GENERAL EDUCATION: The Human Community

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General Education Program: The Human Community

Program Philosophy

The General Education Program “The Human Community” is the core academic program of James Madison University. It is required of all students regardless of their major or professional program. JMU’s General Education Program seeks to educate students in ways that have been fundamental to higher education and to thinking people for centuries. The philosophy of the program promotes the cultivation of habits of the mind and heart that are essential to informed citizens in a democracy and world community. The General Education Program is committed to helping students develop their ability to reason and make ethical choices; to appreciate beauty and understand the natural and social worlds they live in; and to recognize the importance of the past and work toward a better future.

By providing a strong foundation of knowledge, skills and experiences expected of all educated people, the General Education Program prepares students to become flexible thinkers and life-long learners. This core of knowledge, skills and experiences transcends every major and professional pro-

General Education Program Goals

Knowledge

Students acquire knowledge of past and present achievements of our own and other cultures in the arts, letters and sciences; of the impact of people, institutions and communities involved in the creation, preservation and transmission of culture and of the distinctions and interconnections among disciplines. This includes knowledge of the following:

- The world’s great literary, philosophical and religious traditions.
- The historical and social context of major political, intellectual, religious, economic, scientific and cultural developments.
- The evidence, ideas and models needed to understand how people relate to each other, to institutions and to communities.
- The evidence, ideas and models to make informed and responsible judgments about the physical world.
- Major achievements in the fine arts of our own and other civilizations and the cultural, social and historical context in which they were created.
- Values, ethics and legal issues in a free society.
- The wellness issues involved in encouraging lifestyle choices necessary for sustaining health and well-being.

Skills

Students learn the skills of perception, research and investigation; the critical analyses needed to cope with problems and find solutions and the written, oral and electronic communication skills requisite to shaping ideas and transmitting them persuasively. These skills include the following abilities:

- To communicate purposefully through reading, writing, speaking and listening effectively and through the use of appropriate technology.
- To use the investigative, analytical, quantitative and critical thinking skills needed to examine alternatives and make decisions.
- To perceive and make informed aesthetic choices and analyses about the artistic use of sound, movement and images.
- To identify, locate and evaluate information sources in both traditional and electronic forms.
- To interact effectively in interpersonal and intercultural group situations.

Experiences

Students will actively engage in reflection about aesthetic and ethical concerns and the diversity of human values through experiences that transcend the limits of specialization. This is evident when students:

- Become independent, creative and self-directed learners.
- Gain an understanding of the academic community and its application to broader communities.
- Cooperate and collaborate when working with other people.
- Examine the influence of culture on one’s own perceptions and treat others with dignity, respect and civility.
gram and is essential for successful and rewarding careers and lives. The program encourages students to become active in their own education and deliberate in making good choices for themselves and in connection with others.

In a rapidly changing world, it is increasingly important that students learn how to create knowledge out of the vast amounts of available information and place that knowledge in its appropriate contexts. The role of the General Education Program is to introduce these concepts, so students understand that knowledge seldom develops in isolation, but rather within larger interactive, often competing contexts.

As students study intensively in their chosen field, they also take General Education courses in which they can come to understand how distinct disciplines look at the world from different vantage points, using different methodologies, different tools and different kinds of answers, reasons or evidence. Thus, the General Education Program and the major or professional program complement and complete each other; together they are integral and essential components of a student’s full and proper education.

**Mission**

The mission of the General Education Program is four fold:

- To graduate students who will be informed citizens, well prepared to participate in public life and public decision-making.
- To provide students with critical skills in reasoning, communication and technology that build a strong foundation for course work at JMU as well as for their lives and careers after college.
- To introduce students to core areas of knowledge that are central to the history of western civilization, including its interactions with other traditions within the global community.
- To invite students to know themselves intellectually, emotionally and physically and to consider the connections between values and behavior.

**Structure: One Package in each of Five Clusters**

The General Education Program provides fundamental knowledge and skills across the breadth of traditional disciplines so that students learn how to:

- Think and communicate effectively (Cluster One).
- Appreciate the arts and humanities as an essential component of the human experience (Cluster Two).
- Recognize the relevance of science and mathematics in the world they inhabit (Cluster Three).
- Identify ways in which political, social and economic forces shape American and global experiences (Cluster Four).
- Understand themselves both as individuals and as members of various groups in society (Cluster Five).

