



**General Education (GNED) Course Descriptions  
Fall 2021**

GNED 1101 – Leadership and Motivation .....	3
GNED 1106 – Introduction to Psychology – an Applied Science .....	3
GNED 1119 – Money Matters .....	3
GNED 1120 – Stress, Wellness & Nutrition.....	3
GNED 1125 – Gender & Sexuality .....	4
GNED 1128 – Modern Philosophy .....	4
GNED 1129 – Classical Philosophy .....	4
GNED 1132 – The Quest for Happiness .....	4
GNED 1138 – Find Your Fit .....	5
GNED 1140 – Insights into Economics .....	5
GNED 1141 – Understanding Human Intelligence .....	5
GNED 1143 – Creativity, a Personal Undertaking.....	6
GNED 1201 – Literature.....	6
GNED 1204 – History of Popular Music .....	6
GNED 1205 – The Social Impact of Rock & Roll.....	6
GNED 1208 – Cultural Studies – Film .....	7
GNED 1213 – Hero's Journey - Frodo, Luke and Harry .....	7
GNED 1214 – Children’s Literature .....	7
GNED 1216 – Stories of Diverse Media .....	7
GNED 1222 – Making Monsters.....	7
GNED 1226 – The History of the Future .....	8
GNED 1227 – Funny Bone: The Canadian Comedy Identity .....	8
GNED 1228 – Science Fiction & Philosophy .....	8
GNED 1307 – Wrongfully Convicted .....	9
GNED 1308 – Canadian Law .....	9
GNED 1314 – In Prison: Canadian Incarceration.....	9
GNED 1316 – Drugs in Canada .....	9
GNED 1317 – Human Rights .....	10
GNED 1318 – National Security: International Terrorism.....	10
GNED 1401 – Contemporary Canadian Social Issues & Problems .....	10
GNED 1403 – A Short History of the World.....	10
GNED 1407 – Introduction to Sociology.....	10
GNED 1411 – Social Media & Society .....	11
GNED 1412 – World Religions .....	11
GNED 1423 – Marketing & Consumer Behaviour .....	11
GNED 1426 – Cultural Diversity in Canada.....	11
GNED 1427 – Women’s Studies .....	11

GNE D 1429 – Introduction to Black Studies.....	11
GNE D 1430 – Canada & The World.....	12
GNE D 1435 – Deviance.....	12
GNE D 1438 – Hip Hop: History, Culture & Society .....	12
GNE D 1439 – Hockey: The First Century .....	13
GNE D 1441 – Food for Thought .....	13
GNE D 1442 – Genocide: Past & Present.....	13
GNE D 1444 – Introduction to LGBTQ Studies .....	13
GNE D 1448 – Humanity’s Destiny .....	14
GNE D 1449 – Women Across Culture; a Global Perspective .....	14
GNE D 1462 – Global Class.....	14
GNE D 1465 – Youth and Social Regulation.....	15
GNE D 1466 – Organized Crime.....	15
GNE D 1471 – Geography Matters: Connecting People and Places in our Globalized World.....	15
GNE D 1472 – Special Topics in Sociology .....	15
GNE D 1473 – Conflict, Colonization & Courage: First Nations, Métis, & Inuit in Canada .....	16
GNE D 1475 – Poca-Honest: Indigenous Peoples in Popular Culture .....	16
GNE D 1477 – Then, Now, Forever - Indigenous Resiliency in the Modern Era .....	16
GNE D 1478 – Beer Through the Ages .....	16
GNE D 1506 – Natural Disasters .....	16
GNE D 1508 – The Digital Learner .....	17
GNE D 1509 – Astronomy: Exploring the Night Sky.....	17
GNE D 1511 – Plagues, Poverty & People .....	17
GNE D 1512 – Paranormal & Pseudoscience.....	17
GNE D 1513 – Global Warming .....	18
GNE D 1515 – World Mysteries .....	18
GNE D 1520 – Big History: Story of the Universe .....	18
GNE D 1521 – Greening Your Life.....	19
GNE D 1523 – Mass Extinction: The end of (almost) Everything on Earth.....	19
GNE D 1524 – Maps: Picturing the Ends of the Earth and Beyond.....	19
GNE D 1525 – The Science of Weather.....	19
GNE D 1527 – Artificial Intelligence .....	19
GNE D 1528 – Bioarchaeology: Interpreting Behaviour from the Human Skeleton.....	20
GNE D 1530 – The Impact of STEM in Society.....	20
GNE D 1532 – Skullduggery: Inside Your Brain.....	20

### **GNEED 1101 – Leadership and Motivation**

Our turbulent 21st century calls for leadership perspectives that move beyond the top down management paradigm. While leadership remains an idea in motion, meaning different things to different people, the universal purposes of leadership are to change lives and create a culture of trust, progress and growth. This course focuses on the ways in which leaders must respond to a variety of competing value systems and motivations. Students will explore the varying perspectives on leadership theory and practice. They will explore critical and emerging ways of understanding leadership. Students will explore concepts such “developing new habits of mind” and “leading from within” to question, clarify and articulate their core values and to build a sense of self-direction, critical thinking and personal effectiveness. Inheriting new and expansive leadership perspective opens up tremendous opportunities for ethical, creative and sustainable collaboration in teams and partnerships.

### **GNEED 1106 – Introduction to Psychology – an Applied Science**

In this course, students will learn about some popular topics in psychology including learning, memory, sleep and consciousness, psychological disorders, and social psychology. Through hands-on experiments, activities, case studies, multimedia, and demonstrations, students will gain an appreciation for psychology as a social science. Assessments for each unit will be students’ choice but will include either a multiple choice test or an assignment of various formats (written, video, etc.).

### **GNEED 1119 – Money Matters**

What do YOU want to do...

Today? Tomorrow? In a few years?

