beginning courses in the other physical sciences, physics and geology, will include related topics.

## **CHEM 105 Introduction to the Chemistry Laboratory**

### **Description**

An introductory laboratory course designed to accompany CHEM 100. This laboratory course is designed to provide a series of experiences with the tools and methods of chemistry corresponding to topics presented in CHEM 100. Activities include experimental design, data collection, data presentation, data reduction, and the drawing of conclusions. One three-hour meeting per week. May be taken concurrent with or after the completion of CHEM 100. Not acceptable for a science major. A student receiving credit for graduation in this course may not also receive credit toward graduation in CHEM 112L or CHEM 120L. Requisites: PR or co-requisite, CHEM 100

### **Objectives of the Course**

Upon completing CHEM 105 the student will be able to 1) make and correctly report typical chemical measurements such as mass, volume, pressure, time, and length; 2) make and correctly report observations of typical chemical phenomena; 3) understand how to use quantitative and qualitative data to draw conclusions from experimental data; and 4) understand basic principles of experimental design.

### **Course Content**

The major issues and concepts discussed in CHEM 105 may be demonstrated by listing a typical series of experiments which include density and specific gravity, separation of the components of a mixture, line spectra of elements, quantitative analysis using photometry, heats of reaction, qualitative analysis of metal cations, formula of chemical compound, acid-base chemistry, analysis of stomach antacid tablets, preparation of an inorganic compound, oxidation-reduction reactions, types of organic compounds, synthesis of aspirin, and preparation of nylon.

**Format:** Laboratory/discussion.

**Recommended For:** Students interested in gaining hands on experience in chemistry.

**What Next:** This is designed as a terminal laboratory course in chemistry. Students who desire further study in chemistry should select another entry-level laboratory course in chemistry: CHEM 112L or CHEM 120L.

**Related Courses:** Beginning laboratory courses in the other physical sciences, physics and geology, will include related topics. CHEM 112L and CHEM 120L, will include some of the same concepts and procedures presented in a more rigorous manner.

## **CHEM 112 General Chemistry I and Lab**

### **Description**

A survey of the principles of inorganic chemistry with strong emphasis on those fundamentals of chemistry which are essential to the understanding of organic and biological chemistry. For students who need a broad introduction to the field of inorganic chemistry. Not for science majors. A student receiving credit for graduation in this course may not receive credit toward graduation in CHEM 100 or CHEM 120. Requisites: PR, high school algebra or MACS 010; co-requisite, CHEM 112L

### **Objectives of the Course**

Students who complete this course should 1) understand the scientific approach as it is applied to chemistry; 2) comprehend the unique position of chemistry among the natural sciences; 3) understand the relationship between chemistry and the other physical sciences as well as the applicability of chemistry to the social/behavioral sciences; 4) realize how mathematical concepts are applied to the field of chemistry; 5) assimilate the chemical principles that are essential to evaluating issues of current interest; 6) understand the chemical principles that are necessary to comprehend certain aspects of the student's major; 7) experience through experimentation some aspects of chemistry; and 8) encounter data acquisition and computer analysis as they may be used in a chemistry laboratory.

### **Course Content**

Major issues and concepts discussed in CHEM 112 include the metric system and scientific measurement, atomic structure and the chemical elements, chemical bonding and compounds, states of matter and the gas laws, energy and changes in state, chemical equations and stoichiometry, types of chemical reactions, water and electrolytes, expressing concentrations of solutions, and acids and bases.

**Format:** Lecture/discussion/demonstration/laboratory.

**Recommended For:** Students interested in the fundamental concepts of chemistry illustrated through the use of inorganic chemistry.

**What Next:** CHEM 114 and CHEM 114L.

**Related Courses:** CHEM 100 will present some of the same topics in less depth. CHEM 120 includes some of the same topics in more depth and with more mathematical rigor.

## **CHEM 114 General Chemistry II and Lab**

### **Description**

A survey of the principles of organic and biological chemistry for students who need a broad introduction to these fields. Not for science majors. Two recitations per week. Requisites: PR, CHEM 112; co-requisite, CHEM 114L.

### **Objectives of the Course**

Students that complete this course should 1) recognize the difference between the chemistry of carbon compounds and non-carbon compounds; 2) understand the relationship between chemistry and the biological sciences; and 3) acquire laboratory skills necessary for dealing with a variety of organic chemicals and compounds of biological importance.

### **Course Content**

Major issues and concepts discussed in CHEM 114 include the chemistry of carbon compounds including hydrocarbons, alcohols, carbonyl compounds, carboxylic acids, esters, organic nitrogen compounds, lipids, carbohydrates and stereochemistry, amino acids and proteins, enzymes, and nucleic acids.

**Format:** Lecture/discussion/demonstration/laboratory.

**Recommended For:** Students interested in applying the principles of chemistry to organic and biological molecules.

**What Next:** More advanced study of organic and biological chemistry are available in CHEM 304 and CHEM 360.

**Related Courses:** CHEM 304 and CHEM 360 cover some of the same topics in more detail.

## **COMM 100 Fundamentals of Oral Communication**

### **Description**

This course examines theories and practices relevant to acquiring skill in interpersonal relations, small group communication, and public speaking.

### **Objectives of the Course**

Fundamentals of Oral Communication will 1) develop knowledge of, appreciation for, and skills in applying theories of communication; 2) provide frequent practical opportunities to develop skills in public speaking; 3) provide ample opportunity to develop the skills of interpersonal communication and of decision-making in group problem-solving situations; 4) develop the students' sensitivity to how personal and situational factors such as perception, beliefs, attitudes, nonverbal signals, and sexist language influences both informal and formal discourse; and 5) develop listening skills, through actively listening to student speeches.

### **Course Content**

This course exposes the student to experiences requiring the use of analytical reading skill during the research process, for critical analysis of speaking situations and audiences, and to select a topic and develop an appropriate speech outline. These activities expose the student to the computer and its various applications in public speaking, interpersonal interaction and problem solving. Mathematical literacy is increased through interpretation of statistical information for the purpose of public speaking. Ultimately, this course is a "laboratory experience" for the student to apply the above knowledge and skills as an oral communicator.

**Format:** Lecture/discussion/structured learning exercises.

**Recommended For:** All majors.

**What Next:** COMM 204, COMM 205, and COMM 605.

**Related Courses:** Beginning courses in psychology, sociology, and business.

## **COMM 120 Introduction to Theatre**

### **Description**

Overview of theatre. Students will be exposed to theatre history, playscripts, and the process of producing plays. Co-requisite COMM 120L required only for communication majors. Requisites: co-requisite, COMM 120L.

### **Objectives of the Course**

After successfully completing Introduction to Theatre, the student should be expected to 1) recognize the various major genres of theatre; 2) analyze a play's dramatic structure; 3) understand the different steps that go into the staging of a theatrical work, from casting, through rehearsals to performance, including the contributions of the set, costume, lighting, sound, make-up, and property designers; 4) be familiar with the major periods of theatrical history with emphasis on the Golden Age of Greece and the Elizabethan Era; 5) acknowledge the shared heritage of theatre from the United States and other countries; 6) recognize the variations in conventions and custom between theatrical productions in the Midwest and those of other parts of the United States and elsewhere; 7) know the potential functions of theatre; 8) understand why one enjoys theatrical production (or why someone doesn't enjoy it); 9) demonstrate a familiarity with traditionally accepted etiquette connected with theatre attendance; and 10) be conversant in basic theatre terminology.

### **Course Content**

Major issues and concepts discussed in Introduction to Theatre include theatre as a performing art, theatre and the audience, how to read a play, how to see a play, dramatic structure, the middle ages and the Golden Age, Neoclassicism and the Italianate staging, Romanticism and realism, the playwright, the actor, the director, the avant-garde, contemporary theatre, the design team, the critics, and non-western theatre.

**Format:** Lecture/discussion/viewing and analysis of videotaped and live performances/reading and analysis of play scripts.

**Recommended For:** Humanities majors and students interested in gaining an appreciation and understanding of the theatre.

**What Next:** COMM 125.

**Related Courses:** Beginning courses in art, music, and literature.

## **COMM 125 Introduction to Motion Pictures**

### **Description**

An overview of the art of cinema, concentrating on those techniques of filmmaking that shape motion pictures as a distinct art form. Although the course will include a short history of the development of the movie business, this is neither a history course nor a course in how to make films, but rather it is a course in how to view and understand motion pictures. A series of famous films will be shown and analyzed during the course.

### **Objectives of the Course**

Students are expected to know and understand 1) film art's unique use of time and space; 2) some aspects of the skills and tools of the film actor; 3) camera and film technology, their strengths and limitations as artistic tools; 4) the techniques of artistic lighting; 5) the aesthetics of pictorial composition; 6) the art of film continuity and editing; 7) the aesthetics of sound; 8) the range and scope of contemporary film theory; 9) visual figures -- symbol, motif, etc.; 10) censorship in both film and other arts -- its history and current issues; and 11) at least in sweeping outline, the history of motion pictures as both industry and art form.

### **Course Content**

Major issues and concepts include film history, camera/film technology and lighting, pictorial composition, camera/actor movement, film continuity, editing, film theory, story analysis, visual figures, and censorship.

**Format:** Lecture/discussion/viewing and analysis of films.

**Recommended For:** Humanities majors and students interested in gaining an appreciation and understanding of films and the production process.

**What Next:** COMM 120 and COMM 664.

**Related Courses:** Beginning courses in art, music, and literature.

## **COMM 318 Intro to Organizational Communication**

### **Description**

Analysis of the functions of communication in organizational settings. Emphasis is placed on organizational structures and their effect on the communication process.

### **Objectives of the Course**

This course will 1) identify the principles underlying effective organizational communication; 2) provide an understanding of the primary ways of making sense of organizational culture and functions; 3) describe communication skills leading to organizational behaviors that are effective, humane, and principled; 4) develop knowledge of, appreciation for, and skill in applying theories of communication in organizational contexts; 5) increase the students' ability to understand, work, and adapt to various organizational settings; 6) present international perspectives of management theories used by organizations; 7) present an historical development of organizational theories beginning with the preindustrial revolution through modern day practices; 8) examine a variety of communication behaviors relative to leadership within organizations; 9) consider small group problem-solving and decision making; and 10) offer an integrative understanding of formal and informal communication and organizational theory as they relate to task, social maintenance, and innovative functions.

### **Course Content**

Major issues and concepts discussed in Communication in Human Organizations include the concept of communication; scientific/classical management; organizational function/structure; organizational culture; traditional views of conflict, power and status; information technologies; theories of dyadic communication; groups in organizational subsystems; characteristics of public communication; basic occupational roles of communication; organizational communication evaluation; and changing organizational communication.

**Format:** Lecture/discussion/simulation/analysis of case studies.

**Recommended For:** All majors, especially business.

**What Next:** COMM 348, COMM 414, COMM 605, COMM 606, COMM 665, and INT 629.

**Related Courses:** BCOM 301, MGT 101, MGT 608, POLS 310, PSY 315, and PSY 455.

## **ECFI 201 Principles of Economics: Micro**

### **Description**

An introductory study of principles that affect goals, incentives, and outcomes of economic behavior at the level of the individual decision maker. Specific topics include the operation of both product and resource markets, the behavior of firms and industries under different market structures and international exchange.

### **Objectives of the Course**

Students who have successfully completed Principles of Microeconomics are expected to 1) understand the nature of "the economic problem"; 2) understand and be able to apply the demand and supply model to analyze a variety of situations that involve both individual and collective decision making; 3) understand the various production and cost concepts; 4) understand price/output determination models associated with competitive and imperfectly competitive markets; and 5) evaluate how the performance of firms and the resulting impact on society is affected by the market structure in which they operate.

### **Course Content**

Major issues and topics discussed in Principles of Microeconomics include opportunity cost and choice making, market demand, market supply, market equilibrium and applications, international considerations, elasticity, theories of consumer behavior, production theory, costs of production, price and output determination in competitive markets, societal welfare and competitive markets, price and output determination in imperfectly competitive markets, market structure applications, regulation of monopoly, and resource markets.

**Format:** Lecture/discussion.

**Recommended For:** Students who wish to apply economic reasoning in business and personal life.

**What Next:** ECFI 202; then ECFI 640 or ECFI 644.

**Related Courses:**

## **ECFI 202 Principles of Economics: Macro**

### **Description**

An introductory study of factors that determine U.S. unemployment, production, growth, interest and inflation rates; basic theories of consumption and investment expenditure; and the effects of discretionary fiscal and monetary policies on the national economy.

