

Pathway Abstracts

Conflict and Cooperation Studies

Life is full of conflict and cooperation, from the workplace to family to politics. Success in life requires learning how to manage conflict and cooperation well. This pathway will explore how people can work together to achieve great things, despite the constant challenge of interpersonal and group conflict, and the difficulty of coordinating diverse human beings. Students will gain practical skills and theoretical knowledge of conflict-resolution, cooperation, and leadership, as well as developing a broader understanding of the cultural, economic, political, religious, and philosophical conflicts that shape our world.

The pathway will explore such questions as: Why is conflict so much a part of the world? Are conflict and competition sometimes good things? Why do they so often get out of control? How can conflict best be managed? Does it demand leadership to bring people together? What strategies are best for guiding people and forming cooperative ventures? Are we built to thrive when we cooperate with others? Do different cultures and religions see these matters differently? Exploring these questions will prepare students to navigate their future personal and professional lives, and to understand the diverse and complex modern world in which we live.

Ethics, Justice, and Social Policy

The beneficial welfare of society demands that its citizens be able to contribute to public policymaking in a thoughtful and mature way. This is especially true for our college graduates, who we rely upon to provide intelligent leadership on societal issues. This pathway is designed to provide you with the necessary skills and knowledge to prepare you for active and responsible engagement in the social decision-making process. This pathway recognizes that a person's position on any public issue needs to be tied to his/her own fully developed sense of ethics and justice, along with a thorough understanding of the issues themselves and the political, economic, and social mechanisms that guide the public policy process. The courses chosen for this pathway interweave and blend these three elements to provide you with a rich and thorough knowledge base that will prepare you for a lifetime of informed participation in the public policymaking process.

Food

Food is all around us. It's in the vending machines at the end of the hall. It's in the orchards and farmlands surrounding our campus. It's on cooking shows on TV. Our bodies are even food for the countless micro-organisms that live in and on it. Because food is so important to our everyday lives, it's no surprise that contemporary American society seems obsessed by it: cookbooks top the bestseller lists; the Food Network runs shows 24/7; and issues like genetically

modified salmon are debated locally, nationally, and internationally. Food is not only what we eat, it's who we are.

The food we eat is not only needed for physical survival, it is a symbol of our culture and an artifact of our historical era. In learning about food, you will learn about nutrition and healthy eating choices, you will investigate your own food habits and details about food production and distribution. In many classes, you can learn about the cuisines of other cultures around the world. In some, you can even share your grandmother's favorite recipe, taste similar dishes made by classmates and hear why those foods are important to their families.

Global Development Studies

This pathway focuses on the human-centered challenge of interrogating 'development' in its many contexts and manifestations. It takes a comparative and global approach to fundamental human questions of value, well-being, and change across more than 190 countries, 6000 languages, and a myriad of intellectual traditions. Courses will illuminate the historical forces, cultural institutions, and ecological dynamics of issues from public health, food, security, and conflict to population, migration, education, and political mobilization.

The pathway is designed to help prepare students for global citizenship and responsibility in a 21st century in which communication, exchange, and vulnerability are intensifying across borders through new and revolutionary technologies. It will also offer a greater understanding of a vast range of societies and groups underrepresented or unrepresented in US curricula: the majority of humanity living in 'developing' or underdeveloped countries, including much of Asia, Africa, the Islamic world, Oceania, and Latin America, as well as indigenous peoples, migrants, and refugees worldwide. The pathway will thus speak to the choices faced by the interdependent peoples of the earth today, through their own arts and literatures and in the light of the sciences, in our shared trajectories from industrialization and colonialism to 'globalization' and beyond.

Great Books and Ideas

This is the Pathway for intellectually curious students who like to read, think, write, and debate. It is for students who crave an understanding of the great books and ideas that have shaped their world. Within the confines of a state university, this Pathway will offer students the kind of exciting, challenging liberal arts education commonly found only at expensive, private schools. When you graduate with a minor in Great Books and Ideas, you will be able to speak with authority about classic texts (Homer to Tony Morrison) and ideas ("Great Chain of Being" to Darwinian Evolution). Having a minor in Great Books and Ideas will assure prospective employers and graduate schools that you have been truly educated in the classical sense of the word.