It takes more than money to get what you want out of life. Why? Because hope alone doesn’t make dreams come true. Goals do! Planning ahead will turn your dollars into something you can drive, live or retire in down the track. Start setting your goals today. Remember, when you plan, YOU save! We all have various amounts of money, but we spend and save it differently. The better we understand money, the more of it we will have. Start your journey to financial success!

This course will provide a general overview of a wide variety of money topics including budgeting, expenses, debt, saving, retirement and insurance among others.

Understanding how each of these topics work together and relate to one another can help in laying the groundwork of a solid financial foundation. Students in this course will be evaluated using quizzes, assignments, worksheets, and participation in discussion items.

### **GNEED 1120 – Stress, Wellness & Nutrition**

Stress can play a huge factor in our professional lives. Learning how to deal with it is vital to our long-term health. While stress alone doesn’t cause disease, it triggers molecular changes throughout the body that make us more susceptible to many illnesses. In this course, students will gain an understanding of the importance of how to deal with both positive and negative stress in their lives. By using wellness perspectives, each student will gain more insight into how he or she can control both internal and external stressors.

### **GNED 1125 – Gender & Sexuality**

Students in this course will explore a variety of issues surrounding gender and sexuality in contemporary Western society: gender socialization, social and cultural norms, rape culture, sexual shaming, the impact of religion & politics on gender and sexuality, constructs of masculinity and sexual deviance. Through an interactive blend of lectures, discussions and debates, students will broaden and challenge their understanding of the role(s) of both gender and sexuality in media, politics, religion and popular culture. Ultimately, this course seeks to analyze the shifting landscape of gender and sexual politics and its relevance in this particularly important, controversial time in human history. This is a hybrid course and will be evaluated using a combination of weekly participation activities (reflections and debates) online, as well as two (2) in-class tests, one (1) group oral presentation and one (1) final paper.

### **GNED 1128 – Modern Philosophy**

Students in this course will be placed amidst one of the great intellectual battles in history: the Rationalists vs. The Empiricists. This battle, couched in modern philosophy which is typically thought of as spanning from the 17th to 19th centuries, has spawned philosophical icons such as René Descartes, John Locke and David Hume. These philosophers dealt with concepts such as the existence of God and the nature of religion, freedom and free will, the nature of reality, and the scope and limits of human understanding. Students will develop a critical understanding of these issues, will hone their analytic skills by learning to uncover and question their own assumptions about these timeless themes, and will perhaps help to resolve some of these classic debates. Students will be evaluated through a combination of short assignments, in-class debates, tests, and essays.

### **GNED 1129 – Classical Philosophy**

Classical philosophy has had profound influences on the way we think reason and exchange ideas, how we develop new ideas and refine old ones, and how we discover the world around us and conceive of our place in it. Students in this course will engage in discussions of logic, ethics, theories of knowledge and reality, and theories of well-being and the good. They will come to appreciate the basis of much of Western thought, to understand how these issues continue to offer intellectual challenges for contemporary thinkers, and to develop strong analytical skills honed from having to critically evaluate their own beliefs in light of the arguments offered by classical philosophy. Students will be evaluated using a combination of tests, short assignments, in-class assignments and essays.

### **GNED 1132 – The Quest for Happiness**

It could be said that one of the main goals in life is to “be happy”, but what does that really mean and how do we achieve that goal? Positive Psychology is a newer branch of psychology that seeks to answer those very questions, as well as to provide us with a pathway for our own, personal happiness. In this course, students will develop a greater understanding of how long-term happiness differs from the short-term happiness we get from buying “stuff”. They will explore and debate reasons for the decline in our happiness levels, including the rise in both materialism and technology use.

They will increase their awareness of how personal happiness is dependent upon our relationships with other people, both near and far. In addition to developing a deeper understanding of the science of happiness, students will also experiment with some research-based happiness strategies within their own lives. By the end of this course, students will not only be more informed about what happiness is, but they will have the strategies and tools needed in order to achieve personal happiness throughout their lives.

### **GNED 1138 – Find Your Fit**

Do you struggle adhering to physical activity despite knowing the benefits? Students in this course will learn about and gain awareness of different types of physical activity and the impact physical activity has on individual health and wellness. Students will gain a personal understanding of the importance of physical activity and become increasingly aware that each individual is responsible for their own fitness and that there is a form of enjoyable physical activity for everyone and every body type. Students will learn the evolution of intentional exercise, the barriers to exercise and related solutions, exercise adherence, stages of change, the impact of technology on physical activity and more. Students will be assessed through a combination of online reflections, self and peer-evaluation, interviews, presentations, web quests and assignments.

### **GNED 1140 – Insights into Economics**

Ever wonder why some countries are richer than others? Ever question why income inequality has been growing? Ever wonder why Canadian politicians worry when other countries may be going bankrupt? Economics can answer all these questions. This course will introduce students to “economic” way of thinking. Understanding the importance and impact of today’s economic issues on everyday life is a powerful asset in our rapidly changing world. This course deals with basic economic principles that help us understand the process of decision making by individuals and societies. We analyze the fundamental economic activities of production, distribution, exchange, and consumption at both the micro and macro level. The students will learn how to apply these principles to a wide variety of real world situations in both their personal and professional lives. At the end of the course, the students should be able to talk about economic issues with relative comfort, as they will have a better understanding of how the economy works that will help them prosper in an increasingly competitive and globalized environment. Students in this course will be evaluated using online activities, assignments, in-class discussions, and quizzes.

### **GNED 1141 – Understanding Human Intelligence**

The concept and measurement of human intelligence has been around for thousands of years, but how much more do we know about it now than we did back then? More importantly, why do we continue to measure human intelligence and how is it related to our achievements in life? Perhaps success is not actually about how SMART we are, but about HOW we are smart? In this course, students will learn about traditional and contemporary theories of human intelligence. They will discuss and debate the role of intelligence testing in modern society, and will explore new brain-based methods of understanding human intelligence. Controversial intelligence issues will be presented

and explored. Factors that contribute to the development of human intelligence will also be examined, including creativity, wisdom and academic ability. Throughout the course, students will extend their personal and professional connection to the content through the use of individual ePortfolio assignments. By the end of this course, students will not only have gained more understanding about human intelligence, but they will have developed a greater self-awareness.