In each of these five clusters, students choose and complete a cross-disciplinary or sequenced set of courses called a “package.” These courses together challenge students to make connections among disciplines while satisfying all of the learning objectives of each cluster. Since every package forms a coherent and integrated body of knowledge, students must take and complete a single package of courses and may not pick and choose courses from different packages.

Because Cluster One provides the necessary college-level skills of critical thinking, technology, writing and speech, all students must meet Cluster One requirements during their first year. All students should complete Cluster Three: The Natural World by the end of their second year. If students need to defer completion of any of the Cluster One or Cluster Three requirements, they may request a deferral from the Dean of General Education.

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**Cluster One:**

**Skills for the 21st Century**

Dr. Rex Fuller, Coordinator

Cluster One is the cornerstone of the General Education program at JMU. This cluster emphasizes competencies in the areas of oral and written communication, critical thinking, technology used for interpersonal communication and information retrieval and evaluation. Competence in these areas is fundamental to general education and to subsequent study in major and professional programs. Therefore, all students complete all Cluster One requirements in their freshman year.

**Cluster One Requirements**

All students must:

- Complete GENG 101 or receive credit for it based on an AP score of 4 or 5 or receive an exemption based on a SAT II Writing score of 510 or higher. GENG 101 is a prerequisite for GENG 102 and GHS 199.
- Complete one Cluster One package.
- Demonstrate competency in information retrieval and evaluation by passing the JMU Information-Seeking Skills test.
- Demonstrate competency in basic technology skills (Tech Level I) by passing the JMU technology test.

**Cluster One Packages**

Each Cluster One package includes three integrated courses taken in one or two semesters - a second
semester of college-level writing (GENG 102 or GHIS 199), a course in basic oral communication (GCOM 121) and a third course that varies by package.

Students who enter the university with credit or a waiver for GENG 102 (AP score of 4 or 5 or a SAT II Writing score of 610 or higher) may elect to complete the two non-writing courses contained in Package A or Package B. Students choosing Package D or Package E must complete all three courses in the package without regard to previously earned writing credits.

Packages A, B and D may be taken over two semesters and may therefore be better choices for those students who have especially intensive programs such as pre-medicine, science or music. Package E courses must be taken together in a single semester.

Package A: Effective Arguments
(Courses may be completed in any order)
GCOM 121A. Basic Human Communication
GENG 102A. Reading and Composition
GPHL 120A. Critical Thinking

Package A brings together courses in writing, speaking and critical thinking. The goal of this package is to cultivate students’ abilities as readers, writers, speakers, listeners and critical thinkers by teaching them to analyze and construct competent arguments on a variety of current topics. In Package A, students will develop their speaking, listening, writing, reading and critical thinking skills by participating in activities which integrate information in each package element.

Cluster One
Learning Objectives

After completing Cluster One: Skills for the 21st Century, students should be able to

- Evaluate information sources in terms of accuracy, authority, bias and relevance in written and oral contexts.
- Use information effectively by adapting it to a communicative purpose, organizing it and acknowledging and properly documenting sources.
- Describe and employ the components of communication theories and the variables involved in the process of human communication.
- Use standard conventions of written and spoken English to communicate information and ideas, using rhetorical strategies appropriate to purpose, audience and content.
- Use oral and written communication to critically analyze thoughts, feelings, experiences and opinions.
- Display interpersonal communication skills in groups by defining problems, eliciting and recognizing member contributions, synthesizing opinions, mediating conflicts and reaching consensus.
- Demonstrate dyadic interaction skills including how to negotiate and resolve conflicts.
- Identify and employ inductive and deductive reasoning and evaluate the application of each.
- In any written or oral message, identify, paraphrase and evaluate the thesis, essential supporting evidence and assumptions, unstated assumptions and conclusions.
- Paraphrase oral and written messages to demonstrate listening and reading skills.
- Use oral and written language to create a text that includes a clear, strong and significant thesis; adequate and relevant supporting evidence; appropriate documentation and clear and valid assumptions and conclusion.
- Distinguish and analyze various forms of oral and written discourse (questions, exclamations, commands, declarative, such as description, explanation, argument) and their roles in critical thinking.
- Identify and evaluate typical fallacies in oral and written communication.
- Demonstrate the mastery of writing and speaking processes including such essential practices as invention, arrangement, revision and editing.
- Use computer technology to create a document that contains textual, tabular and graphical or pictorial elements.
- Use computers to communicate interactively both locally and globally.
- Speak publicly using presentational software and technology.
- Formulate and conduct an information search that includes a variety of reference sources, such as encyclopedias, library catalogs, indexes, bibliographies, statistics sources, government publications and resources available on the Internet.
- Demonstrate effective and appropriate self-analysis and self-directed learning skills.
Cluster Two: Learning Objectives