### **Objectives of the Course**

A core objective for this course is to help the student comprehend the principles essential to understand the basic economizing problem, specific economic issues, and policy alternatives. Students who have successfully completed Principles of Macroeconomics are expected to understand 1) the major goals of macroeconomic performance, such as low inflation, high productivity growth, equitable income distribution, high per capita GDP, and low unemployment; 2) the construction of economic variables by which these goals can be measured, such as price indexes, national income and product accounting, unemployment rates, and inflation rates; 3) benchmarks for judging economic performance; 4) the workings of major economic models, and the conditions under which each is relevant; and 5) the proper uses of fiscal and monetary policies under different economic circumstances in order to more closely approach desirable social goals.

### **Course Content**

Major issues and concepts discussed in Principles of Macroeconomics include measuring economic performance, aggregate demand and supply, fiscal policy, the demand for money, the supply of money, the money market and interest rates, macroeconomics issues, international trade, international finance, growth, saving and social security, and public debt and deficits.

**Format:** Lecture/discussion.

**Recommended For:** Students who want an understanding how the overall economy operates.

**What Next:** ECFI 201; then ECFI 640 or ECFI 644.

**Related Courses:**

## **ECFI 205 Theory and Practice of Personal Finance**

### **Description**

This course begins with an overview of the evolution and critical events in the development of America's cultural heritage of consumer credit and the institutional foundations of society's consumptive mindset. Critical thinking and economic analysis are applied at an individual level, in the spirit of Adam Smith's 'Invisible Hand.' Students are exposed to a wide variety of personal financial choices as a way of connecting individual risk-taking with potential threats to democracy and American society. The dynamics between individual utility maximization, social responsibility, and ethical behavior are explored. Knowledge of financial products, analytical tools and critical thinking skills are cultivated in the context of setting goals and measuring progress, managing taxes, basic asset management, credit management, risk management, investing, and estate and retirement planning.

### **Objectives of the Course:**

1. To provide you with an understanding of America's cultural heritage as a credit and consumer based society. You will be introduced to the many issues, forces, institutions, laws and other components of your external environment and encouraged to critically explore how these impact you in your role of consumer, employee, or member of society. To help you discover how your individual decisions can impact the political, economic, social, legal, regulatory, and international environments (in the spirit of Adam Smith's Invisible Hand), and how these in turn shape your decisions. 2. To introduce you to the concepts of social responsibility and ethical behavior that should guide your personal response to external environmental opportunities and threats. 3. To impart the analytical tools to enable you to make informed, rational decisions that affect your present and future. To teach you to gather facts and apply economic reasoning to analyze costs and benefits, subject to scarcity and environmental constraints. To help you discover how the individual responds to incentives. To learn that scarcity is the economic problem that forces people to make choices. More importantly, to help you acquire skills to reduce risk and enhance resources, thereby reducing constraints so that your opportunity set is enhanced. 4. To acquaint you with a body of facts and information relevant to career planning, saving and spending, credit, budgeting, housing, goal setting, consumer sovereignty and advertising, health care, and a variety of other critical life decisions. 5. To enable you to take personal responsibility for your future. To learn that human behavior is a result of choice, not chance. To arm you with the knowledge, analytical tools, critical thinking skills, and confidence to make sound and responsible decisions. To help you to become a greater asset to your fellow students, to the university, to your community, and to society by linking what you learn in this class to issues found in other general education courses such as Current Political Issues, Introduction to Ethics, Principles of Economics, US History Since 1877 and General Psychology. The goal is to help you make a life, not just a living.

### **Course Content**

Major issues and concepts discussed in Principles of Macroeconomics include national income accounting, aggregate demand and supply, classical macroeconomics, Keynesian macroeconomics, fiscal policy, the demand for money, the supply of money, the money market and interest rates, the Keynesian-Monetarist debate, Macroeconomics issues, international trade, international finance, growth, saving and social security, and public debt and deficits.

**Format:** Lecture/discussion.

**Recommended For:** All students.

**What Next:** To put into practice what is taught in this course.

**Related Courses:** ECFI 450 Personal Financial Planning.

## **ENG 101 English Composition I**

### **Description**

Required of all freshmen. Study and application of rhetorical principles of writing with particular emphasis on analyzing and writing expository prose. Does not count toward English major.

### **Objectives of the Course**

Students in ENG 101 will demonstrate their abilities to 1) understand and apply the conventions and rhetorical principles of effective writing; 2) use the process approach to composing; 3) master acceptable standards of usage in written English; 4) master appropriate levels of analytical reading and critical thinking; and 5) use computer-assisted programs as part of the process approach in writing.

### **Course Content**

The purpose of English Composition I is to enable students to make sense in written form. Basic to all writing is some sense of order. In every paper, students will analyze a body of facts and thoughts related to a given subject and arrange them in a coherent, effective order.

Instructors may generate essays from a direct study of rhetorical modes or may generate essays from a study of approved topics, introducing the rhetorical modes inductively.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in gaining a better understanding of the principles of effective writing. (Required of all freshman the first semester of enrollment.)

**What Next:** ENG 102. (Required to be taken the semester after ENG 101, English Composition I.)

**Related Courses:** Beginning courses in communication and journalism.

## **ENG 102 English Composition II**

### **Description**

Study of rhetorical principles of writing with particular emphasis on logic, argumentation, research, style, and analysis of printed materials. Does not count toward English major. Requisites: PR, ENG 101.

### **Objectives of the Course**

Students in ENG 102 will demonstrate their abilities to 1) assemble evidence from which to generalize, structure evidence effectively, and substantiate and evaluate evidence appropriately; 2) distinguish evidence from assertions, analogies, or personal opinions; distinguish the difference between research statistics and authoritative opinions; and glean relevant from irrelevant facts; 3) recognize main ideas, supporting details, sequences of events, causal relationships; draw appropriate conclusions; make plausible inferences and interpretations; 4) read critically to summarize, paraphrase, and analyze written prose; 5) use computer-assisted programs as part of the process approach in writing; and 6) use the library in writing documented research papers.

### **Course Content**

All course activities in English Composition II are directed toward the application, refinement, and amplification of the rhetorical strategies learned in English Composition I, and toward the study and application of the principles of critical thinking in the analysis, exposition, and argumentation that are integral to research and documentation.

Topics for essays will be generated through discussions, assigned readings, lectures, journal entries, and other methods.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in gaining a better understanding of the rhetorical principles of exposition, argumentation, and documented research.

**What Next:** ENG 121, ENG 546, and ENG 146.

**Related Courses:** Beginning courses in communication, journalism, and logic.

## **ENG 125 World Literature and the Human Experience**

### **Description**

A study of literature as a vehicle for giving enduring form to the perception of universal themes basic to the human condition, such as conformity, rebellion, society, initiation, love, morality, and death.

### **Objectives of the Course**

World Literature and the Human Experience intends to 1) acquaint the student with aesthetic, ethical, and intellectual values and the multiplicity of moral visions, cultural perspectives, and philosophical positions as revealed in world literature; 2) show the student how to study the methods and techniques by which writers have given form and order to their visions in the genres of short story, novel, poetry, and drama and hence to understand the inter-relationship between meaning and form in world literature; 3) challenge the student to read analytically, think critically, discuss meaningfully, and write purposefully about issues revealed in world literature so that the student can better evaluate literary works according to appropriate aesthetic and critical standards; 4) to enable the student to develop the skills of writing with clarity, precision, and rhetorical effectiveness about aspects of world literature present because of differences in culture, geography, and history; 5) to promote among students an awareness of the world as "global village" by incorporating relevant geographical and historical materials which should serve to increase the students' understanding of varied human values, attitudes, and behaviors of races and cultures of people from throughout the world; and 6) to familiarize students with a broad range of literary types--poems, plays, and fictional works--and how each artist perceives similar human interests and themes but interprets these human ubiquitousities in such beguiling variety reflected by factors such as multicultural diversity, historical milieu, and geographical location.

### **Course Content**

Students will develop an understanding of the aesthetic, philosophical and social functions, and elements of imaginative literature. The student will also develop a knowledge of similarities and differences wrought by factors such as culture, gender, race, class, religion, geography, and history.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in imaginative literature, world ideas/values, and social/cultural diversity.

**What Next:** ENG 327 and 500-level literature course.

**Related Courses:** HIST 111, GSCI 110, and courses in Spanish, French, or German civilization.

## **ENG 126 Introduction to Literature**

### **Description**

A study of the short story, drama, poetry, and the novel as expressions of the human quest for meaning and understanding with emphasis on close reading and critical analysis of literary texts.

### **Objectives of the Course**

Introduction to Literature intends 1) to help students recognize, define, and apply the critical terminology of literary genres; 2) to enable students to understand that while each work of literature has individual characteristics, it also shares common traits and universal themes with works from diverse cultures; 3) to help students appreciate the contextual, transient nature of human values, morality, and experience as they occur in literature; 4) to acquaint students with aesthetic, ethical, and intellectual values and the multiplicity of moral visions, world views, ethical strategies, and philosophical positions in literature; 5) to guide the students to understand the interrelationship between meaning and form in literature by focusing on the methods and techniques by which writers create forms and order their visions; and 6) to improve critical thinking and writing skills by developing the students' abilities to analyze, interpret, and evaluate literature through discussions and writing assignments.

### **Course Content**

Approximately four weeks will be devoted to each of the following genres: the short story, poetry, the drama, and the novel. As an option within each respective genre, film versions of dramatic and fictional works may be discussed as self-contained entities and as extensions of the study of print literature.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in imaginative literature, world ideas/values, and social/cultural diversity.

**What Next:** ENG 327 or any 500-level course in literature.

**Related Courses:** Courses in philosophy, modern languages, and history.

## **ENG 327 Introduction to Fiction**

### **Description**

A course in the art of narrative and the ways in which two major fictional forms--the short story and the novel--offer ways of viewing and understanding universal human concerns and experiences.

### **Objectives of the Course**

Introduction to Fiction intends 1) to acquaint students with aesthetic, ethical, and intellectual values and diverse moral visions, world views, ethical strategies, and philosophical positions as these are expressed in fiction; 2) to make students knowledgeable of significant and enduring short stories and novels by a wide range of authors representing western as well as other cultural heritages; 3) to foster development of skills in analyzing, interpreting, and writing about literature, including to paraphrase, summarize, or otherwise condense to root elements the literature; to distinguish between denotative and connotative language, between literal and figurative statement, and to understand the value and function of such things as metaphor and irony; 4) to enable students to study various literary techniques and devices; 5) to develop the evaluative skills of students, thus enabling them to judge critically the quality of literary works according to appropriate aesthetic or critical standards; and 6) to enhance the ability of students to place works of fiction in the historical period; intellectual current, regional, or social milieu; and to better understand their common elements of culture and heritage as products of diverse societies and nations.

### **Course Content**

Through a close examination of representative works of fiction drawn primarily from nineteenth and twentieth century writers, students may observe in modern form one of mankind's oldest creative activities--the telling of stories as a means of giving order and meaning to their encounters in the real world. This world includes the social, the private, and the personal worlds of all human beings. To show how fiction can achieve such an ordering or experience, the course will focus on three major concerns: the art of narrative, major types including their distinguishing characteristics, and the archetypes of human experience. The course will show students how fiction blends historical, philosophical, psychological, sociological, and other perspectives to create its representation and/or interpretation of human experience. Having gained an insight into the way fiction works, students will discover that a door to a larger world of serious fiction has been opened to them, and they will find that they have acquired a kind of cultural and intellectual enrichment which is the essence of a humanities course.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in prose fiction, world ideas/values, and social/cultural diversity.

**What Next:** Any 500-level literature course.

**Related Courses:** Courses in philosophy, foreign language, history, and sociology.

## **GSCI 100 Introduction to Geology**

### **Description**

Introduction to physical and historical geology. May be taken with or without GSCI 102. May not be taken for credit after GSCI 200 or GSCI 340.

### **Objectives of the Course**

Students will learn 1) the basic atomic structure of matter; 2) the major rock-forming minerals; 3) the nature of igneous, sedimentary, and metamorphic rocks and the processes that form them; 4) earthquakes and Earth's interior; 5) plate tectonics and mountain building; 6) the surface features of the Earth formed by running water, wind, glaciers, and waves; 7) groundwater geology; and 8) Historical Geology - geologic time, fossils, extinction, and evolution will also be introduced.

### **Course Content**

Major issues and concepts discussed in GSCI 100 include Earth's structure, geologic postulates, volcanism, plutonism and metamorphism, water cycle, sedimentary rocks, glaciology, types of mountains, earthquakes and plate tectonics, natural resources, and historical geology.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in learning about Earth's physical aspects such as rocks, minerals, natural resources, and landscapes as well as its historical development - fossils, evolution, and extinction.

**What Next:** GSCI 102, GSCI 101, and GSCI 200.

**Related Courses:** Beginning courses in Geosciences: GSCI 200 & 200L, GSCI 202 & 202L, and GSCI 340.

## **GSCI 101 Elements of Physical Geography**

### **Description**

A non-laboratory course. A study of the basic concepts and elements of the physical environment: the earth and its place in the solar system, climate, soils, vegetation, and landforms. Examination of the interrelationships among the elements and their geographic distribution.

