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Where Innovation Is Tradition

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2011-2012 University Catalog

University General Education

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Rick Davis, Associate Provost for Undergraduate Education
 Office of the Provost
 Phone: 703-993-8722
 Web: provost.gmu.edu/gened/

All undergraduates seeking a baccalaureate degree must complete the University General Education Program requirements. Additional requirements for specific degree programs can be found in the college or school chapters of this catalog.

Life, Liberty, and the Pursuit of Happiness: A Rationale for General Education at George Mason University

"Life, liberty, and the pursuit of happiness"—this ringing phrase from the Declaration of Independence makes a fine statement about the ideals of general education (or, as it is more classically called, liberal education) as we strive to articulate it at Mason. Let's take the three parts of Thomas Jefferson's affirmation of humanity's "unalienable rights" and see how they apply to the goals of a general, or liberal, education.

Life. A liberal education prepares us for life's unpredictable, fascinating journey. One sobering truth about formal learning is that no matter how many courses we take or degrees we earn, we can't master every skill and possess every piece of knowledge that we need to succeed in a dynamic world. A liberal education proposes that the highest value of the college experience is the development of our ability to continue learning, adapting, creating, and responding to an ever-changing society and career environment. A liberal education turns out to be the most practical of all because it never goes out of date; the habits of mind it fosters help us to stay current with our careers and the life of our times.

Liberty. A liberal education takes its name from this part of Jefferson's phrase: the root word for both the concept we so cherish and the education we practice is the Latin *liber*, "free." This kind of education offers to increase our freedom—of thought and action, from prejudice and ignorance. It is the foundation stone of citizenship as Jefferson and his contemporaries envisioned that notion, a liberty built on rights, responsibilities, and respect for differences. A liberally educated person feels free to seek knowledge and wisdom from across the whole spectrum of human experience—free to challenge the assumptions of the past and also, after critical consideration, to accept them.

The pursuit of happiness. The liberal arts tradition provides tools for the pursuit of a happier, more fulfilled life. The definition of happiness is personal: for some, an appreciation of "the best that has been thought and said"—or composed, constructed, painted, danced, or acted—is a necessary condition for happiness. For others, it might be an understanding of the wonder of the natural universe, the ability of humans to create marvelous new inventions, or the complexities of the social fabric in an increasingly borderless world. For still others, it is a call to serve one's community and world in large and small ways, acting for the betterment of humanity. For most, it is some combination of the above. No matter the specifics; a liberal education offers the joy of discovery and the satisfaction of engagement with the largest questions of our time—and all time.

At Mason, we have created several distinctive ways to experience the excitement and gain the value of liberal education: the University General Education Program, detailed in the following pages; [New Century College's](#) Cornerstones program; and, for a small group of outstanding students, the [Honors College](#). Though their approaches differ, as befits the creative spirit and diverse nature of our University, they are united in their commitment to the ideals of Life, Liberty, and the Pursuit of Happiness.

Category Goals and Requirements

Foundation Requirements

Foundation requirements help ensure that students master the tools and techniques necessary to succeed in college and throughout their lives and careers. These courses emphasize skills—in writing, speaking, and working with numbers and technology—that can be applied to any major field of study and career goal.

Written communication goal: Students develop the ability to use written communication as a means of discovering and expressing ideas and meanings; in short, employing writing as a way of thinking. Students begin this process at the fundamental level in English 101 (100 for ESL students) and build higher-level skills in English 302. Writing will be emphasized in many courses throughout a student's career, and at least one course in every student's major is designated "writing intensive."

- Required: English 101 (or 100), 302, and an approved writing-intensive course in the major.

Oral communication goal: Students develop the ability to use oral communication as a way of thinking and learning, as well as sharing ideas. Courses provide opportunities for students to express themselves in public or group settings, apply critical-thinking skills to public messages, and gain understanding of the cultural, psychological, political, and practical significance of communication, with a special emphasis on the role of communication in a free society.

- Required: One approved course. Students will be expected to continue developing oral communication skills in additional general education courses as appropriate.

Quantitative reasoning goal: Students develop the ability to use and critically evaluate numerical information and create and critique logical arguments using quantitative reasoning. Courses are intended to give students the capability to reason quantitatively through the examination of important problems and ideas. Students must take a placement exam to determine their proficiency before attempting the mathematics courses that satisfy this requirement. Those who demonstrate basic proficiency must satisfy this requirement with MATH 106. Those who demonstrate a higher proficiency may choose from among an approved set of courses that develop quantitative reasoning.

- Required: MATH 106, or if the student has achieved an appropriate placement score on quantitative skills, one of the following: MATH 108, 110, 111, 113, 115, or 125; or STAT 250. (Students are assumed to have achieved satisfactory completion of the high school math required for admission.)