In Cluster Two, students read, write and think about the arts, humanities and culture; they visit historical and cultural sites, and experience art, music, theatre, dance and literature. They learn what it is to live lives enriched by reflection, imagination and creativity.

After completing Cluster Two, students should be able to

• Respond in an informed way to the form, structure and aesthetic qualities of artistic and literary works.
• Identify and analyze similarities, differences and interrelationships among the fine arts.
• Apply appropriate vocabulary and concepts for the description and analysis of artistic, literary, historical and philosophical or religious works.
• Explore interrelationships among historical events and intellectual, artistic, literary and philosophical or religious movements and works.
• Explain how artistic and literary works from past and present civilizations are individual expressions of cultural, historical and intellectual forces.
• Articulate central philosophical and religious questions and the varying responses to them within different cultures.

Package B: Critical Skills in the World of Business

(GBUS 160B and GCOM 121B must be taken together. GENG 102B may be taken separately.)

GBUS 160B. Business Decision Making in a Modern Society
GCOM 121B. Basic Human Communication
GENG 102B. Reading and Composition

Package B includes courses in writing, speaking and business decision making. Its major theme is the relationship between written communication, oral communication, technology and critical thinking, and the use of these abilities in real world business situations. In this package, students will be introduced to basic principles in business as the site of investigation for their work as writers, speakers and critical thinkers. This package would benefit non-business majors or undecided majors who wish to explore the business decision making process.

Package C: Unavailable for the 1999-2000 academic year.

Package D: Critical Skills and Historical Inquiry

(GHIS 199D and GIDS 154D must be taken together. GCOM 121D may be taken prior to or with GHIS 199D and GIDS 154D.)

GCOM 121D. Basic Human Communication
GHIS 199D. Seminar in Thinking and Writing: An Introduction to the 21st Century
GIDS 154D. Information Sources and Tools

Package D connects courses in historical writing, technology and speaking in an integrated package in which the skills of written and oral communication, critical thinking and the use of technology are developed and applied in the context of historical inquiry. Package D focuses on an analysis of issues and events drawn from recent history that will inform the coming century. Students develop speaking, listening, writing, reading and critical thinking skills as they participate in activities integrating the content of this package.

Package E: Media Literacy and Communication

(All three courses must be taken together during one semester)

GCOM 121E. Basic Human Communication
GENG 102E. Reading and Composition
GMAD 150E. Mediated Communication: Issues and Skills

Package E combines courses in speaking and listening, reading and writing, and media arts literacy to focus on the study of dynamic interdependence of speech, text and image viewed from the context of a mediated world. Emphasis is on planning, producing and interpreting messages in a particular context. Students will develop and utilize skills in combination by using writing, speaking, reading, listening, critical thinking and imaging skills to evoke personal and social impact.

Cluster Two: Arts and Humanities

Dr. Joanne A. Charbonneau, Coordinator

By studying and experiencing works of fine arts and literature and by understanding their place in cultural and intellectual history, students develop an appreciation of the human significance of the arts and humanities through history and across cultures.

Cluster Two Packages

Cluster Two packages each require three courses. These introduce students to interdisciplinary approaches to arts and humanities, those expressive forms that humans have valued as having intrinsic worth. Students complete their nine credits in a single Cluster Two package in two or three sequential semesters.
Students planning to participate in one of JMU's Studies Abroad Programs in London, Paris, Salamanca, Florence or Martinique may fulfill their Cluster Two requirements by taking three hours on campus selected from GHIS 101B, GHIS 102B, GPHL 101 or GHUM 102, plus six hours on site, including three hours in art or music and three hours in literature.

