

G. E. UPPER DIVISION THEMES*

Students are required to complete a 12 unit upper division theme as part of the General Education program. A theme consists of three interrelated courses on the same topic, designed to help students acquire knowledge of topics that are current, enduring, and of significant importance for humanity. Topics are designed to promote: an understanding of oneself and one's fellow human beings, the social and physical environment, and a wide range of cultural achievements; an understanding of the shared concerns of all people as well as diverse cultural heritage's; and an awareness of ethical and social concerns and a cultivation of moral responsibility.

Courses in each theme are distributed among three areas including: Natural Sciences and Mathematics, Social Sciences, and Humanities. Students are thereby provided with the perspectives of at least three different disciplines on the theme's topic and must select one course from each area for the theme selected. *[Completion of the lower division basic subject requirement (Block A) and at least one course each from blocks B, C, and D are prerequisites to all upper division theme courses.]* Courses used to meet upper division general education requirements may not be used for a major. **Additionally, students who are subject to the requirements of the Fall, 1998 and later GE catalog must choose theme courses outside of their major department unless a departmental waiver has been approved by the General Education Committee.**

Students may meet the general education diversity requirement (2 courses) by completing courses designated as diversity courses at the lower or upper division level from among courses satisfying general education requirements. All courses approved to meet the diversity requirement are designated as diversity courses (d).

Students who have completed the upper division theme are deemed to be "G.E. satisfied" at the upper division level. Students will not be held to further upper division G.E. course requirements upon a change of major.

A. CHALLENGE OF CHANGE IN THE DEVELOPING WORLD

Coordinator: Enrique Ochoa

This theme explores the dilemmas faced by the peoples of Africa, Asia, the Middle East and Latin America as they struggle to overcome legacies of colonialism and economic dependence. The developing countries are characterized by severe social and cultural tensions, physical complexities and challenges to themselves and the rest of the world. Their current integration into the global economy marks a crucial stage in world history. The natural courses assess their physical settings, constraints and possibilities; the social science courses analyze social, political and economic processes of change; the humanities component examines the dynamic interplay among arts, religion and cultural values.

Natural Sciences and Mathematics

- GEOG/GEOL 312, Global Climate Change and the Developing World (4)
- GEOG 333, Environment and Development in the Third World (4)
- GEOL 351, Environmental Geology of Developing Nations (4)
- PH 356, Issues in Global Health (4)

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Social Sciences

- COMM/LBS 395, Sociocultural Impact of Globalization for the Developing World (4)
- ECON 360, Developing Countries and the New Global Economy (4)
- HIST 360, Revolution and Society in Developing Countries (4)
- (d) LAS/PAS/POLS 360, Dynamics of Change in the Developing World (4)

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Humanities

- (d) LAS/PAS 342, Cultural Impact of Development (4)
- (d) MUS358, Music of the Oppressed in Latin America (4)
- PHIL 334, Post-Colonial Values & Modernization in the Developing World (4)
- TVF 324, Third Cinema/ Video (4)

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B. PERSPECTIVES ON VIOLENCE

Coordinator: Gail Washington

The Perspectives on Violence theme utilizes a multidisciplinary approach that provides comprehensive investigations, discussions, and the debate about theories, research and conflict/violence reduction strategies relevant to the causes and effects of violent behavior. The theme is structured to increase students; understanding of the nature, causes and complexities of violence in its myriad forms, including the study of how, when, and why it occurs as well as what can be done to reduce it.

Natural Sciences and Mathematics

- ANTH 315, Evolutionary Perspective on Violence (4)
- PH/NURS 308, Psychophysiology of Substance Abuse and Violence (4)
- NURS/PSY 307, Physiology & Psychology of Violence and Aggression (4)

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(d) Approved diversity course

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*Effective Fall Quarter 1998

Social Sciences

- COMD/PSY 309, Human Violence and Individual Change (4)
- HIST/POLS 351, Beyond Conflict, Violence and War (4)
- NURS/SW 355, Strategies for Preventing and Intervening in Family Violence and Abuse (4)
- SOC 383, Violence in American Society (4).....

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Humanities

- ENGL 382, Violence and Literature (4)
- PHIL 325, Violence and Ethics (4).....
- TA 314, Staging Violence in World Theatre (4)
- TVF 366, Violence and the Media (4)

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C. GENDER IN THE DIVERSITY OF HUMAN EXPERIENCE

Coordinator: Dionne Espinoza

This theme provides an integrated inquiry into the implication of gender, exploring its meaning, significance, and status within the diversity of human experience and representations of sex and gender specific to the multitude of cultures and societies making up the human experience, both historically and today.