### **GNED 1143 – Creativity, a Personal Undertaking**

Students will have the opportunity to study creativity from a personal perspective. By looking at topics such as creative thinking, creative problem solving, and improving creativity, students will explore the context, psychology and science behind creativity. Students will have the opportunity to link course content and examine their own creative processes through on-line and in-class discussions, reflections, and a creative problem-solving assignment. Students will also be evaluated by short quizzes, a creativity assignment, in-process activities, and a final summative assignment.

### **GNED 1201 – Literature**

This introductory English literature course is designed to help students develop or enhance their appreciation of literature. The course examines a variety of short stories with varied themes covering the last two centuries and considers the common elements of short and long fiction. Stories examined are authored by a wide range of international writers. In addition to participating in and leading discussions, students will have the opportunity to enhance their research, critical thinking, writing, and oral presentation skills.

### **GNED 1204 – History of Popular Music**

The history of Rock and Roll is synonymous with the history of popular music. Popular music has a number of elements: it appeals to a large percentage of the population; it is familiar and widely heard; and it is profitable. Leading up to the early 1950s, American music experienced the merging of a variety of musical styles that blurred racial, economic, geographic, cultural and class boundaries. According to historian Michael Campbell, "...the marketplace dictated the rules, for better or worse." The music became known as Rock and Roll and would reflect, and even shape, mainstream culture, politics and economics in America and abroad. Through readings, lectures, the use of historical audio and video recordings, discussions, and group work, students will examine the thematic growth of popular music, paying attention to music industry structure, technological innovations, and social and political impetus.

### **GNED 1205 – The Social Impact of Rock & Roll**

The Social Impact of Rock & Roll examines the effect that rock and roll music had on the twentieth century, as well as how it continues to define our society today. Exploring the early, humble roots of this music, we will trace how it became the single most influential element of Western Culture. Although Rock and Roll is alive and well and continues to evolve with each generation, the time period this course concentrates on is from the days of Tin Pan Alley through to the end of the explosive 1960s.



### **GNED 1208 – Cultural Studies – Film**

This course is a study of theoretical perspectives and debates in cinema and culture. Students focus on the cultural impact of cinema and how it impacts the audience, industry and reflective works. Students will be evaluated on their ability to research, analyze and present theories related to these topics.

### **GNED 1213 – Hero's Journey - Frodo, Luke and Harry**

This course will examine the timeless and enduring theme of the hero's journey as expressed in The Lord of the Rings, Star Wars, and Harry Potter series. What is it about this narrative that continues to draw our imagination? What are its roots in ancient mythology and legend? What is the impact of the visualization capabilities of film on our experience of these stories? These questions will be examined through an exploration of legend, literature, and film. Familiarity with the stories of these three narratives (through books and/or movies) will be assumed—the course will not require the student to read all the books. However, students will compare one of the books under study to the film version in relation to one element of literature in a research assignment. This course also includes an open book/resource final test. The course is delivered 100% online and requires students to manage their own time and workload in order to be successful.

### **GNED 1214 – Children's Literature**

Do you remember your favorite bedtime story when you were a kid? Did you curl up and read a special book that made you feel safe or unique or powerful? Did a certain book when you were 7 or 8 years old make you feel like you belonged and were understood? Students will develop an in depth knowledge of the trends in Children's Literature and how children respond to them. Students will examine a global perspective on storytelling for children within different cultures. This course will give students a multi-faceted view of the stories that creates magic in the lives of children. Students will experience tests, journal writing, opinion processing and, oral presentations using written and verbal skills to analyze and evaluate course content.

### **GNED 1216 – Stories of Diverse Media**

This course will familiarize students with a selection of stories that traverse not only several types of art forms but also different historical and cultural moments. Why are some stories re-told and others not? How does the medium in which something is expressed affect one's perception of a particular story? Investigating myth, novels, plays, film, graphic novels, and television shows, the course explores several questions implied by the translation from one medium to another. Students will be evaluated using a combination of short in-class quizzes, assignments and group work; two written assignments; online discussion questions; a formative test; and a summative test.

### **GNED 1222 – Making Monsters**

A society is defined by what it fears. From the inhuman shapes taken on by Jews in Nazi propaganda to the radio broadcasts likening Tutsis to cockroaches in Rwanda, governments throughout history have turned minorities into monsters in order to excuse

terrible actions. This course aims to explore how and why monsters are created in societies. We begin by examining the mythology of several societies around the world to explore what their monsters say about what the societies they come from. Building on this, we will examine what it means to be a monster through fiction using movies and horror novels. The course will then focus on what it means to call a human a monster by examining examples from history where people were considered monsters. In addition, this course will use video games, role-play, and primary sources to understand how good people can be convinced to do bad things and become monsters themselves. Through discussion and reflection, students will learn the critical thinking skills to evaluate the messages they receive from government and media. Students will also develop a greater empathy with their fellow humans to resist the bigotry and violence associated with dehumanizing other human beings.

### **GNEED 1226 – The History of the Future**

Imagining, predicting, and prophesying the future are persistent parts of the human condition. Claims about potential futures are rooted in particular historical contexts; they reveal the anxieties, fears, hopes, desires, aspirations, and circumstances of the people making them. Naturally, the future has been and will always be contested terrain; students examine how people at various times anticipated the possibility, plausibility, and probability of what comes next and how those visions ultimately motivated technological, political, cultural, and social endeavours. In short, this course uses narratives of the future to explore the past. Understanding how our predecessors looked ahead to today helps us to better appreciate and understand our present (its challenges and opportunities), which better prepares us for our own tomorrows. Students analyze and discuss the implications of utopian versus dystopian imaginings, apocalyptic visions (philosophically, artistically, and religiously speaking), and the impact of technology, among other themes and subjects.