### **Objectives of the Course**

Students who successfully complete this course will obtain a general understanding of 1) geographic grid systems; 2) standard time zones of the world; 3) energy transfers of water among atmosphere, hydrosphere, lithosphere, and biosphere; 4) weather and climate; 5) weathering and erosion; 6) pedology (soil science); 7) petrology (origin and classification of rocks); and 8) geomorphology (landforms produced by volcanic, fluvial, or wind processes, as well as those formed by ice).

### **Course Content**

Geography is organized knowledge of the Earth. It is one of several earth sciences which, in turn, is one of several scientific disciplines in the natural science area. The subject matter of physical geography is derived from a wide range of other natural sciences (from astronomy to zoology), organized and synthesized in terms of spatial, or geographic distribution. Physical Geography emphasizes the spatial distribution and variation of elements in the natural environment and the interrelationships among these elements.

The atmosphere, hydrosphere, biosphere, and lithosphere constitute the basic elements of our natural environment. Each of these elements is presented in terms of its fundamental characteristics, geographic distribution, and variation in space or time. The significance of the interactions and interrelationships among the elements is emphasized.

**Format:** Lecture/discussion.

**Recommended For:** Students desiring a basic understanding of the Earth's physical environments and the interactions among its elements.

**What Next:** GSCI 340, GSCI 405, and GSCI 405L.

**Related Courses:** GSCI 100, GSCI 105, GSCI 110, GSCI 340, and PHYS 308.

## **GSCI 102 Introduction to Geology Laboratory**

### **Description**

Basic investigation of geologic materials, processes, and methods. Hands-on active experience with emphasis on observation, measurement, and experimentation. Local classtime field trips involved. Requisites: PR or co-requisite, GSCI 100 or GSCI 340.

### **Objectives of the Course**

Students will be expected to identify and understand the origin and use of common minerals, rocks, and fossils, particularly those of Kansas. They will also be expected to interpret and use air photos, topographic, and geologic maps. They will be required to be computer literate on several basic geologic software packages. They will be expected to apply the scientific method individually, as well as in teams, to various projects covering environmental, field, and library topics.

### **Course Content**

Major issues and concepts discussed in GSCI 102 include mineral identification, rock identification, fossil identification, geologic time, topographic maps, water issues and pollution, as well as 3D structural models.

**Format:** Laboratory study of minerals, rocks, fossils, maps, various geologic computer software packages, and basic field techniques for the lay person.

**Recommended For:** Students needing a basic geology laboratory course that will satisfy the general education lab science option.

**What Next:** GSCI 200 and 200L.

**Related Courses:** GSCI 100, GSCI 101, and GSCI 340.

## **GSCI 110 World Geography**

### **Description**

Promotes international understanding via a survey of the world as a system of interrelated political units, environments, resources, lifestyles, and problems.

### **Objectives of the Course**

Students will 1) locate sites on the Earth's surfaces; 2) provide physical and human characteristics for sites on Earth's surface thereby knowing the site as a place; 3) identify relationships within places; 4) know the significance of movement; and 5) understand how regions form and change.

### **Course Content**

Major issues and concepts discussed in World Geography may include European site locations, Australia, New Zealand, Russia, Anglo America, Japan, Middle America and South America, North Africa, South West Asia, African World, South Asia, China, and the Pacific World.

**Format:** Lecture/discussion.

**Recommended For:** Students requiring a general understanding of Earth's physical, political and cultural regions and the factors that create the global landscape.

**What Next:** GSCI 105 or GSCI 321.

**Related Courses:** GSCI 105, GSCI 322, and GSCI 323.

## **GSCI 340 Environmental Geology**

### **Description**

A survey of earth materials and processes with emphasis on environmental implications. Includes natural hazards (such as earthquakes and volcanoes), water and other resources, and applications of land-use planning concepts. May be taken with or without GSCI 102. May not be taken for credit after GSCI 100 or GSCI 200.

### **Objectives of the Course**

On completion of this course, students will understand 1) how population growth, urbanization, and industrialization threaten natural resources and increase impacts of natural hazards; 2) the hydrologic cycle and rock cycle; 3) weathering and soils; 4) stream processes and their effects on human populations; 5) slope stability; 6) earthquakes; 7) volcanic hazards; 8) coastal zone problems; and 9) groundwater usage.

### **Course Content**

Major issues and concepts discussed in GSCI 340 include issues in environmental studies, overview of earth materials and processes, weathering and soils, hazardous earth processes, river flooding, landslides and subsidence, earthquakes, volcanic activity, coastal hazards, water resources, waste management, and mineral and energy resources.

**Format:** Lecture/discussion.

**Recommended For:** Students who require an understanding of how the human population explosion has increased the impacts of natural hazards and how it threatens our planet's natural resources.

**What Next:** GSCI 102 or GSCI 200 and 200L.

**Related Courses:** GSCI 100 and GSCI 101.

## **HHP 200 Personal Wellness**

### **Description**

This course provides a survey of health and fitness concepts and practices related to the dynamic nature of positive wellness knowledge and behavior. This course will be allowed to fulfill partial credit for the PE requirement for students under the old general education program as well as for those under the current program.

### **Objectives of the Course**

Students in Personal Wellness will be able to 1) identify specific behaviors that can affect his/her level of wellness in positive and negative ways; 2) plan an appropriate personal fitness program; 3) identify the characteristics of an effective long-term weight management program; 4) list and explain the various methods of coping effectively with stress; 5) recognize the role of cultural and ethnic differences in the development and maintenance of a healthy lifestyle; 6) describe the advantages and disadvantages of various methods of contraception; 7) analyze certain social problem manifestations; 8) discuss the aspects of consumer health knowledge; 9) explain the properties of the human organism; 10) explain the value of exercise in developing many aspects of wellness; and 11) evaluate his/her nutrition status, stress level, fitness level, and overall wellness rating through the utilization of computer programs.

### **Course Content**

The purpose of this course is to provide the students with a wide variety of information and experiences concerning personal wellness. It is designed to provide an overview of the physical, mental, emotional, and social components of health as they combine to influence the holistic human being. Included within the course will be an introduction to the interdependency of and the interrelationship between such topics as mental/emotional health; cultural diversity; drug use, misuse and abuse; physical fitness; nutrition; human sexuality; and diseases. Students will be involved in the practice of wellness related skills which will be designed to enhance their overall level of well being.

**Format:** Lecture/discussion/experiential learning through laboratory participation/multimedia/small groups.

**Recommended For:** All students who have an interest in improving their quality of life regardless of their major. (Foundational course of the General Education Program.)

**What Next:** To practice the concepts and skills taught in the course and/or any health-related course.

**Related Courses:** NURS 103, 303, 460, 542, 544; BIOL 121, 140, 321; HHP 201, 210, 310, 312, 313, 320, 390; HEC 330; and PSY 100, 230, 310.

## **HIST 110 World Civilization to 1500**

### **Description**

An introductory survey of the major political, economic, social, and cultural developments in world civilization from their beginnings in the river valleys of the ancient Near East and Asia to the 16<sup>th</sup> century.

### **Objectives of the Course**

World Civilization to 1500 intends to 1) provide students with an understanding of the development and impact of the institutional, cultural, economic, and intellectual dimensions of both western and non-western civilizations from their origins to 1500 A.D.; 2) emphasize the roots of contemporary conditions and problems in the past and the persistence of the values and mindsets of former areas in the present; 3) encourage students to comprehend, interpret, and appreciate cultural diversity as part of their efforts to deal with the complexities of the world around them; 4) provide students with some of the shared, factual information which they need as they strive to become well-informed participants in today's society; 5) demonstrate that history is much more than simple chronology and that facts need to be carefully interpreted and reflected upon in order to impart valid insights; and 6) develop the students' ability to read carefully, think critically, discuss meaningfully, argue persuasively, and write effectively.

### **Course Content**

Students examine the original civilizations of the Near Eastern river valleys; explore the character of Classical Greece and Rome; and study the development of ancient India and China, comparing their societies to those of the West. Students also consider the great world religions, analyze the Middle Ages in both the West and East, and look into the early civilizations of Africa and America. The class concludes by inquiring into the values of the Renaissance. The emphasis throughout is on the perspectives and interaction of western and non-western cultures.

**Format:** Lecture/discussion/CAI/collaborative learning.

**Recommended For:** Students interested in the historical origins of the modern world.

**What Next:** HIST 111.

**Related Courses:** GSCI 110, beginning courses in political science, sociology, economics, world literature, and the history of philosophy.

## **HIST 111 Modern World Civilization**

### **Description**

An introductory survey of the major political, economic, social, and cultural developments in world civilizations from approximately 1500 A.D. to the modern day.

### **Objectives of the Course**

Modern World Civilization intends to 1) provide students with an understanding of the development and impact of the institutional, cultural, technological, social, economic, and intellectual dimensions of both western and non-western civilizations during roughly the last 500 years; 2) emphasize the roots of contemporary conditions and problems in the past and the persistence of the values and mindsets of former eras, including antiquity and the Middle Ages, in the present; 3) encourage students to comprehend, interpret, and appreciate cultural diversity as part of their efforts to deal with the complexities of the modern world; 4) provide students with some of the shared, factual information which they need as they strive to become well-informed participants in today's society; 5) demonstrate that history is much more than simple chronology and that facts need to be carefully interpreted and reflected upon in order to impart valid insights; 6) develop the students' ability to read carefully, think critically, discuss meaningfully, argue persuasively, and write effectively; and 7) harmonize with the general education courses in world literature and the human experience and world geography in order to promote integrated view of the human condition.

### **Course Content**

There are two major themes in this course. First, the transition from Medieval beliefs through the destruction of a unified, Christian outlook to the paradoxes of the modern age in the West (where efforts to recover ancient certainties led to disquieting, new perceptions concerning mankind and the universe; heroic attempts to achieve freedom often resulted in tyranny; and the struggle to devise new values frequently led to alienation). The other theme is the clash of cultures, a product of Western Civilization seeking to dominate the rest of the globe. The course look at the response by non-western civilizations to this effort and the legacy of Western imperialism today.

**Format:** Lecture/discussion/CAI/collaborative learning.

**Recommended For:** Students interested in the historical origins of the contemporary global society: Western values, as well as comparison with value systems of non-Western societies.

**What Next:** All 300 to 500 level history courses in non-United States history.

**Related Courses:** GSCI 110, beginning courses in political science, sociology, economics, and world literature.

## **HIST 130 United States History To 1877**

### **Description**

An introductory survey of the major political, economic, social, and cultural developments in United States history to 1877.

### **Objectives of the Course**

United States History To 1877 intends 1) to provide students with an understanding of the development and impact of the institutional, cultural, technological, social, economic, and intellectual dimensions of Euro-American and non-Euro-American civilizations in the United States to 1877; 2) to emphasize the roots of contemporary conditions and problems in the past and the persistence of the values and mindsets of former eras in the present; 3) to encourage students to comprehend, interpret, and appreciate cultural diversity as part of their efforts to deal with the complexities of the United States; 4) to provide students with some of the shared, factual information that they need as they strive to become well-informed participants in today's society; 5) to demonstrate that history is much more than simple chronology and that facts need to be carefully interpreted and reflected upon to impart valid insights; 6) to develop the students' ability to read carefully, think critically, discuss meaningfully, argue persuasively, and write effectively; and 7) to harmonize with the general education courses in the Liberal Arts Distribution Requirement in order to promote an integrated view of the human condition.

### **Course Content**

The first four weeks of the semester consist of an introduction to the study of history, old world and new world background, establishment of colonies in the new world, similarities and differences among the colonies, Native American and white relations, colonial rivalries among the European powers, and friction with Great Britain from 1763 to 1775. The next unit, approximately four weeks in length, traces events from the American Revolution through the election of 1824. The third unit, approximately four weeks in length, provides an overview of economic and social developments from 1800 to the Civil War, stressing the role of manufacturing, slavery, immigration, and women and ethnic minorities in the transformation of America. The final unit deals with the growing sectional conflict in the 1850's, the Civil War and its aftermath, and Reconstruction.

**Format:** Lecture/discussion/CAI.

**Recommended For:** Students interested in the historical origins of the American republic in colonial times and Native American-white relations.

**What Next:** HIST 131.

**Related Courses:** Beginning courses in political science, sociology, anthropology, economics, American literature, and philosophy.

## **HIST 131 United States History Since 1877**

### **Description**

An introductory survey of the major political, economic, social, and cultural developments in the United States since 1877.