Package A: American Identities
GHUM 120. American Identities
GMUS 203. Music in America

Choose one of the following:
- GENG 247. Survey of American Literature: From the Beginning to the Civil War
- GENG 248. Survey of American Literature: From the Civil War to the Modern Period
- GENG 260. Survey of African-American Literature

Package A provides an interdisciplinary introduction to American humanities and fine arts by examining the overarching theme of how American identities came to be formed and how they change. By studying and experiencing works of literature and fine arts through integrated approaches, students will gain a deeper understanding of American culture and history. Students will explore the ways that American identities have been shaped by European influences, ideas and traditions from various other cultures and civilizations and the interconnections and tensions among the peoples who view themselves as Americans.

Package B: Arts and Letters in Context
(Choose Track I or Track II. Students must complete all three courses in one track, preferably with the GHIS course first.)

Track I: Pre-1650:
GHIS 101B. World Culture to 1650

Choose one of the following:
- GARH 205B. Survey of World Art I: Prehistoric to Renaissance
- GMUS 205B. Global Music to 18th Century

Track II: Post-1650:
GHIS 102B. World Culture since 1650

Choose one of the following:
- GARH 206B. Survey of World Art II: Renaissance to Modern
- GMUS 206B. Global Music 18th Century to Present

Choose one of the following:
- GENG 235B. Survey of English Literature: Beowulf to 18th Century
- GENG 238B. Survey of World Literature: Ancient through Renaissance
- GENG 239B. Survey of World Literature: 18th Century to Modern
- GENG 248. Survey of American Literature: From the Beginning to the Civil War

Package B provides an integrated exploration of the arts and humanities from a broad historical perspective. It links a world history course with fine arts and literature courses that provide students with the necessary historical understanding of cultural and intellectual ideas, as well as artistic expressions across a broad expanse of time and cultures. Ideas, events, literature and artistic works are cross-referenced in each course so that students are able to view them from multiple perspectives and varied disciplines.

Package C: Past Cultures and Modern Perspectives
GHUM 250. Past Culture (such as Mayan-Aztec, Ancient Greek, Medieval or Renaissance)
GHUM 251. Modern Perspectives (such as Enlightenment, Romantic or Early Modern)
GHUM 252. Cross-Cultural Perspectives (such as East Asian, West African or Native American)

Package C includes three interdisciplinary courses in which students explore the connections among the arts and humanities in three different contexts. GHUM 250 explores the arts and humanities in a major early culture. This course provides an intellectual grounding for the study of our modern world in GHUM 251, as well as a cross-cultural perspective in GHUM 252. Sections of each course will vary in content, depending on instructor; students should check the COMMENTS column in the schedule to determine the specific period or subject to be explored.

Package D: Reality and Imagination
(It is strongly recommended that students take GPHL 101 or GHUM 102 before GHUM 200.)

Choose one of the following:
- GPHL 101. Introduction to Philosophy
- GHUM 102. God, Meaning, and Morality

Choose one of the following:
- GART 200. Art in General Culture
- GTHE 210. Introduction to Theatre
- GMUS 200. Music in General Culture
- GHUM 200. Great Works

Package D offers students a philosophical and broad thematic approach to the questions that have troubled humans across cultures and through time. The first course will explore the major issues of how we know what we know, how we distinguish reality from illusion, how philosophical or religious thinkers or traditions have defined meaning and purpose in human life and how ethics and aesthetics are functions of human experience. Students should take GPHL 101 or GHUM 102 before GHUM 200 since the issues raised in the foundation course will be explored in literary texts. The readings and genres in GHUM 200 (Great Works) will vary by section, depending on instructor; students should check the COMMENTS column in the schedule to determine the specific areas or genres to be explored.

Cluster Three:
The Natural World
Dr. Richard E. Rice, Coordinator

Scientific investigations into the natural world use analytical methods to evaluate evidence, build and test models based on that evidence and develop theories. Mathematical studies of form and pattern can create a language that assists in these investi-
gations. Packages in this cluster provide students with the opportunity to develop problem-solving skills in science and mathematics at the college level. Students will be introduced to a substantial body of scientific facts, concepts, models and theories, and will also gain experience in using basic mathematics to obtain knowledge about the natural world. Each package is multidisciplinary and interdisciplinary, thereby demonstrating boundaries and connections among mathematics, the sciences and other aspects of culture.

Cluster Three Packages

All students begin a package in Cluster Three during their freshman year and should complete it by the end of their sophomore year. Some individual courses in various packages satisfy requirements in a number of major and professional programs on campus, and students are encouraged to select an appropriate package in Cluster Three on the basis of their backgrounds, interests and educational objectives. However, all packages are open to all students as long as space is available.