### **GNEED 1227 – Funny Bone: The Canadian Comedy Identity**

Jim Carrey, Mike Myers, Samantha Bee - Canada has a reputation for producing strong comedic talent, but its thriving comedy industry has largely been unexplored. What is a comedian? What does a career in comedy look like? What impact do comedians have on the Canadian identity? By examining the development, use, and value of comedy as communication, this course will answer those questions and more.

### **GNEED 1228 – Science Fiction & Philosophy**

Could you be living in a computer simulation? Could humans create an artificial being that is intelligent and self-aware? Is artificial intelligence dangerous? Would it be possible to travel back in time, meet your soulmate, and realize you have become your own grandparent? If you could build a just society from the stuff of imagination, what would it look like? In this course, we will examine these mind-bending questions and more through the works of renowned science fiction writers. Students will unravel, dissect, and critique the assumptions and arguments hidden within science fiction short stories and films. In so doing, they will investigate what it means to be human, the nature of knowledge, reality, and morality, and our responsibilities surrounding our technological creations.



### **GNE D 1307 – Wrongfully Convicted**

Can you imagine being convicted and serving time in prison for a crime you did not commit? Students in this online introductory course will use a variety of wrongfully convicted case scenarios to obtain a basic level understanding of the Canadian criminal justice system. Students will examine the roles and functions of each component of the system - police, courts, and corrections in relation to the system as a whole. They will analyze the overall effectiveness and efficiency of the system and will apply the function of law in a practical manner through case scenarios and/or case analyses. Students will also explore related contemporary issues, including public/private relationships in the law enforcement context, public involvement in criminal justice processes, restorative justice, and programs designed to reduce crime and rehabilitate offenders.

Students will be evaluated using a combination of mind maps, in-process assignments, discussions and debates participation, worksheets and related quizzes, and two major assignments.

### **GNE D 1308 – Canadian Law**

This introductory course is designed to introduce the student to the historical context and operation of our legal system, the institutions within the system, roles of persons within those institutions and the process of thought which applies to current Canadian legal issues. Students in this course should gain a general understanding of how laws are defined, created, implemented and interpreted to give meaning and solutions to modern social problems. Students will apply the function of law in a practical manner through case scenarios and/or case analyses. Students will be evaluated using a combination of mind maps, in-process assignments, discussions and/or debates participation, work sheets, quizzes and two assignments.

### **GNE D 1314 – In Prison: Canadian Incarceration**

Prison is Canada's harshest form of punishment. Personal opinions surrounding the use of prison and its administration remains a popular and largely debated subject ranging from kitchen table arguments to large-scale political battles. Students will be introduced to basic prison theory and concepts. Specifically, this course will provide an understanding of the prison experience and culture. Students will examine these concepts through a critical lens employing a combination of readings, videos, lectures and discussions with special attention being paid to mainstream debates. Students will be evaluated by means of assignments, participation and a final essay.

### **GNE D 1316 – Drugs in Canada**

This course provides students with an understanding of the broad factors that contribute to the drug "problem" in Canada. By focusing on the historical, social, and psychological implications of drug use and abuse students will develop the ability to critically examine issues related to drug use, drug users, and drug policy in a Canadian context. Students in this course will gain a general understanding of the history of prohibition in Canada, and the broad social factors that contribute to the current Canadian approach to drug policy.

### **GNEED 1317 – Human Rights**

Human rights has emerged as a powerful idea in current times. The purpose of this course is to raise students' awareness of human rights issues and supply them with a foundation for understanding the historical, philosophical, and legal aspects of human rights. We will critically discuss ideological and cultural perspectives of human rights; sources of rights violations; the United Nations and non-governmental organizations; women's rights and gender equality; LGBT rights; indigenous rights; free speech and freedom of expression. In taking this course, students will develop a critical understanding of these issues and many others. They will hone their analytic skills by learning to uncover and question their own assumptions about these themes while seeking ways to address them in their personal and professional lives. Students will be evaluated through a combination of short assignments, projects, personal reflections, and essays.

### **GNEED 1318 – National Security: International Terrorism**

This course will expose the learner to the history, psychology, methodologies and motivations of the use of violence to achieve political and other objectives. The student will be exposed to an operational and strategic analysis of this social science phenomenon. Government anti and counter terrorism strategies and concepts will be presented as well as identifying terrorist groups, studying terrorist tactics and identifying the second and third order effects of terrorism.

### **GNEED 1401 – Contemporary Canadian Social Issues & Problems**

Students will analyze current social and cultural issues, both global and local, and articulate the ways in which they challenge the values, beliefs and morals of contemporary Canadian society. The topics range from immigration to First Nations, from climate change to prostitution, and from the interpersonal to the personal.

### **GNEED 1403 – A Short History of the World**

Become a more global citizen by exploring the world as one planet through the broad patterns of our shared human history. Our past can reveal much about our present and future. Discover how the modern world was shaped, how globalization is taking hold, and what wisdom this can bring to your life and career choices. This is our story – the human story. It is forward looking and thoroughly modern, an exciting and inspiring big-picture course that includes a student-designed website, dynamic communications-driven assignments, and an engaging “talk show” feature that brings the world to the classroom.

### **GNEED 1407 – Introduction to Sociology**

Sociology is the study of people and how they interact with each other and various social groups. This course deals with the study of people's lives, their relationship to society as a whole, and how people are affected by the society in which they live. The concepts, theories and methods of the discipline will be introduced and discussed with particular emphasis on the dynamics of Canadian society and Canadian social problems.

### **GNEED 1411 – Social Media & Society**

In a few short years, social media has profoundly changed the global communication landscape. With the advent of social media tools such Facebook, YouTube, Instagram, Snapchat, and Twitter, more and more people are connecting and collaborating online, and creating and distributing content in ways we have never seen before.