### **Objectives of the Course**

United States History Since 1877 intends 1) to provide students with an understanding of the development and impact of the institutional, cultural, technological, social, economic, and intellectual dimensions in the United States since 1877; 2) to emphasize the roots of contemporary conditions and problems in the past and the persistence of the values and mindsets of former eras in the present; 3) to encourage students to comprehend, interpret, and appreciate cultural diversity as part of their efforts to deal with the complexities of the United States; 4) to provide students with some of the shared, factual information that they need as they strive to become well-informed participants in today's society; 5) to demonstrate that history is much more than simple chronology and that facts need to be carefully interpreted and reflected upon to impart valid insights; 6) to develop the students' ability to read carefully, think critically, discuss meaningfully, argue persuasively, and write effectively; and 7) to harmonize with the general education courses in the Liberal Arts Distribution Requirement in order to promote an integrated view of the human condition.

### **Course Content**

Approximately for the first five weeks, the topics of Introduction to History, Industrialization, Urbanization and Immigration, American Labor Movement, Agrarian Discontent, and the West are studied. Approximately for the next five weeks, the topics of American Imperialism, the Progressive Presidents and Foreign Affairs, and the Great War and Peace are studied. Approximately for the last 6 weeks, the topics of the Twenties, The Great Depression and the New Deal, World War II, the Cold War, and Recent Years: Domestic and Foreign Events are studied.

**Format:** Lecture/discussion/CAI.

**Recommended For:** Students interested in American industrialization, urbanization, immigration, labor, agriculture, the West and Native Americans, imperialism, progressivism, foreign affairs, world war, economic depression, New Deal, Cold War, Vietnam, and recent history.

**What Next:** Advanced period and topic courses in United States history.

**Related Courses:** Beginning courses in political science, international relations, multiculturalism, sociology, economics, American literature, and philosophy.

## **IDS 300 Economic Ideas and Current Issues**

### **Description**

An introductory application of economic concepts to a wide variety of current social issues and problems.

### **Objectives of the Course**

Students who have successfully completed Economic Ideas and Current Issues are expected to 1) understand basic economic concepts that include opportunity cost, marginal analyses, benefit/cost analysis, market models of supply and demand in competition and monopolized markets, comparative advantage, and an aggregate supply/aggregate demand model; and 2) develop and/or stimulate problem-solving and creative skills that enable the application of basic economic concepts and models to the understanding and evaluation of economic issues and problems.

### **Course Content**

Major issues and concepts discussed in Economic Ideas and Current Issues may include health care, agriculture, poverty, the economics of big business, airline regulation and deregulation, economics of pollution, discrimination, crime and drugs, college education, deficits and debt, protectionism versus free trade, and social security.

**Format:** Lecture/discussion.

**Recommended For:** Students who want to apply economic reasoning to important current issues.

**What Next:**

**Related Courses:**

## **IDS 325 Ideal Societies in Fiction**

### **Description**

A study of ideal societies as portrayed in fiction with emphasis on the values we place upon such key ideas as concern for environment and natural resources, genetic and behavioral engineering, freedom vs. security and control, health care and education, and the role of the arts as we strive to achieve the best possible life we can.

### **Objectives of the Course**

Ideal Societies in Fiction intends 1) to develop students' understanding of the connections among values and ideas and the ways that literature and other liberal arts disciplines think about them; 2) to increase students' understanding of the values of interdisciplinary study to integrate, synthesize, and consolidate the particular body of knowledge that emerges from reading and analyzing literature closely and carefully; 3) to promote students' understanding and appreciation of the inter-relationships of their cultural heritage, their cultural diversity, and their need to address permanent and unavoidable concerns about the meaning and quality of life through reading about those ideas in the contexts of literary works and relating those ideas to the other liberal arts disciplines; 4) to enhance students' understanding of the value of holistic thinking in making informed judgments and in applying values as they study literature and relate what they read to other liberal arts disciplines; and 5) to improve students' language and critical thinking skills by developing their abilities to study speculative fiction and interpret the forms with which it shapes ideas in a logically coherent oral and written fashion as a result of careful reading and close analysis.

### **Course Content**

The course will examine the concept of ideal societies as portrayed in fiction beginning with the classic Utopia by Thomas More and considering subsequent works such as Swift's Gulliver's Travels, B.F. Skinner's Walden Two, Huxley's Brave New World, Orwell's 1984, and Golding's Lord of the Flies.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in speculative fiction that examines utopian and anti-utopian ideas/values and social/cultural criticism.

**What Next:** Any upper level literature course.

**Related Courses:** Any advanced course in psychology, sociology, history, philosophy, and political science.

## IDS 326 Literature and the Environment

### Description

A study of the literature of nature and the environment with special emphasis on literary and environmental texts that explore the ecological relationship between human culture, the creative imagination, and the natural world.

### Objectives of the Course

Literature and the Environment intends the following: 1) to develop the students' understanding of the connections among ecological values and ideas and the way literature and other liberal arts disciplines think about them; 2) to increase the students' understanding of ecocriticism--the interdisciplinary study of the relationship between literature and the physical environment so that a particular body of knowledge that emerges from reading and analyzing literary/environmental texts can be integrated, synthesized, and consolidated with reference to a set of informed, responsible principles derived from ecology, literary criticism, language, and ethics; 3) to promote the students' understanding and consciousness of specific environmental issues that are dramatized and objectified by the creative imagination in literary form, thus enabling students to address permanent and unavoidable concerns about the quality of life and an ethic of survival on the green planet earth; 4) to promote the students' understanding of how ecological discourse can define ethical principles (such as Rachel Carson's 1962 landmark work, Silent Spring, which aroused a sense of conscience about pesticides that poison ground water and destroy biodiversity, to Edward Abbey's The Monkey Wrench Gang, an ecological caper of resistance to the despoiling of the wilderness areas with manmade lakes and parking lot wastelands); 5) to increase the students' understanding of the role of early myths and metaphors (e.g. frontier, virgin land, garden, pastoral paradise) in shaping our cultural values and public policy and of the contemporary role of "deep ecology," which calls for the recovering of "earth wisdom" (such as that of Native American cultures or of African or Asian cultures in their oral and literary traditions); 6) to enhance the students' understanding of the value of holistic thinking in making informed judgments and in applying values as they become increasingly conscious of what is at stake if we fail to understand the relationship between human culture and the environment; 7) to challenge student to read analytically, think critically, discuss meaningfully, and write purposefully about issues raised in the course.

### Course Content

This course will examine literature of nature and the environment by exploring the ecological relationship between human culture (the human imagination) and the natural world and the ways literature and liberal arts disciplines think about them. This exploration will include reading William Faulkner's "The Bear," Thoreau's Walden, A.B. Guthrie, Jr.'s The Big Sky, Edward Abbey's The Monkey Wrench Gang, Norman MacLean's A River Runs Through It, and readings on the environment in Constructing Nature (edited by Richard Jensen and Edward Lotto).

**Format:** Lecture/discussion

**Recommended For:** Students interesting in important issues concerning nature and the environment and the ways literature and other liberal arts disciplines think about them.

**What Next:** Any upper level literature course.

**Related Courses:** Any advanced course in psychology, sociology, history, philosophy, and political science; general education courses and some advanced courses in the sciences and mathematics.

## **IDS 333 Exploration in the Humanities**

### **Description**

A one-hour intensive exploration of a topic in the humanities. The class may require travel and/or service learning, and it may require payment of an additional fee.

### **Objectives of the Course**

Exploration in the Humanities is aimed at helping students to develop their aesthetic sensibilities, discrimination, and judgments; to stimulate their intellectual curiosity so that they will want to live reflectively and wisely; and to increase their moral awareness, expanding their sensitivity to the ethical issues of life. Ideally, through this class students will acquire knowledge of some aspect of their cultural heritage and then out of this knowledge develop the enlightened capacity to appreciate, enjoy, and participate with lifelong interest in the ongoing activities of our cultural exemplars, in art, literature, music, philosophy, and theater-film

### **Course Content**

The course content is variable, but each time the course is taught, it will focus on deepening one's understanding of and appreciation of some aspect of what it is to be human.

### **Format:**

Variable. The course may include travel.

**Recommended For:** everyone interested in exploring aspects of what it is to be human.

**What Next:** Possibly another section of this class because it can be taken more than once. Also, other courses in the arts and humanities.

**Related Courses:** Humanities and arts courses.

## **IDS 350 Multiculturalism in the United States**

### **Description**

A study of American society and its role in the world as a multicultural nation, with specific emphasis given to cultural diversity as embodied in our national character, humanities and art, history, and international perspectives.

### **Objectives of the Course**

Multiculturalism in the United States intends to 1) provide students with a better understanding of our nation's cultural heritage and diversity, as well as to enhance their international perspective of the world in which we live, so as to increase awareness of our subtle prejudices about other national groups in order that we develop respect for the diversity of human experience; 2) challenge students to read analytically, think critically, discuss meaningfully, and write purposefully about issues raised in the course; 3) make students aware of the multicultural nature of our nation's language and literature, including issues in education; 4) provide historical and contemporary perspectives on selected minorities and cultural groups; and 5) to enhance, from the point of view of behavioral scientists and sociologists, an understanding and appreciation of such concepts as pluralism, sexism, ageism, power, stratification, social processes, discrimination, prejudice, etc.

### **Course Content**

Major issues and concepts that may be discussed in Multiculturalism in the United States include multiculturalism and the social sciences, multiculturalism and language and literature, multiculturalism and international perspectives, and multiculturalism and American history.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in and/or who will be working with culturally diverse populations.

**What Next:** Other courses on cultural diversity.

**Related Courses:** Courses on Native Americans, African Americans, Hispanic Americans, Asian Americans, women, and other minorities.

## **IDS 390 Technology in Society**

### **Description**

An extensive study of technology and the impact that it has on human society. This course will examine, discuss, and explore the materials, processes, innovations, and applications of technology and the various perspectives and issues associated with the role of technology in society.

### **Objectives of the Course**

The student will be able to:

- a) make informed and insightful decisions concerning the ethical and moral use of technology
- b) make a distinction between technological innovations, issues, and perspectives
- c) identify past, current, and future technological innovations, issues, and perspectives
- d) develop personal perspectives concerning technological issues.

### **Course Content**

The Technology in Society course will provide students with an understanding of current developments in today's technology, and how it affects their lives today and in the future. Students will explore areas of technology in the following: medical, genes, appropriate technology, military, manufacturing, and space. They will develop perspectives on such issues as technologies in the future, and how it will affect their social values.

**Format:** Lecture/discussion

**Recommended For:** All students

**What Next:**

**Related Courses:**

## **IDS 400 Bioethics**

### **Description**

An examination of ethical issues which result from our expanding biological knowledge such as animal rights, genetic testing, biological engineering, abortion, euthanasia, the impact of humans on the environment, and the just allocation of resources.

### **Objectives of the Course**

Bioethics intends 1) to increase student awareness of a number of current ethical problems; 2) to foster in the student the ability to make informed and insightful decisions on ethical issues; and 3) to cultivate in the student an interest and ability to continue to research and study applied ethics after completing the class and leaving the university.

### **Course Content**

Major issues and concepts discussed may include the ideal moral judgment, ethical theories, issues in experimentation, issues in reproduction, issues of death, and issues in allocation.

**Format:** Lecture/discussion/case studies.

**Recommended For:** Upper division students interested in ethical problems at the edges of life.

**What Next:** Other capstone courses.

**Related Courses:** PHIL 340, IDS 401, and BIOL 221.

## **IDS 401 Ethical Issues in the Professions and Business**

### **Description**

An examination of ethical issues in the professional lives of people in science, education, medicine, law, and business arising from the challenge of maintaining personal integrity in the face of apparent conflicts of duty.

### **Objectives of the Course**

Ethical Issues in the Professions and Business intends to 1) help the student to develop the skill of thinking critically about the ethical dimensions of professional practice; 2) acquaint the student with reasoned responses that have been made to the challenges to the moral life and to enable the student to analyze and evaluate moral beliefs and reasoning independently; 3) help the student to understand the variety of views of the goals of human activities and institutions, views which, in turn, shape the practices of these individuals and institutions; 4) help the student cross disciplinary boundaries and gain a more holistic understanding of the nature of the scientific, educational, medical, legal, and business professions; 5) generate in the student a continuing interest in understanding the ethical dimensions of one's life and exploring the timeless problems of the moral life that are rooted in the nature of man's existence; and 6) help the student become more skilled in thinking critically, in recognizing the structure of arguments, and in assessing their cogency.

### **Course Content**

Major issues and concepts discussed may include ethical theory; the nature of professions; responsibilities to global society; responsibilities to clients and customers; responsibilities to employer, employees, coworkers and colleagues; and implementing responses to the challenges.

**Format:** Lecture/Discussion.

**Recommended For:** Upper division students interested in the ethical dimension of the work place.

**What Next:** Other capstone courses.

**Related Courses:** PHIL 340, IDS 400, and MGT 403.

## **IDS 402 U.S. Human Geography: Issues for the 21st Century**

### **Description**

A human geography of natural, social, cultural, economic, political, and other issues existing in late 20th century United States, with implications toward the 21st century.