Natural Sciences and Mathematics

- ANTH 310, Evolutionary Perspectives on Gender (4)
- BIOL 388N/PSY 388, Sex and Gender (4)
- LBS 386, Gender in Science (4).....
- NURS 330, Human Reproductive Health (4).....

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Social Sciences

- (d) ANTH 338, Gender Roles in Cross Cultural Perspective (4).....
- (d) HIST 357, Gender in History (4)
- (d) POLS 310, Gender, Politics, and Government (4)
- (d) SOC 341, Sociology of Gender Roles (4).....

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Humanities

- (d) COMM/ENGL 385, Sex and Gender in Language and Literature (4).....
- (d) ENGL/TVF 379, Gender and Sexuality in Popular Culture (4).....
- (d) PHIL 327, Philosophy, Gender and Culture (4).....
- (d) RELS 335, Gender in The Diversity of World Religions (4).....

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D. URBAN LIFE AND ENVIRONMENT

Coordinator: Stephen Rothman

This theme contributes to an understanding of urbanization, its causes and consequences, and the urban experience from a variety of points of view. Courses explore the city as a special kind of human habitat and the relations between social and natural environments. Students will gain the tools to comprehend the social, political, economic and cultural complexities of cities and the human and natural forces that shape urban life, experiences and environments.

Natural Sciences and Mathematics

- CE 352, Technological Aspects of the Urban Environment (4).....
- GEOG/HS 309, Urban Environmental Pollution (4).....
- GEOG 310, Urban Climatology (4).....
- GEOL 357, Urban Geology (4)

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Social Sciences

- (d) CHDV 321, Urban Families: Contemporary Issues (4)
- GEOG 376, Urban Spatial Processes and Patterns (4)
- HIST 383, Rise of Urban America (4)
- SOC 330, Social Issues in the Urban Setting (4).....

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Humanities

- ART 317, Visual Arts in Urban Contexts (4)
- (d) COMM 389, Inter cultural Communication in the Urban Environment (4)
- ML 300, Language Diversity in Urban America (4).....
- TAD 316, Theatre and Dance in the 20th Century Urban Contexts (4).....

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E. THE DIVERSITY OF HUMAN EMOTIONS

Coordinator: Steven Gordon

The Diversity of Human Emotions theme uses emotion as a window into cultures, because emotional diversity reflects the diversity of humankind. As a biological process that is shaped into varieties by culture, emotion is an ideal topic for gaining insights into the social lives of ethnic groups, the genders, and the social classes. The proposed theme emphasizes these dimensions of diversity and portrays not only cultural diversity, but also teaches techniques for control over prejudice, suspicion, antagonism and other emotional states creating conflict among social groups.

Natural Sciences and Mathematics

- ANTH 300, Evolutionary Perspectives on Emotions (4).....
- PSY 323, Psychology of Emotion (4)

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Social Sciences

- (d) HIST 356, History of Emotions (4)
- (d) PAS 369, Race, Activism, and Emotions (4)
- (d) RELS 380, Emotion in Religion (4)
- (d) SOC 300, Cultural Emotion (4)

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Humanities

- (d) CHS/ENGL/PAS 327, Ethnicity and Emotions in U.S. Film (4)
- ENGL/ML 389, Human Emotions in Literary Expression (4)
- PHIL 372, Philosophy and the Emotions (4).....
- TA/TVF 380, Emotion in Theatre and Film (4)

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F. HUMAN MATURITY AND AGING PROCESSES AND PROBLEMS

Coordinator: Roseann Giarusso

This theme addresses major life issues that confront individuals in maturity and adulthood, and provides a multidisciplinary approach to the study of human aging through examination of the biological bases of aging, the cultural, social, political and psychological implications of maturity and aging, and the religious, literary and philosophical concepts of age and aging.

Natural Sciences and Mathematics

- BIOL 384N, Biology of Human Aging (4)
- KIN 345, Physiological Effects of Exercise During Aging (4).....
- NTRS 351, Adult Nutrition (4).....