Package A: General Science and Mathematics

(GSCI 101A is prerequisite to GSCI 102A and 103A. Check the semester’s course schedule for possible corequisites or prerequisites for particular sections of GSCI 104A.)

Choose one of the following:
- MATH 103. The Nature of Mathematics
- MATH 107. Fundamentals of Mathematics I
- MATH 205. Introductory Calculus I
- MATH 220. Elementary Statistics
- MATH 235. Calculus I

GSCI 101A. Physics, Chemistry and the Human Experience

Choose one of the following:
- GSCI 102A. Environment: Earth
- GSCI 103A. Discovering Life
- GSCI 104A. Scientific Perspectives (may require GSCI 101A, 102A, or 103A or MATH 205 or 220 as a prerequisite or corequisite)

Students who choose MATH 235 will complete 11 credit hours in Cluster Three.

Package A provides the general undergraduate student with a survey of fundamental concepts, principles and theories in three of the four natural sciences (physics, chemistry and geology or biology) in the General Education Program.

Learning Objectives

After completing Cluster Three: The Natural World, students should be able to meet the following objectives grouped under three learning goals:

Learning Goal: To understand the role of mathematics and science in interpreting the natural world and to understand the importance of these disciplines in society.

- Identify the characteristics that distinguish mathematics and science from each other and from other ways of obtaining knowledge.
- Demonstrate an understanding of the nature of mathematical truth and scientific knowledge.
- Demonstrate an understanding of the role of theories in science as unifying principles that explain observations and make predictions.
- Demonstrate an understanding of the role of aesthetics in mathematics.
- Demonstrate an understanding of the interdependence of applied research, basic research and technology, and how each can benefit society.
- Illustrate how developments in mathematics and science can raise important ethical issues.
- Illustrate the interdependence of social forces and the fields of mathematics and science.

Learning Goal: To apply mathematical and scientific concepts to understand the natural world.

- Design and execute experiments to solve problems or test hypotheses.
- Obtain, organize, analyze, interpret and present data.
- Interpret data and statistical arguments presented in tables and graphical displays.
- Discriminate between association and causation, and identify the types of evidence needed to establish causation.
- Formulate a hypothesis and identify relevant variables necessary to test that hypothesis.
- Use mathematics as an abstract language to analyze natural phenomena.
- Use graphical, symbolic and numerical methods to make mathematical and statistical arguments.
- Demonstrate an understanding of theories and models that describe natural phenomena.

Learning Goal: To evaluate mathematical and scientific arguments at a level commonly encountered by informed citizens.

- Evaluate the use of scientific, mathematical and statistical arguments in the analysis of public policy issues.
- Locate, evaluate and select reliable resources to learn about scientific developments.
an integrated sequence. Students may begin with one of the five possible math courses, chosen on the basis of the student’s proficiency and major requirements, or with GSCI 101A. The two courses may be taken during the same semester or in either order. GSCI 101A exposes students to the basic methods and content of both physics and chemistry at a level appropriate to the typical beginning undergraduate. Building on this foundation, students next take either a geologically or a biologically based course that presents basic principles in the particular science and also examines relationships between some geological processes and life on Earth. GSCI 104A provides students with the opportunity to choose from a wide variety of scientific topics and to participate in problem-solving activities in a small-group setting. Students should check the COMMENTS column in the particular semester’s course schedule for specific content of GSCI 104A and for possible corequisites or prerequisites.

Package B: Living Systems and the Environment: From Cell to Globe

(GIST 141B is a corequisite to GIST 112B. GIST 112B is prerequisite to GIST 111B.)

GIST 111B. Issues in Science and Technology: Living Systems
GIST 112B. Environmental Issues in Science and Technology
GIST 141B. Analytical Methods I

Package B focuses on some important scientific and technological issues facing modern society. Issues ranging from global warming to bio-diversity to the rise and threat of infectious diseases are covered, along with the scientific basis and mathematical reasoning behind them. This package is unique in that the science and mathematics needed to address these issues are woven together throughout the sequence. Students completing the package take three courses over two semesters. First, students take GIST 112 and GIST 141 concurrently. These two courses integrate the science related to several important issues concerning the environment with some of the basic mathematics and statistics through joint projects and laboratory assignments. The mathematics begins at the pre-calculus level and progresses through introductory statistics and the beginnings of calculus. In the second semester, students take GIST 111B, which covers the rise and threat of infectious disease, the human genome project and the development of genetic engineering within the context of modern microbiology and genetics. Throughout this package, students have numerous opportunities for learning through hands-on field exercises and laboratory experiments.