### **Objectives of the Course**

Students will be able to: 1) identify the United States' cultural, social, economic, political, and environmental traditions; 2) identify trends and traditions which are embodied in today's multicultural environment; 3) identify the diversity of opinions concerning U.S. social, cultural, and environmental issues; 4) discuss sensitive human issues in a non-judgmental manner; 5) demonstrate effective oral communication skills; 6) demonstrate effective written communication skills; and 7) demonstrate the ability to produce and effectively utilize graphs, charts, maps, and other forms of data display.

### **Course Content**

Major issues and concepts, which may be discussed, include cultural diversity and the melting pot; population issues; rural vs. urban America; U.S. environmental issues; racial, ethnic, and gender issues; religious issues; linguistic issues; and territorial social justice.

**Format:** Lecture/discussion.

**Recommended For:** Futurists who desire to approach U.S. issues from a spatial/integrative approach.

**What Next:** Other capstone courses.

**Related Courses:** GSCI 321, GSCI 105, and courses in the humanities, social studies, and the sciences.

## **IDS 405 Heritage: Society, Science and Culture Since 1700**

### **Description**

A study of the interrelationships and transformations of outlook, technology, cultural attributes, economic systems, and social structures in world civilizations over the past 300 years, with special attention given to the development of modern institutions and perspectives.

### **Objectives of the Course**

1. To foster student appreciation of the interrelationships among the three major divisions of the liberal arts and of the insights offered by interdisciplinary studies for liberal education;
2. To examine the sources of contemporary conditions and problems in the past along with the continuation in the present of the values and mindsets of former eras;
3. To encourage students to comprehend, analyze, and respect cultural diversity, noting also those elements which characterize western civilization and are shared by other cultures;
4. To provide students with a sound foundation of factual material and intellectual techniques for interpreting this material in a worthwhile fashion;
5. To give students an opportunity for reflecting in a mature way on their own situation and on that of the society to which they belong; and
6. To develop the students' ability to read carefully, think critically, discuss meaningfully, argue persuasively, and write effectively.

### **Course Content**

“Heritage” investigates not the reigns of monarchs and the clash of armies (although references to both will have to be made from time to time) but the evolution and interaction of societies, economic systems, science, technology, and cultural manifestations in major world civilizations from the beginning of the eighteenth century to the present. The approach is multicultural and interdisciplinary. The instructor does not expect students to come to this course with particular backgrounds in any of the areas being studied. The intent is to concentrate on topics which help to illumine the processes by which a world dominated by stratified social conventions, agrarian outlooks, and essentially Medieval assumptions became transformed into the complicated, industrial, international system of today, where new social classes and disturbingly nontraditional standards prevail.

**Format:** Lecture and discussion.

**Recommended for:** All undergraduate students.

**What Next:** Other capstone courses.

**Related Courses:** History 111 and courses in the humanities, social sciences, and sciences.

## **IDS 411 Aims of Education**

### **Description**

An examination of topics such as the special role of education in democratic societies, scientific and humanistic perspectives in education, secular and sacred values in education, the nature of liberal education, and the idea of a university, the emphasis of the course being not on how to teach or how people learn but on what teaching and learning ought to be for.

### **Objectives of the Course**

In completing this course, the student should be able: 1) to identify and reflect upon some of the more important values towards which education may be directed, 2) to critically examine some (at least one) ambitious, systematic attempt at providing a deep and synoptic understanding of human education, 3) to critically examine the four qualities that we at Fort Hays State University have identified as characteristic of a liberally educated person – being “knowledgeable”, “civic”, “reflective”, and “holistic” – and reflect upon the extent to which we take the goal of liberal education seriously, 4) to draw together a wide range of things one has learned, through the sciences as well as the humanities, both in and out of school, and relate them in such a way that one becomes intellectually and emotionally more integrated – more of a whole, and 5) to develop dialectical skill (reading and listening attentively, asking relevant questions, proposing reasonable answers, saying things in other words, raising significant objections, offering reasonable replies, defining terms, etc.).

### **Course Content**

See Objectives

**Format:** Lecture/Discussion.

**Recommended For:** Upper division students.

**What Next:**

**Related Courses:** All courses.

## **IDS 440 Conceptions of the Mind**

### **Description**

An integrative look at our historically changing conceptions of the mind and how best to study and understand them. The course will cover elements of philosophy, psychology, neural science, computer science, linguistics, and their convergence into the interdisciplinary field of cognitive science.

### **Objectives of the Course**

At the conclusion of this course, the student should have a multifaceted but coherent understanding of how we have tried to understand that part of ourselves most resistant to understanding: the human mind. She should understand the basic ontological and epistemological questions posed by philosophers and linguists, and the differing types of answers offered by psychologists, neural scientist, and computer scientist.

### **Course Content**

The following conceptual traditions will be covered:

- Empiricism, including its modern instantiation as behaviorism
- Rationalism, including its modern instantiation cognitive psychology
- Mechanistic approaches leading up to the present day neuroscience
- Dualism and the related questions of free will, feeling, and intentionality

**Format:** Lecture/Discussion

**Recommended For:** Students interested in learning about the differing approaches to the study of the mind.

**What Next:** Courses in related disciplines such as linguistics, neuroscience, philosophy, and psychology.

**Related Courses:** Introduction to Cognitive Psychology

## **IDS 468 Political Communication**

### **Description**

This course presents students with an investigation of the process of political news delivery and use of mass media to communicate politically by citizens, political interest groups, candidates for elective office, elected officials, and other political leaders. Students will learn of the developing of media as a political entity in America and Analyze the power of mass media in politics today, including its effect on information, civic involvement, and voter turnout. The class will also introduce students to critical concepts in political news reporting and dissemination.

### **Objectives of the Course**

Upon course completion, students will

- Demonstrate an understanding of the role of the mass media in modern American politics.
- Understand theories of communication in a political context.
- Explain the history and development of political and news media, both print and broadcast.
- Comprehend pathologies and processes of news delivery as it relates to citizen political information and engagement.
- Produce political advertising.
- Understand deliberate manipulation of media and message by political actors.
- Display competency with the theoretical considerations of gaining political information as citizens through the media.
- Understand the practical implications of citizen media use
- Demonstrate an ability to communicate through the media as a political actor

### **Course Content**

The course examines the history of mass communication media in America, the role of media in informing citizens in a republic, methods of regulation and control government uses on mass media, campaign-related uses of media, bias in the news, and the effects internet communication have on political news.

**Format:** Lecture/discussion

**Recommended For:** Students interested in the role of information to participatory electorate, political science students interested in campaigning, communication students interested in journalism.

### **What Next:**

Upper-division POLS, COMM and Informatics classes

### **Related Courses:**

POLS 101, POLS 401, POLS 403, POLS 664

## **IDS 499 Global Environmental Issues**

### **Description**

Review of current global environmental issues. Course will explore origins, development, and effects of philosophy, religion, frontier and colonial experiences, science, technology, economics, and political ideologies upon environmental attitudes. Environmental ethics and sustainability will be examined. Requisites: PR, junior-senior standing.

### **Objectives of the Course**

Students who complete this course will be able to critically address the following items 1) global environmental issues; 2) cultural forces and environmental attitudes; and 3) ethics and sustainability.

### **Course Content**

Major issues and concepts may include environmental ethics, sustainability, politics, ideologies and the environment, the frontier/colonial experience, environmental economics, science and the technological imperative, metaphysics and the environment, and theology and ecology.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in a global perspective on environmental issues.

**What Next:** Advanced courses in biology, geosciences, chemistry, political science, philosophy, and economics.

**Related Courses:** BIOL 221.

## **MATH 101 Liberal Arts Mathematics**

### **Description**

For non-majors only. A general education foundation studies course designed to provide students with an opportunity to gain an understanding of mathematics and mathematical processes. Emphasis is not placed on remediation of arithmetic skill deficiencies. Inductive thinking and discovery are emphasized in applications selected from a wide variety of topics.

Requisites: PR, at least a C grade or better in MATH 010 or equivalent, or a satisfactory score on a pre-test covering basic algebra skills, or a probability of at least .50 of earning a C or better in College Algebra, listed on the ACT profile, or ACT Math and Science sum of at least 40 with neither less than 18.

### **Objectives of Course**

Students enrolled in Liberal Arts Mathematics will 1) learn to appreciate mathematics as an important influence in their lives, especially in the area of decision making; 2) improve their ability to attack and solve mathematical problems; 3) eliminate some of the anxiety and outright dislike which many students feel toward mathematics by helping them achieve success in a college level mathematics class; and 4) be introduced to various areas of mathematics currently in use in our society.

### **Course Content**

Topics will be selected from the following as time permits and interests direct: sets, number theory, logic, probability, statistics, algebraic Models, geometry, problems in fair division, permutations and combinations.

**Format:** Lecture/discussion/small group work

**Recommended For:** This course or College Algebra or proficiency shown in these courses is required of every student as part of the Foundation Studies component.

**What Next:** MATH 250.

**Related Courses:** MATH 110.

## **MATH 110 College Algebra\***

### **Description**

No credit for those with credit in MATH 130. Absolute value, inequalities, linear and quadratic equations, complex numbers, binomial formula, equations of lines, exponential and logarithmic functions, systems of equations and inequalities, functions, and the theory of equations.

Requisites: PR, at least a C grade or better in MATH 010 or equivalent, or a probability of at least .50 of earning a C or better in College Algebra, listed on the ACT profile, or ACT Math and Science sum of at least 40 with neither less than 18.

### **Objectives of the Course**

Students in MATH 110 will 1) review the basic foundations of algebra; 2) expand upon the basic foundations of algebra and acquaint students with more advanced techniques and principles of algebra; and 3) develop problem-solving techniques using algebraic graphical procedures to help solve real-life problems in various fields of study.

### **Course Content**

Fundamental algebra is reviewed as needed. This review includes integral and fractional exponents and radicals, complex numbers, polynomials and special products, and factoring and rational expressions. Linear and quadratic equations and inequalities are discussed with methods for solving them. Functions are defined and discussed together with composites, inverses, and graphs of functions. Linear functions, quadratic functions, and polynomial functions of higher degree are discussed in addition to techniques for graphing rational functions. Complex numbers are discussed along with the Fundamental Theorem of Algebra. Rational functions are discussed in addition to their graphing properties. Exponential and logarithmic functions are defined and discussed along with applications and techniques for solving equations algebraically and graphically. Systems of two or more equations and/or inequalities are discussed with algebraic and graphing methods of solution. Various applications are covered throughout the course. Access to a laptop or graphing calculator is required.

**Format:** Lecture/discussion/small group work.

**Recommended For:** All students who are not prepared for Calculus Methods. Not for students who plan to take Analytic Geometry and Calculus I.

**What Next:** MATH 331, MATH 250, and MATH 122 (if not taken in high school).

**Related Courses:** Students who plan to take Analytic Geometry and Calculus I and need a refresher course should consider the course Pre-calculus.

**\*Approved for General Studies Program for Teacher Education**

## **MATH 234 Analytic Geometry and Calculus I**

### **Description**

Analytic geometry; functions; limits and continuity; differentiation and integration of algebraic, exponential, logarithmic and trigonometric functions; application of the derivative and integral. Requisites: PR, MATH 122, MATH 130, or equivalent.

Note: Incoming students whose ACT in Math is at the 90th percentile or higher and who have high school mathematics through trigonometry will be encouraged to enroll in this course. A successful grade of 'C' or better will indicate that they have proficiency in the mathematics foundation studies area.

### **Objectives of Course**

Students enrolled in Analytic Geometry and Calculus I will 1) learn an integrated treatment of the elementary phases of analytic geometry and calculus to prospective majors in mathematics, engineering, physical sciences, and non-technical fields; 2) be introduced to fundamental ideas of calculus for use in science and engineering courses which use the methods of calculus; 3) develop basic ideas and methods of plane analytic geometry pertaining to points, lines, circles, and parabolas; 4) develop a basic understanding of the concept of functions, limits, continuity, derivatives, and integral; 5) develop skill in differentiation and integration of elementary functions; and 6) develop skill in application of differentiation to problems involving elementary functions relating to: slopes, maxima/minima, rate of change, curve analysis, and approximations.

### **Course Content**

Topics will be selected from the following as time permits and interests direct: coordinates, graph and lines; functions and limits; differentiation; integration applications of the definite integral; and logarithmic and exponential functions.

**Format:** Lecture/discussion/small group projects. Access to laptop or PC; MAPLE software required.

**Recommended For:** Pre-engineering, Pre-Medicine, Pre-Dentistry, Physics, Chemistry, Philosophy, Mathematics, or any student with a strong H.S. math background.