Health and Wellness

Would you like to live to be 100 years of age? Over 65,000 people in the United States are 100 years old or older. You might be tempted to call them elderly, but many scientists call them “well-derly” as they have lived a long time and are still living well and happy lives. What does it take to live a long, healthy and happy life? What does it mean to have good health? What can you do to assist your family, community and global citizens to be well? The Health and Wellness Pathway will help you to examine the biological, psychological, spiritual, emotional and social factors to help you answer these kinds of questions, now and later in life.

In a collaborative effort among different disciplines of study this pathway will provide you with the knowledge and skill bases needed to create optimal Health and Wellness. In addition, this pathway strives to assist you to understand the factors that define and determine Health and Wellness, promote healthy lifestyles, and enhance the quality of life. Classes will prepare you to examine and act in the present as well as to create new approaches in order to grapple with life’s continuing challenges.

Human Diversity and Inclusion

The Human Diversity and Inclusion pathway celebrates humanity through the exploration of how groups divide amongst themselves, or connect with others at global, community, and individual levels. Completion of this pathway will prepare you to become an active, appreciative and conscientious participant of society.

Common to studies in diversity - whether in the social sciences, natural sciences or humanities, is a tension between theories that explain inclusion, or theories that serve as beliefs for excluding certain individuals or groups. All courses in this pathway will critically analyze this tension. This interdisciplinary approach examines the interplay of environmental and genetic factors that contribute to diversity in a variety of contexts. Diversity is understood to mean such attributes as a person’s race, ethnicity, age, gender, ability/disability, culture, nationality, native language, religion, socioeconomic status, or sexual orientation.

The Human Diversity and Inclusion pathway will prepare you to apply classroom learning to real problems in the community and life beyond your university experience. Ultimately, courses in the pathway will develop your: 1) Recognition of reactions to people who are different from you; 2) Increased awareness of the formation of prejudice; 3) Knowledge of diverse social practices and worldviews; and 4) Cross-cultural skills.

International Studies

International Studies is the interdisciplinary exploration of the world's cultures, languages and institutions, and their diverse traditions and common interests. International Studies fosters

appreciation of the world's cultural diversity and recognition of the common issues that contemporary societies face.

This pathway explores world languages, cultures, and institutions. It introduces students to the myriad artistic, intellectual, religious, and cultural traditions; and the histories and possible futures of the world's regions. It emphasizes the use of diverse cultural and disciplinary lenses to examine global issues. Courses will illuminate choices and dilemmas of business, government, diplomacy, environment, gender, engineering, media, education, hospitality and tourism, among others. Students develop critical comparative perspectives of ethical, sustainable, and socially responsible institutions.

Students are encouraged to study abroad to gain first-hand experience and knowledge of another culture. This pathway also emphasizes international languages by allowing students to take two semesters of language toward the interdisciplinary minor.

This pathway offers cross-cultural understanding, technical skills, and pre-professional experience for the globalizing world of the 21st century, preparing students to make informed and meaningful contributions in an interconnected world. In so doing, it directly addresses the call to global understanding that are the University and CSU system strategic goals.

Leadership

The ultimate goal of the leadership pathway is to develop leadership potentials in students and prepare them for this new era characterized by global interdependence and diversity. This pathway rejuvenates a Chico State tradition on cultivating strong leadership, and enriches it with the civic engagement spirit of developing leadership potential in every citizen. Students will come out of this pathway not only learning how to be a competent leader, but also how to be exemplary followers to support leaders in accomplishing common goals, as well as having the skills and visions to address public concerns and engage in civic participation as competent citizens.