Package C: Health Issues

(Courses to be taken in this sequence)
MATH 220. Elementary Statistics
CHEM 120. Concepts of Chemistry
The age of the Earth. The package integrates aspects of geology, meteorology, oceanography and biology, with human beings as an integral part of the system. GMTH 115E, which must be taken as a corequisite with GSCI 115E, provides the mathematical tools and skills required in the other two courses. GSCI 115E explores the Earth’s dynamic equilibrium, which has existed for billions of years, with the cycling of matter, including gases and energy through a set of complex reservoirs (atmosphere, hydrosphere, biosphere, solid Earth and the near-space environment). GSCI 116E focuses on humans as part of the biological and physical world by examining how human evolution has been affected by environmental phenomena, how human biological variation is shaped by the different environments in which humans live and how humans have biological relationships with other species.

Package D: Advanced Science and Mathematics
(Courses to be taken in this sequence)

Choose one of the following:
- MATH 205. Introductory Calculus I
- MATH 220. Elementary Statistics
- MATH 235. Calculus I

CHEM 131 and 131L. General Chemistry I (May be taken in the same semester as the mathematics course.)

Choose one of the following:
- BIO 130. General Botany
- GEO 110. Physical Geology
- PHYS 140 and 140L College Physics I
- PHYS 240 and 140L University Physics I

Students who choose MATH 235 will complete 12 credit hours in Cluster Three.

The courses in Package D provide the most in-depth introduction to science and mathematics in Cluster Three. Students may choose from among the three mathematics courses on the basis of their skill level and major requirements. The chemistry courses, both lecture and laboratory, examine the fundamental principles and laws of chemistry with applications to the health sciences. BIO 270 explores the functions of the major body systems and provides students with an opportunity to participate in scientific problem solving in a small-group setting.

Package E: Humans and the Earth Environment
(GMTH 115E and GSCI 115E are corequisites. GSCI 115E is prerequisite to GSCI 116E.)

GMTH 115E. Environmental Mathematics
GSCI 115E. Earth Systems, Cycles, and Human Impacts
GSCI 116E. Human Ecology

Package E introduces students to ecology and earth science and the specific ways that humans influence and are influenced by the environment. Earth is viewed as a single system in which processes occur at time scales ranging from seconds to the age of the Earth. The package integrates aspects
Cluster Four:
Social and Cultural Processes
Dr. William Boyer, Coordinator

Rapid changes are taking place in today's world that are transforming our lives. In order to make informed judgments about the causes of these changes, their underlying dynamics and the implications they hold for the future, students must become critical thinkers about their own societies and the larger global community. Students must learn how to frame questions, develop strategies of inquiry, build upon past scholarship and make connections between distinct disciplines of study. Cluster Four courses help students develop these capabilities through an examination of the key social and cultural processes and structures that shape the human experience. Students will take one course that focuses on the American experience and one course that examines the global experience.

Cluster Four Package
The American Experience

Each of the American Experience courses provides students with an understanding of the major themes and concepts that structure American life today. GHIS 225 does so through a contextual and document-based study of the American historical experience. Emphasis is placed on understanding the interaction of people, ideas and social movements. GPOS 225 focuses more narrowly on the evolution and operation of the American political system in presenting major themes and concepts. It does so by examining the fundamental principles on which American political institutions are based and using social science research methodology to examine competing claims about the current functioning of the American political system.

Choose one of the following:
GHIS 225. U.S. History
GPOS 225. The American Political System

The Global Experience

Each of the courses in the Global Experience is an investigation into a series of global issues that are of great importance to the human community. Topics discussed will vary from course to course. These global issues are examined in a systemic context that allows students to see connections between disciplines and the multidisciplinary nature of the issues they are studying.