This course will provide a summary of the major developments in social media and will examine how social media is impacting the notions of privacy and identity, and will explore how social media it is changing traditional media, business, government, the economy, advocacy/activism, and education in fundamental ways. This course requires active participation of students and a willingness to immerse in social media practices.

### **GNEED 1412 – World Religions**

Can you imagine a world without religion? Most of us would probably find it very difficult to do. No wonder; religion has been central to human culture for millennia. And as it looks at the moment, this is not likely to change any time soon. We shall explore the major tenets of five religions: the three Abrahamic faiths (Judaism, Christianity, and Islam), Buddhism - a religion without God, and the belief system of the aboriginal tribe of the Navajo. We shall also explore the (often troubled) relationship between religion and science, and the historical influence of religion on human sexuality. Students will be evaluated through a combination of written assignments, quizzes, discussions, and group presentations.

### **GNEED 1423 – Marketing & Consumer Behaviour**

This course is designed to provide students with an understanding of marketing principles and practices. In addition, the course will examine consumer behaviour, i.e. why individuals acquire and consume goods and services.

### **GNEED 1426 – Cultural Diversity in Canada**

Students will critically identify and examine issues in diversity. Specifically, students will focus on topics pertaining to inequality in various social settings, including but not limited to race, gender, ethnicity, class and sexual orientation. Incorporating social/legal explanations of diversity, students will develop a clear understanding of the impacted groups and possible strategies for community empowerment.

### **GNEED 1427 – Women’s Studies**

This course will provide students with an introduction to the study of women, feminism and the theories of oppression and privilege that exist in our society, particularly with respect to gender, sexuality, race, class and sexual orientation. Topics will include the history of the women’s movement in North America, gender socialization, sexuality and intimacy, body image, and health and reproduction with an emphasis on the social institutions of the family, health care, the legal system, work and the economy, and the media.

### **GNEED 1429 – Introduction to Black Studies**

This course is a survey of the Black Studies discipline including its social and academic origins, goals and development. Emphasis is placed on providing students with an

understanding of the fundamental areas of study within the field and of the interdisciplinary approach to studying the African experience in North America and the world.

### **GNEED 1430 – Canada & The World**

Canada and the World examines the connections and interactions between Canada and the rest of the globe from a historical perspective. Students will learn how an understanding of Canadian history can help them to make sense of current events at home and abroad. The first half of the course follows Canada's evolution from colony, to British-influenced dominion, to fully independent nation, with a focus on how that transition still impacts the lives of Canadians today. In the rest of the course students will learn about themes in Canadian history and how to use that knowledge as a lens to examine modern issues including immigration, peacekeeping and other military actions, Canada's role in the global economy, and a special topic voted on by students each semester.

### **GNEED 1435 – Deviance**

Wrong. Bad. Illegal. Weird. What is defined as "deviant" in society, and why? From cannabis use to cannibalism, our fascination with behaviours that break social norms is never-ending. In this General Education course, students will explore the nature of deviance from a sociological perspective, including foundational theories to guide our journey through highly subjective and often controversial subject matter. As such, students will be invited to reflect upon their biases and connect their learning to their own lives, local communities, and current events. Major topic areas of this course include violence, sex & gender, cyberdeviance, mental illness, appearance, countercultures, and positive deviance. Within these topics, examples such as gangs, serial killers, sex work, cyberbullying, addiction, body modification, and cults may be discussed. This course will use music, videos, documentaries, newspaper articles, and scholarly sources to examine the complexity of contemporary social issues from a Canadian perspective, including Indigenous knowledge, with historical and cross-cultural comparisons. Students will be evaluated using a variety of assignments where they will have considerable freedom to choose meaningful topics and forms of submission.

### **GNEED 1438 – Hip Hop: History, Culture & Society**

Hip hop has become one of the most popular and influential forms of music currently listened to today. This course will examine hip hop's early roots in African history and its migration to American soil. From there, the course will chart the evolution of modern hip hop from its birth place in the Bronx up until the present day where it is now a global phenomenon. Along the way, the course will examine hip hop music and culture, and its complex relationship with power, business, class, gender, race and society. Students will also get a better grounding in the four foundational elements of hip hop: MCing, DJing, Graffiti and B-boying. The course will wrap up with an examination of the culture's current challenges and its future opportunities.

### **GNED 1439 – Hockey: The First Century**

Students will study the evolution of ice hockey through topics such as the early years of ice hockey, the National Hockey League (NHL), international hockey, women's hockey, amateur hockey, hockey "immortality" and the off-ice business of hockey. Students will be evaluated by in-class and on-line discussion, a researched written reflection, a photo assignment, a group presentation, and a summative paper.

### **GNED 1441 – Food for Thought**

Students in this course will center on expanding the knowledge of our continually changing food systems through studying academic essays that focus on issues arising from the question, "How should we eat?" There will be a focus on food as fundamental to the human experience, and will introduce students to the shifting interpretations, perspectives, challenges, governance issues, and future visions that shape the ethical issues surrounding food. As a result, this course will heavily examine the benefits of adapting a more environmentally friendly vegetarian lifestyle worldwide. By studying modern issues and developments surrounding food ethics, students will cultivate a new appreciation for where their food supply comes from, how it is brought to their plates, and how to make more conscious food choices that will benefit themselves, others, and the environment. This course will be delivered in a fully online format. Students in this course will be evaluated using online discussions, study questions, and a cumulative assignment.

### **GNED 1442 – Genocide: Past & Present**

The destruction of specific cultural, ethnic and religious groups is not a new phenomenon. It has existed throughout recorded history; however, genocide is a relatively modern term, and is most often associated with the Holocaust. During this course, students will utilize collaborative and individual, active exploration of the topic. Using primary sources and selected readings and videos, students will explore major events in the history of genocide from 149 BC to present day. Students will come to understand how such events occur and how they continue to exist in the modern world, while increasing their awareness of the various global issues surrounding genocide. Students will be assessed through in-class and online discussions, a topic report, a group presentation and a final test.