Information technology goal: Almost no area of academic, professional, or personal life is untouched by the information technology revolution. Success in college and beyond requires computer and information literacies that are flexible enough to change with a changing IT environment and adaptable to new problems and tasks.

The purpose of the information technology requirement is to ensure that students achieve an essential understanding of information technology infrastructure encompassing systems and devices; learn to make the most of the Web and other network resources; protect their digital data and devices; take advantage of latest technologies; and become more sophisticated technology users and consumers.

Courses meeting the "IT only" requirement must address learning outcomes 1 and 2, and one additional outcome. Courses

meeting "IT with Ethics component" must address outcomes 1, 2, 3, and 5. Courses meeting the only IT Ethics component must address outcomes 3 and 5.

1. Students will be able to use technology to locate, access, evaluate, and use information, and appropriately cite resources from digital/electronic media.
 2. Students will understand the core IT concepts in a range of current and emerging technologies and learn to apply appropriate technologies to a range of tasks.
 3. Students will understand many of the key ethical, legal and social issues related to information technology and how to interpret and comply with ethical principles, laws, regulations, and institutional policies.
 4. Students will demonstrate the ability to communicate, create, and collaborate effectively using state-of-the-art information technologies in multiple modalities.
 5. Students will understand the essential issues related to information security, how to take precautions and use techniques and tools to defend against computer crimes.
- Required: One approved 3-credit course that meets all IT requirements, or completion of an appropriate combination of courses, proficiency exams, and modules.

Core Requirements

Core requirements help ensure that students become acquainted with the broad range of intellectual domains that contribute to a liberal education. By experiencing subject matter and ways of knowing in a variety of fields, students will be better able to synthesize new knowledge, respond to fresh challenges, and meet the demands of a complex world.

Literature goal: Courses aim to achieve a majority of the following learning outcomes: students will be able to read for comprehension, detail, and nuance; identify the specific literary qualities of language as employed in the texts they read; analyze the ways specific literary devices contribute to the meaning of a text; identify and evaluate the contribution of the social, political, historical, and cultural contexts in which a literary text is produced; and evaluate a critical argument in others' writing as well as one's own.

- Required: One approved course.

Arts goal: Courses aim to achieve a majority of the following learning outcomes: students will be able to identify and analyze the formal elements of a particular art form using vocabulary appropriate to that form; demonstrate an understanding of the relationship between artistic technique and the expression of a work's underlying concept; analyze cultural productions using standards appropriate to the form and cultural context; analyze and interpret material or performance culture in its social, historical, and personal contexts; and engage in the artistic process, including conception, creation, and ongoing critical analysis.

- Required: One approved course.

Natural science goal: Courses provide an understanding of natural science by addressing the critical approach of the scientific method, relation of theory and experiment, use of quantitative and qualitative information, and development and elaboration of major ideas in science.

- Required: Two approved science courses. At least one course will include laboratory experience.

Western civilization/world history goal: Courses aim to achieve a majority of the following learning outcomes: students will be able to demonstrate familiarity with the major chronology of Western civilization or world history; demonstrate the ability to narrate and explain long-term changes and continuities in Western civilization or world history; identify, evaluate, and appropriately cite online and print resources; develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretation of historical events; communicate effectively—through speech, writing, and use of digital media—their understanding of patterns, process, and themes in the history of Western civilization or the world.

- Required: One approved course.

Global understanding goal: Courses aim to achieve a majority of the following learning outcomes: develop understanding of global patterns and processes and their interaction with society; demonstrate understanding of the interconnectedness, difference, and diversity of a global society; identify, evaluate and properly cite resources appropriate to the field, such as audio/visual/online/print materials, or artifacts; apply awareness of global issues to a consideration of individual or collective responsibilities within a global society; and devise analytical, practical, or creative responses to global problems or issues.

- Required: One approved course.

Social and behavioral sciences goal: Courses aim to achieve a majority of the following learning outcomes: Demonstrate understanding of key concepts, terminology, principles or theories within the field; demonstrate understanding of methodological approaches appropriate to the field; identify, evaluate and properly cite resources appropriate to the field, such as audio/visual/online/print materials, or artifacts; explain how individuals, groups or institutions are influenced by contextual factors as appropriate to the field; and use appropriate methods to apply social and behavioral science concepts, terminology, principles, or theories to significant issues.

- Required: One approved course.

Synthesis Requirement

Synthesis goal: The purpose of the synthesis course is to provide students with the opportunity to synthesize the knowledge, skills and values gained from the general education curriculum. Synthesis courses strive to expand students' ability to master new content, think critically, and develop life-long learning skills across the disciplines. While it is not feasible to design courses that cover "all" areas of general education, synthesis courses should function as a careful alignment of disciplinary goals with a range of general education learning outcomes.