**What Next:** Calculus II.

**Related Courses:** Physics I & II and Computer Science I.

## **MATH 250 Elements of Statistics\***

### **Description**

Distributions, measures of central tendency and dispersion, and sampling methods, hypothesis testing, correlation, and regression. Requisites: PR, MATH 101, MATH 110 or PERM

### **Objectives of Course**

Students enrolled in Elements of Statistics will 1) be provided an introduction to statistics and methods of statistical reasoning; 2) develop the abilities to compute and interpret descriptive and inferential statistics; 3) be provided with examples of ways in which statistics can be used in a variety of disciplines; 4) be provided with the knowledge to critically assess the validity, or lack thereof, of conclusions or inferences expressed in publications; 5) be acquainted with the dependence of statistical inference upon the concepts of probability; 6) be provided with hands-on experience with computer software or graphing calculators for graphing and statistical computations; 7) be acquainted with the ethical issues surrounding the collection and use of data; and 8) be acquainted with the variety of formats for data representations.

### **Course Content**

Topics will be selected from the following as time permits and interests direct: graphs of one and two-variable dispersion; measures of central tendency; measures of variability; normal distribution; correlation, regression, and causation; collection of data; experimentation and sampling; elementary probability; sampling distributions, binomial distribution; confidence intervals, hypothesis testing and statistical inference.

**Format:** Lecture/discussion/small group projects. Graphing calculators required.

**Recommended For:** Teacher Education certification and/or Social Work.

**What Next:** Methods/Research courses in specific major.

**Related Courses:** MATH 350 and/or courses in student's major field.

**\*Approved for General Studies Program for Teacher Education**

## **MATH 331 Calculus Methods**

### **Description**

Non-math majors only. Concepts and methods of calculus. Applications from economics, business, psychology, geology, biology, agriculture. Prerequisites: PR, MATH 110 or an ACT math percentile of at least 70.

Note: Incoming students whose ACT in Math is at the 70th percentile or higher may enroll in this course. A successful grade of 'C' or better will indicate that they have proficiency in the mathematics foundation skill area.

### **Objectives of Course**

Students enrolled in Calculus Methods will 1) learn intuitive geometric (spatial) concepts and principles underlying differentiation and integration; 2) be introduced to fundamental ideas of differentiation and integration so that they can develop skill in applying them to a wide variety of applications in the arts, sciences, and business areas; 3) develop a basic understanding of the concept of functions, limits, continuity, derivatives, and integral; 4) develop skill in differentiation and integration of elementary algebraic, logarithmic, and exponential functions; and 5) develop skill in application of differentiation to problems involving functions relating to: slopes, maxima/minima, rate of change, curve analysis, and approximations.

### **Course Content**

Topics will be selected from the following as time permits and interests. Review of functions, graphs of functions, slope of line; Limits and continuity; Concept and definition of derivative, differentiation techniques; Applications of derivatives to business, and natural and social sciences; Definition, derivative, and application of exponential and logarithmic functions; Integration techniques, finding areas by integration; and, Applications of integral to business, and natural and social sciences.

**Format:** Lecture/discussion/small group projects. Access to a laptop or a graphing calculator is required.

**Recommended For:** Business and related majors, Life Sciences and Geosciences majors, and some pre-medical areas.

**What Next:** Upper level major courses.

**Related Courses:** MATH 234.

## **MIS 101 Introduction to Computer Information Systems**

### **Description**

This course is an introduction to computers and information systems. The emphasis is on improving productivity and communications through the effective use of computer technology. The student will gain experience in the use of Internet, electronic mail, CD-ROMs, DOS, MS Windows, and MS Office. Multimedia applications are introduced. Requisites: PR, math ACT score of at least 12 or one FHSU mathematics course or equivalent.

### **Objectives of the Course**

Students will 1) become familiar with computer systems and their capabilities as related to a broad spectrum of disciplines; 2) master common computer information systems terms and concepts; 3) master the fundamentals of Internet, electronic mail, CD-ROMs, DOS, MS Windows, and MS Office; and 4) be introduced to multimedia applications.

### **Course Content**

This course will use a hybrid method of in-class instruction in combination with self-paced learning using computer-based instructional software. Students are not required to attend every class session; however, regular use of supervised lab times is *highly recommended*.

**Format:** Lab time.

**Recommended For:** Students interested in improving productivity and communications through the effective use of computers.

**What Next:** CIQM 504.

**Related Courses:** MACS 163.

## **MLNG 112 Great Works in Translation**

### **Description**

This course is taught in English and all tests are in English translation. A study of major foreign language works that shape the ways people view the world and make their experience of life meaningful. In addition, this course invites students to develop multiple literacies by learning about prominent language groups and international cultures that lie outside of the American English-speaking world. MLNG 112 covers different works and different cultures in different semesters. This course can be taken more than once in studying a different language and its cultures' written works, but it can be taken only once for General Education credit.

### **Objectives of the Courses**

This course will enable students to: 1) gain knowledge about major foreign-language works that have influenced the perspectives and attitudes of non-English speaking works; 2) develop analytical skills by reflecting critically on the themes and issues that the works examine, and what they may share in common with American society today; 3) and acquire the skills to identify and interpret diverse literary genres such as epic, fable, and myth that shape cultural, national, social, and gender-based identities.

### **Course Content**

The course content will vary and will be organized according to the language in which the masterpieces were originally written. Typically the student will read and discuss many kinds of literature (i.e. plays, poetry, novels, and short stories). The great works studies will be analyzed not only for the literary merit, but for the insights that they provide into the culture, country and language group that produced them.

**Format:** Lecture/discussion/group activities/written reflections

**Recommended For:** Students interested in international studies, world affairs, literature, other languages, cultural diversity and ethnic studies.

**What Next:**

**Related Courses:**

## **MLNG 201 Beginning French I**

### **Description**

#### **201. Beginning French I (5 cr. hrs.)**

An introductory course in French. Hearing and speaking are stressed initially, followed by reading and writing. This course is designed for students with no previous knowledge of the French language.

### **Objectives of the Course**

By completing the course, students should be able to maintain conversation and correspondence on everyday topics by asking and answering simple questions. They should be able to understand many nontechnical authentic written and oral materials. Also, they should be familiar with the contemporary life and culture of French-speaking areas, including France, Canada, the Caribbean, and Africa. They should be helped to experience the relationship between culture and language while becoming more aware of their own culture and language.

### **Course Content**

Topics studied include the basics of daily life (numbers, days of the week, telling time, polite and informal forms of address, colors, foods, clothing, transportation, sports, and the like); cultural information on similarities and differences between French-speaking cultures and those of the students; phonological and structural contrasts; and correspondences between the French language and the languages of the students.

**Format:** Lecture/recitation/partner/group activities.

**Recommended For:** Students interested in French language and culture; international career opportunities; cultural diversity; new and broadened perspectives on their own language and culture.

**What Next:** MLNG 202.

**Related Courses:** Any courses in French; courses in German and/or Spanish language, culture, and literature.

## **MLNG 208 Beginning German I**

### **Description**

#### **208. Beginning German I**

An introductory course in German. Hearing and speaking are stressed initially, followed by reading and writing. This course is designed for students with no previous knowledge of the German language.

### **Objectives of the Course**

By completing the course, students should be able to maintain conversation and correspondence on everyday topics by asking and answering simple questions. They should be able to understand many nontechnical authentic written and oral materials. Also, they should be familiar with the contemporary life and culture of German-speaking areas, including the Federal Republic of Germany, Austria, and Switzerland. They should be helped to experience the relationship between culture and language while becoming more aware of their own culture and language.

### **Course Content**

Topics studied include the basics of daily life (numbers, days of the week, telling time, polite and informal forms of address, colors, foods, clothing, transportation, sports, and the like); cultural information on similarities and differences between German-speaking cultures and those of the students; phonological and structural contrasts; and correspondences between the German language and the languages of the students.

**Format:** Lecture/recitation/partner/group activities.

**Recommended For:** Students interested in German language and culture; international career opportunities; cultural diversity; new and broadened perspective on their own language and culture.

**What Next:** MLNG 209

**Related Courses:** Any courses in German; course in French and /or Spanish language, culture, and literature.

## **MLNG 225 Beginning Spanish I**

### **Description**

#### **225. Beginning Spanish I**

An introductory course in Spanish. Hearing and speaking are stressed initially, followed by reading and writing. This course is designed for students with no previous knowledge of the Spanish language.

### **Objectives of the Course**

By completing the course, students should be able to maintain conversation and correspondence on everyday topics by asking and answering simple questions. They should be able to understand many nontechnical authentic written and oral materials. Also, they should be familiar with the contemporary life and culture of Spanish-speaking areas, including Spain, Latin America, and the United States. They should be helped to experience the relationship between culture and language while becoming more aware of their own culture and language.

### **Course Content**

Topics studied include the basics of daily life (numbers, days of the week, telling time, polite and informal forms of address, colors, foods, clothing, transportation, sports, and the like); cultural information on similarities and differences between Spanish-speaking cultures and those of the students; phonological and structural contrasts; and correspondences between the Spanish language and the languages of the students.

**Format:** Lecture/recitation/partner/group activities.

**Recommended For:** Students interested in Spanish language and culture; international career opportunities; cultural diversity; new and broadened perspective on their own language and culture; international career opportunities; U.S. career opportunities in social work, healthcare, and education.

**What Next:** MLNG 226

**Related Courses:** Any courses in Spanish; course in French and for German language, culture, and literature.

## **MLNG 231 Beginning Chinese I**

### **Description**

A beginning level course in modern Mandarin Chinese for students with little or no prior experience in the language. Students learn basic listening, speaking, reading and writing skill in Mandarin Chinese.

### **Objectives of the Courses**

This course is designed to develop basic language competence in listening, speaking, reading and writing skills in Mandarin Chinese.

### **Course Content**

This is a beginning level course in Mandarin Chinese for students with little or no prior experience in the language. The course is designed to develop basic language competence in listening, speaking, reading, and writing in Mandarin Chinese so that the students will be able to participate in simple conversations and make oral presentations on topics covered in the course. In addition the students will learn about concepts of Chinese culture and tradition associated with the language topics, such as family, time, and the history of the Chinese characters.

### **Format:**

Class time is spent in oral and conversational practice individually and in groups, in presentations on culture and language structure, reading and writing.

### **Recommended For:**

Students interested in Chinese language and culture, international career opportunities such as international business and international relations, cultural diversity, new and broadened perspectives on their own language and culture.

### **What Next:**

MLNG 232, Beginning Chinese II

### **Related Courses:**

Courses in other world languages, international relations, international business, cross-cultural communication, Asian history and civilization, world literature, comparative cultures and societies.

## **MUS 161 Listening to Music**

### **Description**

Designed to develop competence in listening to music. The elements of music are discussed and demonstrated and specific musical forms are studied.

### **Objectives of the Course**

Students have the opportunity to become familiar with many aspects of "classical" music including: the major style periods, representative composers, and selected compositions of these periods. A strong emphasis is placed on the improvement of one's listening skills and the development of a working "vocabulary" in classical music. The similarity of "classical" music to the other types of music is strongly emphasized.

### **Course Content**

Major issues and concepts discussed in Listening to Music include the nature of music, musical instruments, musical performance, early western music, renaissance music, baroque music, classical music, romantic music, nationalism, impressionism, twentieth century music, and American music.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in further developing their understanding and listening skill of classical music.

**What Next:** Most 100 and 200 level music courses.

**Related Courses:** Introductory courses in the other fine arts.

## **MUS 291 American Popular Music**

### **Description**

A study of the development of American popular music and its leading figures from its origins in Tin Pan Alley (American music theater), the African-American tradition (minstrel shows, blues, jazz, swing), country music and the Anglo-American tradition (folk, country, western, and bluegrass), and rock music to the current diverse American popular musical landscape.

This course will survey American Popular Music as opposed to our departmental offerings, Listening to Music, which focuses upon western art music, and Jazz, which focuses solely upon the African-American tradition of jazz (only one “root” genre of our current diverse musical landscape). American Popular Music will also differ in approach to MUS 391 Jazz in being designed as a survey course rather than being confined to a single genre of music.

### **Objectives of the Course**

Students will have the opportunity to become familiar with jazz style periods, jazz musicians, jazz compositions, and aspects that make jazz similar to and different from other types of music. Students will also have the opportunity to become better listeners and consumers of jazz, enhancing their listening skills with all styles of music. Also, their vocabulary will improve and allow them to communicate intelligently regarding their own perception of jazz or any other musical style. Students will be given a cross-cultural experience through the study of dance rhythms from Argentina, Cuba, and Brazil, as well as those of Africa, which have had an important influence on jazz throughout its history. Finally, the “writing across the curriculum” purpose will be served through essay questions on tests and reports on live and recorded music.