### **GNED 1444 – Introduction to LGBTQ Studies**

This course offers an interdisciplinary introduction to the social, cultural, and political histories of lesbian, gay, bisexual, transgender and queer peoples in the Western world. It is intended that students will, on one hand, explore and come to appreciate the dynamics between sexual and gender minorities and the gender conformant and heterosexual majority and, on the other hand, investigate and come to understand how sexual identities are socially constructed and how sexual identities in turn intersect with other categories of identity such as race, gender, class, and ethnicity. The methods of evaluation for this course include: weekly in-class discussion, written reactions, quizzes, written analysis of a primary text and a final summative piece.

### **GNED 1448 – Humanity’s Destiny**

We all think about the future. Many of us have dreams for ourselves and our children. In an age when much can change in one lifetime, we may wonder: Where are we going? In this course, a continuation of the popular elective, Short History of the World, students look ahead within the context of the 21st century and beyond, exploring challenges, dilemmas, and opportunities. Using projection technologies and drawing on examples from human history, contemporary futurists, and their own lives, students give concrete thought to their future and how their actions might affect future generations. Assignments include a life plan and a reflection on the enduring drivers of human progress, as well as a dynamic summative project in a medium of choice in which students imagine the world of the near future. What is my vision, my path in today’s complicated world? This is an exciting modern course that is also part of Durham College’s groundbreaking “global class”.

### **GNED 1449 – Women Across Culture; a Global Perspective**

In this course students will look at the experiences of women globally, especially in developing countries. Topics that students will explore include status and power of women, their role in the home and the workplace, sexuality and reproduction, and issues (such as violence and female circumcision) and practices unique to certain countries. Exploring the aspects of women’s lives globally is done by the consistent reference to the overall context of gender relations generally; thus the issues affecting women are examined in relation to the experience of their male counterparts. In addition, students will be encouraged to make comparisons between women’s lives and situations in North America and the women’s lives being explored in a global context. Students will be assessed using a combination of discussion board postings, assignments, tests, and projects.

### **GNED 1462 – Global Class**

This forward-looking course, which has grown out of two popular Durham College electives, Short History of the World and Humanity’s Destiny, concentrates on our shared human adventure on Earth. The Global Class explores our story, the human story, at a time of accelerating interdependence. Every other week in an online worldwide classroom, the course instructor (the “host” of The Global Class) and his students in Oshawa welcome a guest speaker from one part of the world along with classes from two other countries for a live intercultural exchange in which students have the opportunity to meet a provocative contemporary thinker and learn what their peers elsewhere have to say about a topic that affects them both globally and locally. The Global Class asks you to think about your place in today’s world in which we are at once pushed by forces of globalization and pulled by local tradition. A website designed and managed by students is another feature of The Global Class. Students are evaluated according to reflective multimedia assignments that allow them to explore the course content in terms of their own goals, and quizzes they themselves design help them prepare for the classes with the participants in other parts of the world. You will find yourself challenged and inspired in this course.



### **GNED 1465 – Youth and Social Regulation**

This course will explore how the bodies, minds, behaviors and social worlds of youth are regulated in society. This will include the regulation of youth through formal systems – including the criminal justice system (as youth victims and offenders) – and through informal social controls. This course will also explore how youth themselves play a role in shaping and regulating society through social movements and activism. Students will be challenged to get active, mobilizing for a cause of their choice within their community in person and/or through social media.

### **GNED 1466 – Organized Crime**

This course will provide students with an understanding of organized crime, its structure and practices. Organizations including motorcycle gangs, Italian and Russian mafia and Latin Cartels will all be examined and the businesses in which they run. Students will look at the development and history of organized crime as well as the government and law enforcement responses. Through a variety of readings, assignments, film reviews and in-depth discussion; students will gain an understanding of the key players and organization as well as societal contributors and will learn to think critically about some of the largely debated areas of organized crime.

### **GNED 1471 – Geography Matters: Connecting People and Places in our Globalized World**

We all know that the world is going global, but what if you are struggling to keep things straight in a world inhabited by close to 8 billion people spread over 200 countries. Add in the environment, climate, and culture and the whole thing becomes completely overwhelming. You start to wonder, how can you expect to work and make decisions in this complex global world. This course goes beyond locating things on maps to understand the interconnectedness of people, places, and environments. Increase your knowledge of what is occurring globally, how it got there, and how it is all connected. Join in and increase your geo-literacy level.

### **GNED 1472 – Special Topics in Sociology**

The study of sociology is essential for students' social and cultural awareness in a challenging and diverse world. In this General Education class, students will discover the basic principles of sociology and how they relate to current events, as well as their own personal experiences. Special Topics in Sociology will explore topics such as how the process of socialization shapes who we are, the impact of gender and sexuality on identity and society, the changing nature of the institution of education, and Canadian political and economic structures such as democracy and capitalism. Students will discuss social issues from a Canadian perspective, including Indigenous knowledge, as well as from global standpoint by using international comparisons. Throughout, students will discover that social issues can be seen through different perspectives and will be challenged to confront their own preconceptions. Students will be evaluated using a variety of assignments where they will have considerable freedom to choose meaningful topics and forms of submission.

### **GNED 1473 – Conflict, Colonization & Courage: First Nations, Métis, & Inuit in Canada**

The course will provide students with an introduction to First Nations, Métis and Inuit (FNMI) peoples in Canada including their diverse histories, cultures, and ways of knowing. Students will challenge pre-conceived ideas and stereotypes about FNMI people and will learn about the past, present, and future as it relates to FNMI peoples in Canada. Some topics will include Indigenous world view, colonization, treaties, the Indian Act, residential schools, the 60's Scoop, urban issues, intergenerational trauma, resiliency, and reconciliation.