A general education synthesis course must address outcomes 1 and 2, and at least one outcome under 3. Upon completing a synthesis course, students will be able to:

1. Communicate effectively in both oral and written forms, applying appropriate rhetorical standards (e.g., audience adaptation, language, argument, organization, evidence, etc.)
2. Using perspectives from two or more disciplines, connect issues in a given field to wider intellectual, community or societal concerns
3. Apply critical thinking skills to:
 - a. Evaluate the quality, credibility and limitations of an argument or a solution using appropriate evidence or resources, OR,
 - b. Judge the quality or value of an idea, work, or principle based on appropriate analytics and standards

- Required: One approved course.

Writing-Intensive Course Requirement

As part of the university's commitment to student writers in all undergraduate programs, at least one upper-division course in each major has been designated as fulfilling the "writing intensive" (WI) requirement. While other courses in the major may require written projects, teachers of the designated WI courses will devote class time to instruction on how to complete assignments successfully, assign and grade a minimum of 3500 words, provide constructive feedback on drafts, and allow revision of at least one graded assignment. See the description of each major for the specific course or courses that fulfill the WI requirement.

Approved General Education Courses

The course list reflects approved courses as of press time. For the most current list, go to provost.gmu.edu/gened/approved-course-listing/

Foundation Requirements

Written communication (6 credits: 3 lower, 3 upper)

- [ENGH 100 - Composition for Non-native Speakers of English](#) Credits: 4
- or
- [ENGH 101 - Composition](#) Credits: 3
- [ENGH 302 - Advanced Composition](#) Credits: 3

Oral communication (3 credits)

- [COMM 100 - Public Speaking](#) Credits: 3
- or
- [COMM 101 - Interpersonal and Group Interaction](#) Credits: 3

Information technology (all)

- [ANTH 395 - Work, Technology, and Society: An IT Perspective](#) Credits: 3
- [CDS 130 - Computing for Scientists](#) Credits: 3
- [CHEM 350 - Computer Techniques for Chemistry](#) Credits: 3
- [CRIM 300 - Research Methods and Analysis](#) Credits: 4
- [ENGR 117 - Information Technology for Engineering](#) Credits: 3
- [GOVT 300 - Research Methods and Analysis](#) Credits: 4
- [IT 103 - Introduction to Computing](#) Credits: 3
- [MUSI 415 - Music in Computer Technology](#) Credits: 3

Information technology (all except ethics)

- [AVT 180 - New Media in the Creative Arts](#) Credits: 3
- [CS 112 - Introduction to Computer Programming](#) Credits: 4
- [PHYS 251 - Introduction to Computer Techniques in Physics](#) Credits: 3

(these must be taken in sequence)

- [PSYC 300 - Statistics in Psychology](#) Credits: 4
- [PSYC 301 - Research Methods in Psychology](#) Credits: 3
- [PSYC 372 - Physiological Psychology](#) Credits: 3
- [SOCL 410 - Social Surveys and Attitude and Opinion Measurements](#) Credits: 3

Information technology (ethics only)

- [CDS 151 - Data Ethics in an Information Society](#) Credits: 1
- [CS 105 - Computer Ethics and Society](#) Credits: 1
- [ENGR 107 - Introduction to Engineering](#) Credits: 2
- [ENGR 401 - Professional Practice and Management in Engineering](#) Credits: 1

- [IT 304 - IT in the Global Economy](#) Credits: 3
- [PHIL 112 - Ethics and the Cybersociety](#) Credits: 1

Quantitative reasoning (3 credits)

- [MATH 106 - Quantitative Reasoning](#) Credits: 3
- [MATH 108 - Introductory Calculus with Business Applications](#) Credits: 3
- [MATH 110 - Introductory Probability](#) Credits: 3
- [MATH 111 - Linear Mathematical Modeling](#) Credits: 3
- [MATH 113 - Analytic Geometry and Calculus I](#) Credits: 4
- [MATH 115 - Analytic Geometry and Calculus I \(Honors\)](#) Credits: 4
- [MATH 125 - Discrete Mathematics I](#) Credits: 3
- [STAT 250 - Introductory Statistics I](#) Credits: 3

Core Requirements

Literature (3 credits)