### **Course Content**

Major issues and concepts discussed in Jazz include elements of music, elements of jazz, heritage of jazz, the blues, ragtime, New Orleans Dixieland, Chicago Dixieland, stride and boogie-woogie, territory bands and big bands, swing, bebop and progressive cool jazz, funky hard bop regression, modern and free jazz, symphonic and third stream, jazz-rock, fusion, and recent styles and individuals.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in jazz and improving music listening skills.

**What Next:** Music 161

**Related Courses:** None

## **MUS 391 Jazz**

### **Description**

An introduction to various components of jazz, such as style periods, musicians, and compositions, for those with an interest but no previous knowledge in this field. A very important aspect of the course is listening to examples. These are intended to enhance the students' listening ability and make them better consumers of all kinds of music.

### **Objectives of the Course**

Students will have the opportunity to become familiar with jazz style periods, jazz musicians, jazz compositions, and aspects that make jazz similar to and different from other types of music. Students will also have the opportunity to become better listeners and consumers of jazz, enhancing their listening skills with all styles of music. Also, their vocabulary will improve and allow them to communicate intelligently regarding their own perception of jazz or any other musical style. Students will be given a cross-cultural experience through the study of dance rhythms from Argentina, Cuba, and Brazil, as well as those of Africa, which have had an important influence on jazz throughout its history. Finally, the "writing across the curriculum" purpose will be served through essay questions on tests and reports on live and recorded music.

### **Course Content**

Major issues and concepts discussed in Jazz include elements of music, elements of jazz, heritage of jazz, the blues, ragtime, New Orleans Dixieland, Chicago Dixieland, stride and boogie-woogie, territory bands and big bands, swing, bebop and progressive, cool jazz, funky hard bop regression, modern and free jazz, symphonic and third stream, jazz-rock, fusion, and recent styles and individuals.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in jazz and improving music listening skills.

**What Next:** MUS 161.

**Related Courses:** None.

## **PHIL 100 General Logic**

### **Description**

An introduction to common fallacies (appeals to emotion, ambiguity, circular reasoning), inductive reasoning (generalizing, analogy, cause/effect), and deductive reasoning (equivalence, opposition, syllogisms).

### **Objectives of the Course**

General Logic intends to supply or conspicuously improve these essential critical thinking skills: clarity, organization, analysis, synthesis, and appraisal, thereby helping to produce these results: more effective listening habits, more effective reading habits, more effective writing habits, more effective ability to think independently, and the freedom to choose one's beliefs on rational grounds rather than merely absorbing them from external sources.

### **Course Content**

Major issues and concepts discussed in General Logic include inductive logic (inductive generalizations, inductive analogy, cause and effect reasoning, and explanatory hypothesis) and deductive logic (translating ordinary language into logical form, immediate inference, categorical syllogisms, and further applications).

**Format:** Lecture/discussion/group problem solving.

**Recommended For:** Anyone who plans to think carefully about worthwhile subjects.

**What Next:** Any lower division philosophy course.

**Related Courses:** PHIL 300.

## **PHIL 120 Introduction to Philosophy**

### **Description**

An introduction to perennial philosophical questions concerning topics such as knowledge, doubt, God, freedom, necessity, good and evil, immortality, time, the cosmos, and the meaning of life, and to some of the most noteworthy attempts to answer them.

### **Objectives of the Course**

Introduction to Philosophy intends 1) to introduce the student to the traditional philosophical questions which arise in critical reflection on our common sense beliefs and on the assumptions and results of the various areas of rational inquiry; 2) to acquaint the student with the most significant efforts by both classical and modern philosophers to answer such questions; 3) to make the student aware of many of the important philosophical ideas and arguments which were propounded by past philosophers and have to a large degree shaped our present-day beliefs and institutions; 4) to generate in the student a continuing interest in philosophical questions and the thought of the major figures who have addressed them; and 5) to help students become more skilled in thinking critically, in recognizing the structure of arguments, and in assessing their cogency.

### **Course Content**

Major issues and concepts discussed in Introduction to Philosophy may include the nature of philosophy, metaphysical topics (including freedom and determinism, the mind-body problem, the existence of God), epistemological topics (the nature and extent of human knowledge), and topics in value theory (ethics, political philosophy, aesthetics). This course may be arranged historically or topically.

**Format:** Lecture/discussion.

**Recommended For:** Anyone who plans to think carefully about worthwhile subjects.

**What Next:** Any lower division philosophy course.

**Related Courses:** Any non-logic course in philosophy.

## **PHIL 340 Introduction to Ethics**

### **Description**

This course takes up the central problems in trying to think rationally about moral questions and critically examines the best known efforts by philosophers to deal with these problems.

### **Objectives of the Course**

Introduction to Ethics intends 1) to help the student to develop the skill of thinking critically about ethical questions, enabling him/her to better analyze and evaluate moral beliefs and arguments; 2) to acquaint the student with the classical theories which have attempted to answer such questions. These theories, it is emphasized, are not only of interest in themselves, but are also important because of their historical influence on Western culture and values. Since many of our present-day beliefs and institutions have been shaped in part by these classical theories, understanding them helps the student to understand better his/her own culture and to become clearer about his/her own values; 3) to introduce those students without previous course work in philosophy to the nature of philosophical inquiry in general, giving them an idea of what philosophical questions are and how philosophers go about trying to formulate and defend reasonable answers to them; 4) to generate in the student a continuing interest in philosophical minds of the past, accompanied by the realization that many of these thinkers are important not only as historical influences but as human beings speaking insightfully to timeless problems and queries rooted in the nature of man's existence; 5) to provide majors and minors with a background in ethical theory sufficient to enable them to pursue more advanced study of moral philosophy; and 6) to help students become more skilled in thinking critically, in recognizing the structure of arguments, and in assessing their cogency.

### **Course Content**

Major issues and concepts discussed in Introduction to Ethics may include the presuppositions of ethical theory (freedom vs. determinism, relativism vs. universalism) and the ethical theories of Plato, Aristotle, Augustine, Thomas Aquinas, David Hume and the utilitarians, Immanuel Kant, and figures and movements since Kant.

**Format:** Lecture/discussion.

**Recommended For:** Anyone who plans to think carefully about worthwhile subjects.

**What Next:** Any lower division philosophy course.

**Related Courses:** IDS 400 and IDS 401.

## **PHYS 102 Physical Science**

### **Description**

Concepts of the physical sciences are presented as related to our physical environment. A non-mathematical overview of the physical sciences for students who have little or no previous physical science.

### **Objectives of the Course**

Because of the scope of this course, it is assumed that the general education student will come into the course having had limited preparation in all five of the physical science areas. Basic concepts of each discipline and how their interrelatedness help in understanding the natural world will be emphasized. Something of the historical and philosophical backgrounds of the physical sciences will also be conveyed. Of particular importance will be the attempt to convey to the student an understanding and appreciation for both the inductive and deductive approaches that scientists use for problem solution.

### **Course Content**

This course introduces the student to the various disciplines of physical science, the basic laws that govern each of them, and some of the history of their development. This exploration will enrich the students perspective of how scientific knowledge has grown throughout the course of human history, how science influences the world we live in today, and how it will shape people's future.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in learning about their physical environment.

**What Next:** Since this is a survey course of the five areas: physics, chemistry, earth science, meteorology, and astronomy, the next step would be to take an introductory course in one or more of these areas.

**Related Courses:** PHYS 208 Elementary Meteorology, PHYS 309 Descriptive Astronomy or any beginning courses in any of the physical science areas.

## **PHYS 103 Physical Science Laboratory**

### **Description**

The process of science is investigated including observation, data collection, predicting and formulating hypotheses by selecting activities from the broad physical science areas of chemistry, geology, meteorology, astronomy, and physics. This laboratory meets for two contact hours per week. Requisites: PR or co-requisite, PHYS 102 or PHYS 208 or PHYS 309.

### **Objectives of the Course**

Each student will be provided opportunities to learn the practical knowledge necessary for a well-rounded understanding of physical science. Conducting experiments and collecting data to test the validity of theories and laws requires a different set of skills than those required for success in the lecture part of the course. Success in the laboratory involves skills in making accurate measurement of physical quantities in the real world, then formulating valid generalizations and principles based on the data. Every experiment in the laboratory will provide lessons and opportunities to learn these skills.

### **Course Content**

Experiments conducted in PHYS 103 may include measurement and graphs, hot wheels of motion, free fall, projectile motion, Newton's Second Law, work and power, nature of heat, expansion and contraction, heat transfer, change of state, static electricity, Coulomb's Law and Electric Field, sources of electrical energy, conductors and insulators, circuits, chemical properties, air pressure, weather map reading, celestial sphere, earth-sun relationships, solar system, rocks and minerals, faults, and museum paleontology hall.

**Format:** Laboratory.

**Recommended For:** Students interested in Physical Science.

**What Next:** PHYS 111.

**Related Courses:** PHYS 102.

## **PHYS 208 Elementary Meteorology**

### **Description**

A study of weather phenomena, general climatology, meteorological controls, and the techniques and problems of weather forecasting.

### **Objectives of the Course**

Students in Elementary Meteorology will be able to 1) describe the composition of earth's atmosphere; 2) describe the basic motions of the earth; 3) distinguish between heat and temperature; 4) explain how the water vapor content of air is quantified; 5) identify major cloud types; 6) relate the spacing of isobars to the speed of wind; 7) distinguish between macroscale, mesoscale, and microscale atmospheric motions; 8) list two criteria that an air mass source region must meet; 9) compare and contrast warm fronts and cold fronts in terms of their structure and associated weather; 10) compare middle-latitude cyclones, tornadoes, and hurricanes in terms of size and expected wind speed; 11) list and briefly describe three different approaches to weather forecasting; 12) describe and explain the formation of a classic desert mirage and looming; and 13) distinguish between weather and climate.

### **Course Content**

Major issues and concepts discussed in Elementary Meteorology include earth and its atmosphere, solar and terrestrial radiation, energy, humidity, forms of condensation, atmospheric motion, wind, air masses and fronts, middle latitude cyclones, thunderstorms, tornadoes, hurricanes, weather forecasting, optical phenomena of the atmosphere, and local, regional, and global climates.

**Format:** Lecture/discussion.

**Recommended For:** For students who have an interest and curiosity about the weather and wish to gain a better understanding of atmospheric processes and the impact people have on the atmospheric environment.

**What Next:** PHYS 102, 111, 112, or 309.

**Related Courses:** GSCI 101 and GSCI 110.

## **PHYS 309 Descriptive Astronomy**

### **Description**

Topics include the history of astronomy, constellation identification, characteristics and evolution of stars and galaxies, the nature of our solar system and the search for extraterrestrial life. A few night observations.

### **Objectives of the Course**

Students 1) learn the history of Astronomy from the period of ancient Greece, the Middle East and China, to the most recent satellite data; 2) learn how to identify and find constellations and planets; 3) learn how to make elementary measurements of positions and angles; 4) study the motion of the sun, moon, and planets; 5) study various models of the solar system to see which best explains the observations; 6) study comets, asteroids, and meteorites, both to understand their relation to the planets and their potential impact to life on earth; 7) study our nearest neighbor, the moon, to understand its effect on earth and its common origin; 8) study all the planets in the solar system looking at their similarities and differences; 9) study light in its various forms so that they can better understand why we know what we know; 10) learn that the spectrum of an element is equivalent to an "atomic fingerprint" so that we can know the chemical composition of distant stars just by studying light from the star; 11) study our sun, learning how it produces its energy and its relation to other stars; 12) study the properties of stars learning about the basic similarities of stars and why stars have variations in their size and brightness; 13) learn how and why stars evolve over time and in particular what will happen to our own star, the sun; 14) study supernova, the largest explosions in the universe, and the end products neutrons stars and black holes; 15) learn how our own sun and the stars are part of a larger system called the Milky Way Galaxy; 16) learn that there are other galaxies similar to our own and that these galaxies group together into larger structures called clusters and superclusters; and 17) study cosmology.

### **Course Content**

Major issues and concepts discussed in Descriptive Astronomy include identification of constellations and planets; learning to make measurements of angles; study of the motion of sun, moon, and planets; study of comets, meteors and asteroids; study of the moon; study of light; study of the sun; study of stars; study of supernova; and study of other galaxies.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in the universe.

**What Next:** PHYS 111 or 211.

**Related Courses:** PHYS 102.

## **POLS 101 American Government**

### **Description**

An introduction to the constitutional, political, and governmental processes of the national political system.

### **Objectives of the Course**

Learning objectives range from defining key terms to explaining the differences between normative and empirical theory. The student will be able to explain how political events affect his/her daily life. This knowledge should increase the sense of political efficacy and encourage further learning long after the course is completed. The study of politics focuses upon power. Knowledge empowers persons to take an effective role in a democratic society.