### **GNED 1475 – Pocahontas: Indigenous Peoples in Popular Culture**

Pocahontas is a household name, but the true story of her short but powerful life has been buried in myth due in large part to her stereotyped portrayals through fictional works. Indeed, media driven stereotypes like the “Indian princess” or the “noble savage” for example, contribute to our already very distorted view of Indigenous people and culture. This course will provide context for past and current portrayals of Indigenous peoples and topics in literature, film, and media. With a better understanding of Indigenous cultures, histories, and perspectives, students will analyze sources related to, and/or about Indigenous peoples, through a critical lens whilst identifying the failings of the past and the successes of contemporary developments.

### **GNED 1477 – Then, Now, Forever - Indigenous Resiliency in the Modern Era**

This course will explore the current issues affecting First Nation, Metis, and Inuit populations, and will showcase modern examples of Indigenous resistance, resilience, and resurgence. Students will study the contemporary interactions between Indigenous and non-Indigenous peoples in Canada, environmental concerns (e.g. Trans Mountain pipeline), laws and policies, national issues (e.g. the National Inquiry into Missing and Murdered Indigenous Women and Girls), contemporary movements (e.g. Idle No More), and reconciliation initiatives.

### **GNED 1478 – Beer Through the Ages**

This course will explore the historical significance of one of the world's most popular beverages: beer. Beer and its pivotal role throughout history will be examined, from its ancient origins to the modern craft brewing resurgence. Students will investigate key historical themes related to beer production, distribution, consumption, and regulation, and will examine how developments in science, technology, industrialization, consolidation, globalization, marketing, and localization have influenced beer and the brewing industry over time.

### **GNED 1506 – Natural Disasters**

In this course students will be introduced to several major natural disasters, including earthquakes, tsunamis, volcanoes, tornadoes, hurricanes, ice storms, floods and avalanches. Students will research, prepare and demonstrate and understanding of why and how these natural disasters occur, and how the average person is affected. They will illustrate their understanding of the topic through essays and projects.

### **GNED 1508 – The Digital Learner**

Students in this course will have opportunities to engage in digital learning while identifying the relationship between learning and digital technologies. Students will explore the significance of theoretical constructs of learning and how they apply to available tools. This course will provide individuals with an understanding of the theories behind digital learning as well as provide them with an opportunity to discuss the strengths and limitations of this field. Students will explore principles of learning and apply these to the digital world. The course will also focus on specific learning tools that can be used in educational practices.

### **GNED 1509 – Astronomy: Exploring the Night Sky**

Students in this course will examine celestial objects and phenomena that originate outside the atmosphere of Earth. Celestial objects such as our moon, sun, planets, stars, nebulae, meteoroids, asteroids, comets and galaxies will be explored. Students will use scientific inquiry to develop an understanding of how matter and energy influences our universe. Students will also uncover the mysteries behind how a telescope works, the Earth's seasons, and the evolution of stars. Students will be evaluated through research, small group discussions, and hands on activities.

### **GNED 1511 – Plagues, Poverty & People**

We live in an interconnected world amid killer germs, epidemics, and pandemics. Students in this course will explore the origins and impact of plagues on human societies, past and present, from various social, cultural, and biological perspectives. Topics to be covered include both historical examples such as the Black Death, Smallpox and Cholera, and contemporary examples such as HIV/AIDS, Malaria, and the evolution of Antibiotic-Resistant Bacteria. To conclude the course, students will examine the current Diabetes/Obesity epidemic, Metabolic Disorders, Stress, as well as, Mental Health and Addiction disorders in contemporary Canadian society. Students will have an opportunity to illustrate their knowledge and understanding by completing various written activities, quizzes, a cumulative test, and an info graphic.

### **GNED 1512 – Paranormal & Pseudoscience**

All topics are explored from a skeptical viewpoint and critical thinking is applied. Students will learn to separate fact from fiction within topics such as astrology, ESP, telepathy, past-life regression, haunted houses, near-death experiences, superstitions, witchcraft, medical pseudoscience, and UFOlogy. What do you believe? Students will examine these paranormal and pseudoscience topics while learning about skepticism, reasons for belief, pseudoscience red flags, critical thinking, and how to evaluate evidence. Evaluation includes online quizzes, and assignment and discussion activities. Some activities are created with “two-minute” digital tools. Two-minute tools are free, work on any device, and take two minutes to learn (two-minute tutorial videos are provided). Examples include padlet.com, word clouds, and visual quotes. Student work will be posted on class websites for sharing and formative assessment, and some learning objects will be collaboratively created by the class.

### **GNEED 1513 – Global Warming**

There are those who deny global warming and there are those who support global warming. Students in this course will examine the current debate surrounding this generation's most pressing environmental issue. Students will begin by investigating the causes of both natural and human-influenced climate change, from historical temperature trends to our modern fossil-fuel-driven society. Through local and global case studies, students will then explore the potential short-term and long-term consequences of global warming to vulnerable species, ecosystems, agriculture, and human societies in both developing and developed nations. Students will analyze the advantages and disadvantages of the possible solutions proposed by global warming believers and skeptics, including alternative and renewable energy strategies, national and international treaties, technological innovation, and lifestyle changes. Students will be evaluated using a variety of methods, including debates, presentations, online journals, discussions and tests.