- [ARAB 325 - Major Arab Writers/Stories](#) Credits: 3
- [CHIN 310 - Survey of Chinese Literature](#) Credits: 3
- [CHIN 311 - Modern Chinese Literature in Translation](#) Credits: 3
- [CHIN 325 - Major Chinese Writers](#) Credits: 3
- [CHIN 328 - Asian American Women Writers](#) Credits: 3
- [CLAS 250 - Classical Mythology](#) Credits: 3
- [CLAS 260 - The Legacy of Greece and Rome](#) Credits: 3
- [CLAS 340 - Greek and Roman Epic](#) Credits: 3
- [CLAS 350 - Greek and Roman Tragedy](#) Credits: 3
- [CLAS 360 - Greek and Roman Comedy](#) Credits: 3
- [CLAS 380 - Greek and Roman Novels](#) Credits: 3
- [ENGH 201 - Reading and Writing about Texts](#) Credits: 3
- [ENGH 202 - Texts and Contexts](#) Credits: 3
- [ENGH 203 - Western Literary Tradition](#) Credits: 3
- [ENGH 204 - Western Literary Traditions](#) Credits: 3
- [FREN 325 - Major French Writers](#) Credits: 3
- [FREN 329 - Problems of Western Civilization in French Literature](#) Credits: 3
- [FRLN 330 - Topics in World Literature](#) Credits: 3
- [GERM 325 - Major Writers](#) Credits: 3
- [ITAL 325 - Major Italian Writers](#) Credits: 3
- [PHIL 253 - Philosophy and Literature](#) Credits: 3
- [RELI 235 - Religion and Literature](#) Credits: 3
- [RUSS 325 - Major Russian Writers](#) Credits: 3
- [RUSS 326 - A Survey of Russian Literature](#) Credits: 3
- [RUSS 327 - A Survey of Russian Literature](#) Credits: 3
- [SPAN 325 - Major Hispanic Writers](#) Credits: 3

Arts (3 credits)

- [ARTH 101 - Introduction to the Visual Arts](#) Credits: 3
- [ARTH 102 - Symbols and Stories in Art](#) Credits: 3
- [ARTH 103 - Introduction to Architecture](#) Credits: 3
- [ARTH 200 - Survey of Western Art](#) Credits: 3
- [ARTH 201 - Survey of Western Art](#) Credits: 3
- [ARTH 203 - Survey of Asian Art](#) Credits: 3

- [ARTH 204 - Survey of Latin American Art](#) Credits: 3
- [ARTH 321 - Greek Art and Archaeology](#) Credits: 3
- [ARTH 322 - Roman Art and Archaeology](#) Credits: 3
- [ARTH 324 - From Alexander the Great to Cleopatra: The Hellenistic World](#) Credits: 3
- [ARTH 333 - Early Christian and Byzantine Art](#) Credits: 3
- [ARTH 334 - Western Medieval Art](#) Credits: 3
- [ARTH 335 - Arts of Medieval England](#) Credits: 3
- [ARTH 340 - Early Renaissance Art in Italy, 1300-1500](#) Credits: 3
- [ARTH 341 - Northern Renaissance Art](#) Credits: 3
- [ARTH 342 - High Renaissance Art in Italy, 1480-1570](#) Credits: 3
- [ARTH 344 - Baroque Art in Italy, France, and Spain, 1600-1750](#) Credits: 3
- [ARTH 345 - Northern Baroque Art, 1600-1750](#) Credits: 3
- [ARTH 360 - Nineteenth-Century European Art](#) Credits: 3
- [ARTH 362 - Twentieth-Century European Art](#) Credits: 3
- [ARTH 372 - Studies in 18th- and 19th-Century Art of the United States](#) Credits: 3
- [ARTH 373 - Studies in 20th-Century Art of the United States](#) Credits: 3
- [ARTH 376 - Twentieth-Century Latin American Art](#) Credits: 3
- [AVT 103 - Introduction to the Artist's Studio](#) Credits: 3
- [AVT 104 - Studio Fundamentals I](#) Credits: 4
- [AVT 215 - Typography](#) Credits: 4
- [AVT 222 - Drawing I](#) Credits: 4
- [AVT 232 - Painting I](#) Credits: 4
- [AVT 243 - Printmaking I](#) Credits: 4
- [AVT 252 - Fundamentals of Photography](#) Credits: 4
- [AVT 253 - Introduction to Digital Photography](#) Credits: 4
- [AVT 262 - Sculpture I](#) Credits: 4
- [AVT 272 - Interdisciplinary Arts](#) Credits: 4
- [DANC 101 - Dance Appreciation](#) Credits: 3
- [DANC 119 - Dance in Popular Culture: Afro-Latino Dance](#) Credits: 3
- [DANC 125 - Beginning Modern Dance](#) Credits: 3
- [DANC 131 - Beginning Jazz Technique](#) Credits: 3
- [DANC 145 - Beginning Ballet](#) Credits: 3
- [DANC 161 - Beginning Tap Dance](#) Credits: 3
- [DANC 225 - Beginning Intermediate Modern Dance](#) Credits: 3
- [DANC 231 - Intermediate Jazz Technique](#) Credits: 3
- [DANC 245 - Beginning Intermediate Ballet](#) Credits: 3
- [DANC 301 - What is Dance?](#) Credits: 3
- [DANC 390 - Dance History: Pre-Twentieth Century](#) Credits: 3
- [DANC 391 - Dance History: Twentieth Century](#) Credits: 3
- [ENGL 372 - Introduction to Film](#) Credits: 3
- [ENGL 396 - Introduction to Creative Writing](#) Credits: 3
- [GAME 101 - Introduction to Game Design](#) Credits: 3
- [MUSI 100 - Fundamentals of Music](#) Credits: 3
- [MUSI 101 - Introduction to Classical Music](#) Credits: 3
- [MUSI 102 - Popular Music in America](#) Credits: 3
- [MUSI 107 - The Development of Jazz](#) Credits: 3
- [MUSI 301 - Music in Motion Pictures](#) Credits: 3
- [MUSI 302 - American Musical Theater](#) Credits: 3
- [MUSI 380 - Wind Symphony](#) Credits: 1