### **Course Content**

Five major concepts provide the analytical framework for the course. The original dilemma of government is the conflict between order and freedom while the contemporary dilemma of government is the conflict between freedom and equality. The challenge of democracy is to balance those choices. The two other major concepts deal with the question of who governs? Students are asked to consider whether the majoritarian model of democracy or the pluralist model of democracy is a more accurate description of American politics.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in gaining a better understanding of the American political system so that they may become more enlightened participants in the political process.

**What Next:** POLS 101 is an excellent foundation course for any further study in the discipline.

**Related Courses:** POLS 300, POLS 600, POLS 601, POLS 602, POLS 620, POLS 621 and POLS 653.

## **POLS 230 Introduction to International Relations**

### **Description**

Investigation of the fundamental problems, principles and characteristics of the modern nation-state system, emphasizing the mechanisms for making choices, and managing power.

### **Objectives of the Course**

The student will be able to explain how states, as well as non-state actors, interact using different models of international behavior, such as complex interdependence, hegemonic stability, and balance of power. The student will also be able to explain how world events impact upon his/her daily life, thus encouraging continual learning. Finally, the student will be able to discuss international events based upon different global perspectives.

### **Course Content**

Major issues and concepts discussed in Introduction to International Relations include the international system, national perspectives of foreign policy, foreign policy decision making, diplomacy, the causes of war, nuclear weapons proliferation, controlling armed conflict/laws of war, international trade, north-south relations, international law, issues surrounding world order, and alternative visions of world order.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in gaining a better understanding of world affairs.

**What Next:** POLS 632, POLS 631, and POLS 630.

**Related Courses:** Beginning courses in world history, geography, economics, and foreign language courses focusing on cultural relations.

## **POLS 300 Current Political Issues**

### **Description**

An introduction to contemporary political issues and the skill, techniques, and tactics that enhance the effectiveness of citizen participation in American politics.

### **Objectives of the Course**

Students in Current Political Issues will 1) be exposed to a variety of contemporary issues which have domestic and/or international implications; 2) understand and appreciate more than one view of contemporary issues through reading assignments, discussions, viewing and discussing videos or news, and tests; 3) be provided a forum where diverse opinions can be freely expressed and openly discussed; 4) be provided an introduction to the logic and dynamics of the political process at home and abroad; and 5) develop the tools with which to critically assess news through class discussion, viewing of TV news, weekly reading of news journals, and responses to test questions.

### **Course Content**

Since this course focuses on contemporary issues, major issues may change from time to time, but the class is designed to make students aware of these issues. Class lecture/discussion provide a tie between specific issues and important concepts.

**Format:** Includes lecture, watching and critiquing the news, discussion, and student presentations.

**Recommended For:** Students interested in basic interpreting current political, social, and economic issues of significance in American and global society.

**What Next:** POLS 300 is an excellent foundation for any further study in the discipline.

**Related Courses:** Beginning courses in sociology, psychology, history, politics and communication.

## **PSY 100 General Psychology**

### **Description**

This course involves a survey of principles related to human and animal behavior. The focus will be on the evaluation of theories and methods of analyses, related research, and practical applications of principles of behavior.

### **Objectives of the Course**

Specifically, the course in General Psychology, using various pedagogical techniques, intends to introduce the student to 1) the diversity of psychology, both from a historical point of view and from the current point of view, and from an individual and social point of view; 2) the scientific method, upon which psychology bases its knowledge; 3) the current understanding of the relationship between brain and behavior, from sensory processing to thought and consciousness, and what it means to be uniquely "human"; 4) the basic learning processes (e.g., classical conditioning, operant conditioning, and observational learning) and increase the student's familiarity with the various applications of learning processes and principles (e.g., reinforcement theory) as a means of adapting to an influencing, one's environment; 5) the structures and processes involved in memory, cognition and thought, and the application of such processes to areas such as study habits, test taking, remembering and clinical disorders characterized by memory loss (e.g., Alzheimer's, amnesia); 6) the principles of cognitive skills; 7) the principles and processes of motivation and emotion; 8) the processes involved in life-span development; 9) the concepts and techniques of psychological assessment; 10) the area of psychological disorders (abnormal behavior); and nature of psychological treatment and treatment efficacy; 11) the effects of the influence of society on the individual and the effects of the influence of the individual on society; and 12) the methods of interpreting and evaluating the use and misuse of statistical information by understanding the basic concepts used in quantitative analysis of human and animal behavior.

### **Course Content**

The introductory course in psychology is designed to provide students with a broad exposure to various areas of a topic that is of interest to all of us, BEHAVIOR. The course involves more than simple listing of theories and research, but actively involves the student, through discussion, computer simulations, and research participation in the investigation of the principles related to the foundation of his or her behavior, as well as the behavior of others.

**Format:** Lecture/discussion/computer experiences.

**Recommended For:** Students interested in gaining a better understanding of human and animal behavior.

**What Next:** Any course dealing with behavior.

**Related Courses:** Beginning courses in liberal arts, natural sciences, social sciences, business, and education.

## **PSY 300 Abnormal Psychology**

### **Description**

A study of the classification, description, causes, and treatment of psychological disorders. Course will go into some detail on different theoretical perspectives such as psychodynamic, cognitive behavioral, and biomedical models in understanding psychological abnormality. History and different cultural perspectives will also be covered. Students should come to better appreciate the different types of psychological disorders contained in the Diagnostic and Statistical Manual, 4<sup>th</sup> edition (DSM IV) as well as treatments prevalent in today's society.

### **Objectives of the Course**

Gain in understanding of abnormal behavior through examining theory and research regarding causes of maladaptive behavior. The classification of psychological problems and disorders as identified in the Diagnostic and Statistical Manual, 4<sup>th</sup> edition (DSM IV) will also be explored in addition to treatment approaches for the various disorders. Another line of study in this course will compare cross-cultural perspectives of psychological disorders and treatment approaches.

### **Course Content**

This course will provide students with an understanding of the history of abnormal psychology as well as the major theoretical approaches to the various disorders. Specific subject matter that will be covered in this class will include: models of psychopathology; approaches to treatment, evaluation and assessment of disorders; legal, ethical and social issues in mental health as well as the various disorders contained in the Diagnostic and Statistical Manual, 4<sup>th</sup> Edition (DSM IV). These disorders include: anxiety disorders, mood disorders, disorders of childhood, personality disorders, substance abuse disorders, dissociative and somatoform disorders, schizophrenia and stress-related disorders.

**Format:** Lecture/critical thinking exercises/discussion/small group activities/speakers

**Recommended For:** Psychology and Nursing majors as well as any student interested in gaining a better understanding of human behavior

**What Next:** Any course related to psychology

**Related Courses:** Other courses in psychology, liberal arts, natural sciences, social sciences, business, and education.

## **PSY 340 Social Psychology**

### **Description**

This course involves the study of the individual in social interaction and social influence situations. The focus will be on the investigation of theoretical, empirical, and practical issues related to interpersonal behavior and group processes. Requisites: PR, PSY 100.

### **Objectives of the Course**

Social Psychology, with various pedagogical techniques intends to introduce the student to 1) the diversity of social psychology, the history of social psychology, and the relationship of social psychology to psychology; 2) the scientific method, as applied to social psychology, and also how the methods of psychology are applied to social psychology; 3) the basic principles of social perception, social cognition, attitude formation, and attitude change; 4) the area of attraction, involving why people are attracted to one another and how friendships are formed; 5) the broad area of social influence, specifically conformity, compliance, and obedience; 6) the area of prosocial behavior, including the perspective of the person helping others and the perspective of the people being helped; 7) the processes involved in social exchange, emphasizing cooperation, competition, conflict, and bargaining; 8) the processes involved in the formation, function, characteristics, and dissolution of groups; and 9) the application of the principles of social psychology to many of the areas in which humans function, emphasizing the health area, the political system, the educational system, and the world of work (industrial/organizational applications).

### **Course Content**

This course will operate from one basic premise: Other people play a crucial role in our lives. We spend a great deal of our time interacting with others, thinking about them, and trying to understand them. The emphasis in this course will be on how individuals interact and influence one another, and how to systematically study these behaviors.

**Format:** Lecture/discussion/computer experience.

**Recommended For:** Students interested in gaining a better understanding of the impact of the individual in social influence situations.

**What Next:** Other upper division psychology courses, other courses in sociology and communication.

**Related Courses:** Other psychology, sociology, political science, communication, education, and business courses.

## **SOC 140 Introduction to Sociology**

### **Description**

Provides an acquaintance with basic concepts and major figures of the discipline; study of social processes and institutions; relationship of the individual to social structures.

### **Objectives of the Course**

Upon completion of the course students should be able to: identify the ways in which social theory and social research interact, demonstrate an ability to analyze social behavior, define the basic concepts used in the social sciences, enumerate the problems facing contemporary society, demonstrate a cross-cultural understanding of human behavior, and engage in critical thinking.

### **Course Content**

The course is divided into five parts. The first part examines the role of theory and research; the second part focuses on the organization of social life; the third part analyzes inequality; the fourth part investigates critical social institutions, and the fifth part examines the consequences of social change.

Format: Lecture/discussion.

**Recommended For:** Students interested in gaining a better understanding of human groups and human interaction.

**What Next:** SOC 361, and SOC 362.

**Related Courses:** Beginning courses in anthropology, psychology, sociology, and humanities.

## **SOC 355 Sociology of Death and Dying**

### **Description**

A sociological analysis of the meaning and place of death in contemporary society. Attention focused on the factors contributing to the morality revolution and how this revolution is forcing a reconceptualization of dying, death, and bereavement. Cross-cultural, death-management practices, as well as the American way of death, will be examined. Special focus will be concentrated on emerging problems and the process of institutional reformulation in the area of death and dying.

### **Objectives of the Course**

A student who satisfactorily completes the course should be able to 1) describe how social institutions addressing death come into existence and then, in turn, shape the attitudes, behavior, and emotions of succeeding generations; 2) describe the variability of death-management practices around the globe; 3) describe the death-management practices in America, both historical and current; 4) describe changing mortality patterns around the world and trace their impact on the evolution of death management practices; 5) identify and describe the cultural and social forces that influence attitudes toward death and dying; 6) identify the issues and concerns central to the subject of death and dying in the 21st century; 7) describe the research methods used by thanatologists, citing the specific strengths and weaknesses of each; and 8) describe how life and living can be examined from the special perspective of death and dying.

### **Course Content**

The first part of the class will be devoted to discussing death as a universal human experience, reviewing the emergence of thanatology and addressing the various methods used by thanatologists to study death, dying, and bereavement. Although they vary significantly, all human groups have social mechanisms for managing death-related emotions and reconstructing interaction patterns modified by death. The next part of the class will be devoted to exploring cross-cultural and intercultural variability in death management practices. Finally, the last part of the class will be devoted to identifying and understanding changes in death-management practices and facing new challenges in the area of dying, death, and bereavement.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in gaining a better understanding of the death and dying process.

**What Next:** Any 300 level course in sociology.

**Related Courses:** Life issue courses in sociology, psychology, and humanities.

## **SOC 388 Sociology of The Family in America**

### **Description**

A sociological analysis of the family as the basic social institution. Attention focused on the creation, transmission, and reformulation of the rules of sexual behavior, marriage, childrearing, residence, descent, and authority with emphasis on enhancing the ability of individuals to make informed choices.

### **Objectives of the Course**

Students in SOC 388 will be able to 1) define and describe the family institution; 2) trace the historical forces that contributed to the emergence of the contemporary American family; 3) describe the research methods used by family sociologists to produce depictions of the American family; 4) discuss recent changes in the American family and trace the relationship between changing root conditions and institutional reformulation; 5) identify and describe the cultural and social forces that operate to redefine traditional gender roles; 6) describe the ways in which sex-related attitudes and behaviors have changed in American society; 7) describe mate-selection practices which operate in the U.S.; 8) identify the factors associated with marital stability and marital conflict; 9) describe changing marital, fertility, and mortality patterns in American society and trace their impact on the family institution; and 10) identify the macro-level, demographic, and interpersonal factors contributing to marital dissolution.

### **Course Content**

Major issues and concepts discussed in SOC 388 include the family from an institutional perspective, examining the functionalist model of change, addressing the various methods used by sociologists to study the family, tracing the impact of changing root conditions on the family institution, examining resources and effective strategies available to the family, examining new norms that are emerging, and describing the nature of the family institution in the 21st century.

**Format:** Lecture/discussion.

**Recommended For:** Students interested in gaining a better understanding of the American family, intercultural variations of family, and the current controversies surrounding the American family.

**What Next:** Any 300 level course in sociology.

**Related Courses:** SOC 243

## **Assessment of the Program**

## **Suggestions for Continuous Quality Improvement**

The General Education Committee is constantly striving to improve the appearance and usefulness of this handbook. If you have any recommendations for helping us make this handbook more valuable to faculty or others who must apply or make decisions about the FHSU General Education Program, please feel free to send comments to the following address:

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