W '10	Sp '11	Su '11	F '11	W '12	Sp '12
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Social Sciences

- (d) ANTH 335, Maturity and Aging in Cross-Cultural Perspective (4).....
- POLS 330, Politics of Aging (4)
- PSY 362, Psychological and Psycho social Developmental Stages in Maturity and Aging (4)
- (d) SOC 323, Socialization: Maturity and Aging (4)

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Humanities

- ENGL 383, Narratives of Maturity and Aging (4).....
- ML 382, Maturity and Aging in East Asia and Romance Literatures (4).....
- (d) PHIL 373, Themes of Adult Life in Philosophy (4).....
- (d) RELS 325, Themes of Adult Life in the World's Religions (4).....

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G. THE GLOBAL ENVIRONMENT; PAST, PRESENT, AND FUTURE

Coordinator: Wayne Tikkanen

NOTE: Effective Fall Quarter 2004, Theme G is discontinued. Only students who started Theme G prior to Fall, 2004 may enroll in Theme G courses.

This theme explores how the global environment and its resources have evolved, how the environment works and how humans precipitate, exacerbate, and are affected by global change. The future of humanity within a sustainable world society is addressed. The theme emphasizes the moral responsibilities of individuals in solving environment problems. The interconnectedness of the natural and social sciences and the humanities is stressed in an attempt to understand ourselves and our need to learn form and work with the global environment rather than to conquer it.

Natural Sciences and Mathematics

- BIOL 341N/GEOL 341, Evolution of Earth and Life Through Time (4).....
- CE/GEOG 358, Environment, Earth Systems and Technology (4).....

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Social Sciences

- GEOG/POLS 322, Global Change and the Human Condition (4).....
- GEOG 341, World Resources and Environmental Issues (4).....

F '10	W '11	Sp '11	Su '11	F '11	W '12

Humanities

- ART 315, The Arts and the Environment (4).....

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H. RACE, DIVERSITY, AND JUSTICE

Coordinator: Michael Willard

“Race, Diversity, and Justice” is a theme that integrates the investigation of contemporary issues of racism and social injustice with the goal of understanding what attitudes and behaviors prevent equal treatment for all peoples. This theme presents the conceptual and historical background necessary for responsible moral judgment, subsequent action, and the embracement of cultural diversity in a world that is composed of many cultures and societies.

Natural Sciences and Mathematics

- ANTH 361, Race, Racism, and Human Variation (4).....
- ANTH/PHIL 385, Measurement of Human Difference (4).....
- CHS/PH 370, Environmental Racism (4).....

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B	D	D	D	B	D
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Social Sciences

- (d) COMM/POLS 342, Rights and Justice in Communication and Politics (4).....
- (d) HIST 352, Civil Rights in the United States (4).....
- (d) AAAS/CHS/SOC/PAS 348, Class, Race/Ethnicity and Gender (4).....
- (d) SW 362, From Institutional Racism to Cultural Competency (4).....

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Humanities

- (d) ENGL/PAS 377, Literary Explorations of Justice and Racism (4).....
- (d) CHS/LAS 335, Race and Culture in the Americas (4).....
- (d) PHIL 323, Human Diversity and Justice (4).....
- (d) TVF 334, “Race,” Justice and the Mass Media (4).....

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I. ANCIENTS AND MODERNS

Coordinator: Martin Huld

The Ancients and Moderns theme provides an integrated introduction to the interaction of the principal civilizations of the Mediterranean basin—Mesopotamia, Egypt, Greece, and Rome—to form the “Classical Tradition” and the significance of that tradition for the understanding of Western and Islamic Civilization in general and the culture of the Americas in particular. Comparisons will be made with East Asian Civilization.

Natural Sciences and Mathematics

- ASTR 360, Ancient and Modern View of the Universe (4).....
- CHEM 380N/HIST/PHIL 380, Ancient and Modern Science (4).....
- ENGR/TECH 383, Ancient and Modern Technology (4).....
- NTRS 357, The Changing Food Supply: Impact on Health (4).....

F '10	W '11	Sp '11	Su '11	F '11	W '12
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Social Science

- ANTH 355, Cultural Evolution and Ancient Civilizations (4).....
- (d) HIST 311, Classical Civilization and the Modern World (4).....
- (d) POLS 348, Issues in Ancient and Modern Political Thought (4).....
- (d) RELS 311, Seeking the Holy: Sacred Texts, Sacred Objects, Sacred Rituals (4).....

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Humanities

- AAAS 350, Ancient East Asian Literature and the Modern World (4).....
- CHS/ML 312, Mediterranean and Pre-Columbian Myths in Latin American Literature (4).....
- ENGL 381, Legacy of Greek and Roman Literature (4).....
- PHIL 321, Ancient Thought and Its Modern Legacy (4).....

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