- [MUSI 381 - University Chorale](#) Credits: 1
- [MUSI 382 - Piano Ensemble](#) Credits: 1
- [MUSI 383 - Symphonic Band](#) Credits: 1
- [MUSI 384 - Symphonic Chorus](#) Credits: 1
- [MUSI 385 - Chamber Singers](#) Credits: 1
- [MUSI 387 - Symphony Orchestra](#) Credits: 1
- [MUSI 389 - Jazz Ensemble](#) Credits: 1
- [MUSI 485 - Chamber Ensembles](#) Credits: 1
- [PHIL 156 - What Is Art?](#) Credits: 3
- [THR 101 - Theatrical Medium](#) Credits: 3
- [THR 150 - Drama, Stage, and Society I](#) Credits: 3
- [THR 151 - Drama, Stage, and Society II](#) Credits: 3
- [THR 210 - Acting I](#) Credits: 3
- [THR 230 - Introduction to Technical Theater](#) Credits: 3
- [THR 395 - Theater as the Life of the Mind](#) Credits: 3
- [THR 411 - Directing on Screen](#) Credits: 3
- [THR 412 - Performance on Screen](#) Credits: 3

Western civilization/world history (3 credits)

- [HIST 100 - History of Western Civilization](#) Credits: 3
- or
- [HIST 125 - Introduction to World History](#) Credits: 3

Social and behavioral science (3 credits)

- [AFAM 200 - Introduction to African American Studies](#) Credits: 3
- [ANTH 114 - Introduction to Cultural Anthropology](#) Credits: 3
- [ANTH 120 - Unearthing the Past: Prehistory, Culture and Evolution](#) Credits: 3
- [ANTH 135 - Becoming Human: Evolution, Cognition, and Culture](#) Credits: 3
- [ANTH 396 - Issues in Anthropology: Social Sciences](#) Credits: 3
- [CONF 101 - Conflict and Our World](#) Credits: 3
- [CONS 410 - Human Dimensions in Conservation](#) Credits: 3
- [CRIM 100 - Introduction to Criminal Justice](#) Credits: 3
- [ECON 100 - Economics for the Citizen](#) Credits: 3
- [ECON 103 - Contemporary Microeconomic Principles](#) Credits: 3
- [ECON 104 - Contemporary Macroeconomic Principles](#) Credits: 3
- [ECON 105 - Environmental Economics for the Citizen](#) Credits: 3
- [ECON 110 - Introduction to Economic Science](#) Credits: 2
- [ECON 111 - Laboratory Methods in Economics](#) Credits: 1 (110 and 111 must be taken in sequence)
- [EDUC 372 - Human Development, Learning, and Teaching](#) Credits: 3
- [GGS 103 - Human Geography](#) Credits: 3
- [GOVT 101 - Democratic Theory and Practice](#) Credits: 3
- [GOVT 103 - Introduction to American Government](#) Credits: 3
- [HEAL 230 - Introduction to Health Behavior](#) Credits: 3
- [HIST 121 - Formation of the American Republic](#) Credits: 3
- [HIST 122 - Development of Modern America](#) Credits: 3
- [PSYC 100 - Basic Concepts in Psychology](#) Credits: 3
- [PSYC 211 - Developmental Psychology](#) Credits: 3
- [PSYC 231 - Social Psychology](#) Credits: 3
- [SOCL 101 - Introductory Sociology](#) Credits: 3