Choose one of the following:
GANT 195. Cultural Anthropology
GECO 200. Macroeconomics
GGEO 200. Geography: The Global Dimension
GPOS 200. Global Politics
GSOC 210. Social Issues in a Global Context

Cluster Four Learning Objectives

American Experience
Students completing this part of Cluster Four will be able to identify, conceptualize and evaluate:
- Social and political processes and structures using quantitative and qualitative data
- Key primary sources relating to American history, political institutions and society
- The nature and development of the intellectual concepts that structure American political activity
- The history and operation of American democratic institutions
- The history and development of American society
- The history and development of American involvement in world affairs

Global Experience
Students completing this part of Cluster Four will be able to identify, conceptualize and evaluate:
- Basic global problems
- Global political, social, cultural and economic systems
- The issues involved in analyzing societies different from one's own
- The global forces that shape societies
- Theoretical models used in studying global problems
- The strengths and limitations of alternative solutions to global problems across and within cultures
Cluster Five: Individuals in the Human Community
Dr. Herbert K. Amato, Coordinator

Through studying the many variables that influence human behavior in contemporary society, students gain an understanding of the relationship between the individual and a diverse community and develop a sense of responsibility for self and community. Students explore how individuals develop and function in the social, psychological, emotional, physical and spiritual dimensions.

Cluster Five Packages

In Cluster Five packages, students learn about themselves as individuals and as members of different communities. The courses within this six credit-hour cluster are taken in two sequential semesters or concurrently, depending on the makeup of the package.

Package A: Individual and Community Wellness
(Courses may be taken concurrently or separately in either order.)

GHTH 100A. Personal Wellness
Choose one psychology course:
GPSY 101. General Psychology
GPSY 160. Life Span Human Development

Package A uniquely examines the total mind-body connection by combining study in psychology, human development and individual overall wellness. A key feature in this package is the Wellness Passport, an activity that provides students with opportunities to explore themselves and their relationship to a larger community. Students participate in several JMU sponsored activities, programs and services intended to enhance their intellectual, physical, emotional, social, spiritual and occupational dimensions of wellness. Students will explore aspects of their belief systems, self-identity and assumptions about others, as well as examine factors that affect their own and others’ behavior and thought processes.

Package B: Individual Health and Wellness
(Courses may be taken concurrently or individually, in any order.)

GKIN 100B. Lifetime Fitness and Wellness
Choose one of the following:
GPSY 101. General Psychology
GPSY 160. Life Span Human Development

The focus of Package B is on the student, a living changing human being. In this package, students will explore the dimensions of the human condition; the physical, social, psychological, emotional and spiritual attributes that combine to make each individual unique. Investigating life cycles, students have opportunities to contemplate and shape the qualities that humans consider important in a personal lifelong plan. Students study the nature of social relationships and reflect on the personal responsibility to the various communities within which human beings function throughout life (family, work, social). In combining cognitive and active learning, students are required to participate in physical activities designed to enhance their wellness. In addition, students will explore psychological aspects of their belief systems, self-identity and assumptions about others. They examine factors that affect their own and others’ behavior and thought processes.

Cluster Five Learning Objectives

After completing Cluster Five: Individuals in the Human Community, students should be able to:

- Explore assumptions that people hold about others.
- Describe how diversity affects collaboration with others.
- Actively explore programs and projects involving collaboration with others.
- Apply different values to particular situations to explore possible courses of actions.
- Identify the components of one’s own belief system and the assumptions underlying it.
- Examine one’s own identity and abilities and how they relate to confidence in self.
- Describe ways in which both heredity and environment influence human development and individual behavior.
- Describe theories of human development and behavior.
- Discuss the interrelationships among individual behavior, institutional and civic interest.
- Examine one’s own personal behaviors related to health and wellness.
- Identify the dimensions of wellness and describe the impact of heredity, environment and personal choices on individual well being.
- Assess one’s state of overall wellness, interpret the information, develop and implement a wellness plan.
- Use reputable resources to evaluate current trends in health and social behavior.
Package C: Individual and Community Perspectives

(GEIC 101C is prerequisite to GEIC 102C.)

GEIC 101C. Individuals in the Human Community I: The Individual Perspective

GEIC 102C. Individuals in the Human Community II: The Community Perspective

This package consists of two interdisciplinary courses that provide an integrated exploration of human development, individual and community health and wellness, group and family dynamics, community development, social responsibility and change, conflict analysis and mediation and leadership and citizenship. The first course addresses these concepts in the context of the developing individual, small group and family while the second course focuses on complex organizations, institutions and community. Course content is taught using a seminar approach with dynamic, practical, experiential learning opportunities directed toward increasing self-awareness and empowerment.