### **GNEED 1515 – World Mysteries**

All topics are explored from a skeptical viewpoint and critical thinking is applied. Students will learn to separate fact from fiction within topics such as Stonehenge, the Shroud of Turin, the ancient pyramids, the crystal skulls, the Mayan Ruins, the legend of Atlantis, the Bermuda Triangle, Oak Island, crop circles, and Easter Island. Select real-life unsolved criminal mysteries will also be examined including Jack the Ripper, Jimmy Hoffa, and the assassination of JFK. What do you believe? Students will examine these mystery topics while learning about skepticism, reasons for belief, pseudoscience red flags, critical thinking, and how to evaluate evidence. Evaluation includes online quizzes, and assignment and discussion activities created with "two-minute" digital tools. Two-minute tools are free, work on any device, and take two minutes to learn (two-minute tutorial videos are provided). Examples include padlet.com, word clouds, and visual quotes. Student work will be posted on class websites for sharing and formative assessment, and some learning objects will be collaboratively created by the class.

### **GNEED 1520 – Big History: Story of the Universe**

Bang!!! Our universe is born! The early elements of the universe mingle together in a cosmic soup of extreme energy, the force of gravity eventually pulling them together into stars and galaxies. Near many of these stars, rocky and gassy spheroids take shape and begin to dance and whirl around them – the planets! On at least one of these planets, single-celled life arises, gradually evolving into beautifully diverse and complex life-forms. One of these life-forms (us!) begins to learn at a staggering speed, and comes to dominate much of the planet. How did we discover these astounding facts about the universe? What role do human beings play in this story? What is our future as a species? And how does knowing this story change how we think about humanity? To fully answer these questions, we must turn to Big History – an all-encompassing approach to learning about human and natural history from the Big Bang to the present. In this course, students will be evaluated using a combination of tests, weekly discussions and activities, an investigative assignment into some of the key concepts of

Big History, and a larger independent project asking students to become an expert in one area of Big History. Become a Big Historian! The universe awaits!

### **GNED 1521 – Greening Your Life**

This course introduces students to basic, non-scientific environmental lifestyle changes that can help them improve their own lives and the environment around them. Students will learn about ways they can alter their lifestyle to lessen their impact on the Earth and live more harmoniously with the natural world. Students will work in a group throughout the term to develop a solution for an environmental issue. As an online course students will be expected to communicate with other students and the professor effectively via online tools.

### **GNED 1523 – Mass Extinction: The end of (almost) Everything on Earth**

Extinction is a frightening topic that is rarely talked about. It often brings to mind images of dinosaurs and the earth millions of years ago. So why should we talk about extinction today? Aren't there more relevant, cutting-edge science topics that are better to study? At present many scientists have gathered evidence to suggest we are on the brink of another major extinction, one that will impact and potentially eliminate humankind. Is this true or just another gloomy future prediction? Unearth the topic and the facts during this course to decide for yourself if this topic is really “dead” or just plain “deadly”.

### **GNED 1524 – Maps: Picturing the Ends of the Earth and Beyond**

A tattered, folded up piece of paper in the car's glove box? Not anymore! Satellites and rapid advancements in information processing have made impressive advances in how places are represented by maps. Learn about the challenges of mapping a spherical Earth onto a flat surface. Use web-based tools to travel across town, the globe, and even the universe. Critically analyze your world without having to leave your couch. Just a few clicks can literally take you anywhere. (This is an on-line course. Students will be provided with instructions for downloading free web tools to their devices.)

### **GNED 1525 – The Science of Weather**

All it takes is applying a little physics and chemistry to the Earth's atmosphere to understand weather and climate. In this course we explore the science behind weather to understand how and why it changes. We use straightforward, real-life examples to simplify scientific principles and skip the complex calculations. If you have ever been curious about the weather here is your opportunity to figure it out.

### **GNED 1527 – Artificial Intelligence**

This course explores the idea of artificial intelligence (A.I.) from three different perspectives: scientific, philosophical, and cultural. The scientific perspective provides insight as to how artificial intelligence technologies work, the current limitations, and supposed future potential. The philosophical perspective explores whether A.I. is good or bad, essential or dangerous, and what the future could hold. The cultural angle examines how society views A.I. and whether these views are accurate. Toward the end of the course deeper topics will be introduced including how A.I. compares to human intelligence, the singularity, and futurism.

This course is taught in one of two formats; completely online, or hybrid (two hours in class and one hour online). The Learning Plan described in this course outline applies to both formats, regardless of the delivery method stated in each week. It is the responsibility of the student to understand which format they have enrolled in, and to attend and actively engage with the learning environment.

### **GNED 1528 – Bioarchaeology: Interpreting Behaviour from the Human Skeleton**

The food we eat, the water we drink, the hardships we go through, and the activities we engage in all leave their mark on our bones and teeth. Bioarchaeology uses the scientific investigation of human remains to interpret past people's behaviour. This introductory course will give an overview of research methodologies used and types of questions addressed by this discipline. We will start with the basics of identification, such as age, sex, and race (including a discussion of issues surrounding these categorizations). We will cover a variety of health indicators, including signs of stress and deprivation during development, diseases, healed trauma, and violent death. Evidence of voluntary body modifications and activity patterns (from athletes to weavers) will be discussed, along with genetic relationships. We will also explore diet, origin, and mobility, with a focus on stable isotope analysis. The course will end with a discussion of the challenges faced in bioarchaeology today.

### **GNED 1530 – The Impact of STEM in Society**

STEM (Science, Technology, Engineering and Mathematics) plays a major role in our everyday lives. It affects virtually every aspect of human endeavors. From the way we travel to the way we communicate, STEM has been a factor in the shaping of society. This course will examine and analyze the technical and human dimensions that have influenced the past, present and future of STEM in society. Prior STEM background or experience is not a prerequisite for this course.

### **GNED 1532 – Skullduggery: Inside Your Brain**

Through recent advances in brain imaging, our understanding of the human brain has exploded in the past decade. In this course we will explore the physical layout and function of the brain and sensory systems, how we affect the brain through drugs, diseases of the brain and their treatment through history, and how our new understanding is leading to exciting treatments for brain and sensory disorders. This course will require students to review recent reports of brain research (from popular science sources), summarize their findings, and learn from other students' postings to develop a deeper understanding of both the fragility and plasticity of the human brain.