- [SOM 100 - Business in American Society](#) Credits: 3
- [TOUR 311 - Women and Tourism](#) Credits: 3
- [WMST 200 - Introduction to Women and Gender Studies](#) Credits: 3

Global understanding (3 credits)

- [ANTH 302 - Peoples and Cultures of Latin America](#) Credits: 3
- [ANTH 304 - Peoples and Cultures of the Pacific](#) Credits: 3
- [ANTH 306 - Peoples and Cultures of Island Asia](#) Credits: 3
- [ANTH 307 - Ancient Mesoamerica](#) Credits: 3
- [ANTH 308 - Peoples and Cultures of the Middle East](#) Credits: 3
- [ANTH 309 - Peoples and Cultures of India](#) Credits: 3
- [ANTH 311 - Peoples and Cultures of Mainland Southeast Asia](#) Credits: 3
- [ANTH 312 - Political Anthropology](#) Credits: 3
- [ANTH 313 - Myth, Magic, and Mind](#) Credits: 3
- [ANTH 331 - Refugees](#) Credits: 3
- [ANTH 332 - Cross-cultural perspectives on globalization](#) Credits: 3
- [ANTH 385 - Gender, Class, and Ethnicity in Latin America](#) Credits: 3
- [ARTH 319 - Art and Archaeology of the Ancient Near East](#) Credits: 3
- [ARTH 320 - Art of the Islamic World](#) Credits: 3
- [ARTH 380 - African Art](#) Credits: 3
- [ARTH 382 - Arts of India](#) Credits: 3
- [ARTH 383 - Arts of Southeast Asia](#) Credits: 3
- [ARTH 384 - Arts of China](#) Credits: 3
- [ARTH 385 - Arts of Japan](#) Credits: 3
- [ARTH 386 - The Silk Road](#) Credits: 3
- [CEIE 100 - Environmental Engineering around the World](#) Credits: 3
- [COMM 305 - Foundations of Intercultural Communication](#) Credits: 3
- [COMM 456 - Comparative Mass Media](#) Credits: 3
- [CRIM 405 - Law and Justice around the World](#) Credits: 3
- [DANC 118 - World Dance](#) Credits: 3
- [DANC 318 - Global Perspectives: World Dance Forms](#) Credits: 3
- [ECON 360 - Economics of Developing Areas](#) Credits: 3
- [ECON 361 - Economic Development of Latin America](#) Credits: 3
- [ECON 362 - African Economic Development](#) Credits: 3
- [ECON 380 - Economies in Transition](#) Credits: 3
- [ECON 390 - International Economics](#) Credits: 3
- [ENGL 362 - Global Voices](#) Credits: 3
- [ENGL 366 - The Idea of a World Literature](#) Credits: 3
- [GCH 205 - International Health](#) Credits: 3
- [GGS 101 - Major World Regions](#) Credits: 3
- [GLOA 101 - Introduction to Global Affairs](#) Credits: 3
- [GOVT 132 - Introduction to International Politics](#) Credits: 3
- [GOVT 133 - Introduction to Comparative Politics](#) Credits: 3
- [HIST 130 - History of the Modern Global System](#) Credits: 3
- [HIST 251 - Survey of East Asian History](#) Credits: 3
- [HIST 252 - Survey of East Asian History](#) Credits: 3
- [HIST 261 - Survey of African History](#) Credits: 3
- [HIST 262 - Survey of African History](#) Credits: 3
- [HIST 271 - Survey of Latin American History](#) Credits: 3

- [HIST 272 - Survey of Latin American History](#) Credits: 3
- [HIST 281 - Survey of Middle Eastern Civilization](#) Credits: 3
- [HIST 282 - Survey of Middle Eastern Civilization](#) Credits: 3
- [HIST 328 - Rise of Russia](#) Credits: 3
- [HIST 329 - Modern Russia and the Soviet Union](#) Credits: 3
- [HIST 356 - Modern Japan](#) Credits: 3
- [HIST 358 - Post-1949 China](#) Credits: 3
- [HIST 360 - History of South Africa](#) Credits: 3
- [HIST 364 - Revolution and Radical Politics in Latin America](#) Credits: 3
- [HIST 365 - Conquest and Colonization in Latin America](#) Credits: 3
- [HIST 387 - Topics in Global History](#) Credits: 3
- [HIST 460 - Modern Iran](#) Credits: 3
- [HIST 462 - Women in Islamic Society](#) Credits: 3
- [JAPA 310 - Japanese Culture in a Global World](#) Credits: 3
- [MSOM 305 - Managing in a Global Economy](#) Credits: 3
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- [MUSI 431 - Music History in Society III](#) Credits: 3
- [PSYC 379 - Applied Cross-Cultural Psychology](#) Credits: 3
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- [RELI 341 - Global Perspectives on Spirituality and Healing](#) Credits: 3
- [RELI 374 - Islamic Thought](#) Credits: 3
- [RUSS 354 - Contemporary Post-Soviet Life](#) Credits: 3
- [SOCL 120 - Globalization and Society](#) Credits: 3
- [SOCL 320 - Social Structure and Globalization](#) Credits: 3
- [SOCL 332 - Sociology of Urban Communities](#) Credits: 3
- [SPAN 322 - Introduction to Latin American Culture](#) Credits: 3
- [SYST 100 - Engineering Systems in a Complex World](#) Credits: 3
- [THR 359 - World Stages](#) Credits: 3
- [TOUR 210 - Global Understanding through Travel and Tourism](#) Credits: 3
- [WMST 100 - Representations of Women](#) Credits: 3

Natural science (7 credits total)

Nonlab (3 credits):

- [ASTR 103 - Astronomy](#) Credits: 3
- [ASTR 302 - Foundations of Cosmological Thought](#) Credits: 3
- [CDS 101 - Introduction to Computational and Data Sciences](#) Credits: 3
- [CHEM 101 - Introduction to Modern Chemistry](#) Credits: 3
- [CHEM 102 - Introduction to Organic, Biochemical, Pharmacological, and Fuel Chemistry](#) Credits: 3
- [CHEM 201 - Introductory Chemistry I](#) Credits: 3
- [CHEM 202 - Introductory Chemistry II](#) Credits: 3
- [CLIM 101 - Global Warming: Weather, Climate, and Society](#) Credits: 3
- [EVPP 201 - Environment and You: Issues for the Twenty-First Century](#) Credits: 3
- [GGG 102 - Physical Geography](#) Credits: 3
- [UNIV 301 - Great Ideas in Science](#) Credits: 3

Lab (4 credits):

-
- [ASTR 111 - Introductory Astronomy: The Solar System](#) Credits: 3
 - and
 - [ASTR 112 - Introductory Astronomy Lab: The Solar System](#) Credits: 1

 - [ASTR 113 - Introductory Astronomy: Stars, Galaxies, and the Universe](#) Credits: 3
 - and
 - [ASTR 114 - Introductory Astronomy Lab: Stars, Galaxies, and the Universe](#) Credits: 1

 - [BIOL 103 - Introductory Biology I](#) Credits: 4
 - [BIOL 104 - Introductory Biology II](#) Credits: 4
 - [BIOL 213 - Cell Structure and Function](#) Credits: 4
 - [CHEM 103 - Chemical Science in a Modern Society](#) Credits: 4
 - [CHEM 104 - Introduction to Organic, Biochemical, Pharmacological, and Fuel Chemistry](#) Credits: 4
 - [CHEM 155 - Introduction to Environmental Chemistry I](#) Credits: 4
 - [CHEM 156 - Introduction to Environmental Chemistry II](#) Credits: 4
 - [CHEM 211 - General Chemistry](#) Credits: 4
 - [CHEM 212 - General Chemistry](#) Credits: 4
 - [CHEM 251 - General Chemistry for Engineers](#) Credits: 4

 - [CLIM 111 - Introduction to the Fundamentals of Atmospheric Science](#) Credits: 3
 - and
 - [CLIM 112 - Introduction to the Fundamentals of Atmospheric Science Lab](#) Credits: 1

 - [EVPP 110 - The Ecosphere: An Introduction to Environmental Science I](#) Credits: 4
 - [EVPP 111 - The Ecosphere: An Introduction to Environmental Science II](#) Credits: 4
 - [GEOL 101 - Introductory Geology I](#) Credits: 4
 - [GEOL 102 - Introductory Geology II](#) Credits: 4
 - [GGS 121 - Dynamic Atmosphere and Hydrosphere](#) Credits: 4
 - [PHYS 103 - Physics and Everyday Phenomena I](#) Credits: 4
 - [PHYS 104 - Physics and Everyday Phenomena II](#) Credits: 4

 - [PHYS 111 - Introduction to the Fundamentals of Atmospheric Science](#) Credits: 3
 - and
 - [PHYS 112 - Introduction to the Fundamentals of Atmospheric Science Lab](#) Credits: 1

 - [PHYS 160 - University Physics I](#) Credits: 3
 - And
 - [PHYS 161 - University Physics I Laboratory](#) Credits: 1

 - [PHYS 243 - College Physics](#) Credits: 3
 - and
 - [PHYS 244 - College Physics Lab](#) Credits: 1

 - [PHYS 245 - College Physics](#) Credits: 3
 - and
 - [PHYS 246 - College Physics Lab](#) Credits: 1

 - [PHYS 260 - University Physics II](#) Credits: 3

and

- [PHYS 261 - University Physics II Laboratory](#) Credits: 1

- [PHYS 262 - University Physics III](#) Credits: 3

and

- [PHYS 263 - University Physics III Laboratory](#) Credits: 1

Synthesis requirement

- [ANTH 400 - Engaging the World: Anthropological Perspectives](#) Credits: 3
- [ARTH 394 - The Museum](#) Credits: 3
- [AVT 497 - Senior Project](#) Credits: 4
- [AVT 498 - Senior Design Project](#) Credits: 4
- [BINF 354 - Foundations in Mathematical Biology](#) Credits: 3
- [BIOL 301 - Biology and Society](#) Credits: 3
- [BIS 490 - Senior Project](#) Credits: 3
- [CEIE 490 - Senior Design Project](#) Credits: 3
- [COMM 326 - Rhetoric of Social Movements and Political Controversy](#) Credits: 3
- [COMM 362 - Argument and Public Policy](#) Credits: 3
- [COMM 454 - Free Speech and Ethics](#) Credits: 3
- [CONF 490 - Integration](#) Credits: 3
- [CONS 490 - Integrated Conservation Strategies](#) Credits: 3
- [CRIM 495 - Capstone in Criminology, Law and Society](#) Credits: 3
- [CS 306 - Synthesis of Ethics and Law for the Computing Professional](#) Credits: 3
- [DANC 490 - Senior Dance Seminar](#) Credits: 3
- [ECE 447 - Single-Chip Microcomputers](#) Credits: 4
- [ECE 492 - Senior Advanced Design Project I](#) Credits: 1
- [ECE 493 - Senior Advanced Design Project II](#) Credits: 2
- [ECON 309 - Economic Problems and Public Policies](#) Credits: 3
- [EDCI 490 - Student Teaching in Education](#) Credits: 6
- [ENGL 305 - Dimensions of Writing and Literature](#) Credits: 6
- [EVPP 335 - People, Plants, and Culture](#) Credits: 3
- [FAVS 352 - Ethics of Film and Video](#) Credits: 3
- [FRLN 385 - Multilingualism, Identity, and Power](#) Credits: 3
- [GEOL 420 - Earth Science and Policy](#) Credits: 3
- [GGS 303 - Conservation of Resources and Environment](#) Credits: 3
- [GGS 304 - Populations Dimensions of Global Change](#) Credits: 3
- [GOVT 490 - Synthesis Seminar](#) Credits: 3
- [GOVT 491 - Honors Seminar](#) Credits: 3
- [HAP 465 - Integration of Professional Skills and Issues](#) Credits: 3
- [HIST 300 - Introduction to Historical Method](#) Credits: 3
- [HIST 499 - Senior Seminar in History](#) Credits: 3
- [IT 492 - Senior Design Project I](#) Credits: 3
- [LAS 499 - Research Seminar in Latin American Studies](#) Credits: 3
- [MATH 400 - History of Math](#) Credits: 3
- [MUSI 490 - Musical Communication in Context](#) Credits: 3
- [NCLC 308 - American Landscapes in Fiction, Film, and History](#) Credits: 6
- [PHIL 309 - Bioethics](#) Credits: 3
- [PHIL 343 - Issues in Environmental Ethics](#) Credits: 3
- [PHIL 377 - Darwin: Biology and Beyond](#) Credits: 3

- [PHIL 378 - Reason, Science and Faith in the Modern Age](#) Credits: 3
- [PSYC 405 - Mystery, Madness, and Murder](#) Credits: 3
- [PSYC 406 - Psychology of Communication](#) Credits: 3
- [RELI 490 - Comparative Study of Religions](#) Credits: 3
- [RUSS 353 - Russian Civilization](#) Credits: 3
- [SOCL 377 - Art and Society](#) Credits: 3
- [SOCL 483 - The Sociology of Higher Education](#) Credits: 3
- [SOCW 323 - Human Behavior and the Life Course](#) Credits: 3
- [SOM 498 - Capstone Course: Advanced Business Models](#) Credits: 3
- [SPAN 388 - Introduction to Latina/o Studies](#) Credits: 3
- [SYST 495 - Senior Design Project II](#) Credits: 3
- [THR 440 - Advanced Studies in Directing/Dramaturgy](#) Credits: 3
- [THR 496 - Text in Production](#) Credits: 3
- [PROV 342 - The George Mason Debates in Current Affairs](#) Credits: 3
- [UNIV 442 - Krasnow Seminar](#) Credits: 3

Total: 40 credits

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