This interdisciplinary pathway explores various leadership contexts including government, corporation, outdoor, etc. The pathway also examines leadership theories and approaches, and help students develop personal knowledge on what counts as effective leadership. In addition, the pathway promotes values and ethics that are important to principled and ethical leadership. Last but not least, the pathway equips students with necessary skills such as critical thinking, communicating, and problem solving, as well as sensitivity to cultural and diversity issues. Aiming to combine theory and practice, the pathway intends to integrate classroom experience with participation in leadership-related programs/activities.

Mind-Brain Studies

This pathway will explore different views about the nature of mind and self -- ancient and modern, spiritual and scientific, from Western and global perspectives. Courses explore basic questions about who we are, what moves us and guides our actions, the nature of the 'self,' whether we can control who we are, and whether human nature is good or evil. Students will learn how different fields shed light on the mind: what brain science and psychology teach us, but also what novels and the arts unveil about emotions and consciousness, the contributions of philosophy and religion, and what anthropology and sociology tell us about the great variety to be found in different cultural understandings of mind. This pathway would be a good choice for students curious about these kinds of topics, and may also be of benefit to students who plan careers that require insight into human nature and strong people-skills, such as business, social work, education, counseling, and teaching.

Mindfulness, Self, and Society

The *Mindfulness, Self, and Society* pathway invites students to explore the central questions of life: Who am I? What is my purpose? What is my relationship to others and the environment? How can I live a happy and fulfilled life? To do this, we will read academic literature from the philosophical, mythological and religious traditions of East, West, and Native America which address these questions and learn mindfulness practices that enable us to discover for ourselves the answers to them. We will read about modern scientific studies that support the value of these ancient, yet timeless, practices for self discovery. The approach to learning followed in this pathway is holistic; it involves the whole person: body, mind and spirit. That is, our learning will not be limited to studying *about* mindfulness. Instead we will experience mindfulness by engaging our bodies, minds and spirits in mindfulness practices like yoga, chi gong, deep listening, and meditation. Such an approach aims to develop our ability to think both rationally and intuitively, and act with mindful awareness, wisdom, and compassion toward ourselves and other beings. It empowers us to bring about positive human growth and transformation of our individual self and our society.

Natural and Cultural Diversity and Evolution

The broad spectrum of issues that humans confront is a product of natural and cultural processes that have occurred over long periods of time across heterogeneous space. It is only by understanding the richness and texture of the past, and its enduring imprint on the present that we can begin to move forward. Natural processes which have affected the environment include the evolution and diversification of plants and animals in a dynamic landscape, and human evolution and cultural diversity are inexorably tied to these processes. Natural processes and events which could be encompassed by this pathway would include a broad array of subjects such as evolution, genetics, plate tectonics, and climate change. Cultural processes and events to be covered in the pathway include the evolution and

growth of the human species, their expansion across the globe (including issues surrounding migration such as sequent occupance, settlement, and social change) and the technological, cultural and ideological developments which have buttressed and conditioned these changes. *This pathway is a merger of two earlier proposed pathways (Cultural History and Biological Diversity)* and will focus on biological and cultural change, and the inseparable reciprocal interactions associated with human species, their cultures and their environment.

Peace and Conflict Studies

The objectives of the Peace and Conflict Studies Pathway are three: (1) to provide students with the conceptual tools needed to understand the conflict rich environments that constitute human social and political reality today, (2) to propose a specific view of what it means to be human, and (3) to demonstrate that this view of humanity is central to seeing through conflict to the creation of trusting, nonviolent relationships between adversaries. The Peace and Conflict Studies Pathway argues that only nonviolence can create an environment in which adversaries treat one another as fellow human beings and so are able to reconstruct conflict situations in ways that all parties to a particular conflict are able to get what they require and are able to create useful, meaningful and ongoing relationships with one another.

Science, Technology & Values (STV)

The rise of science and technology has profoundly affected nearly every aspect of the world in which humans live—the natural and built worlds around us, our social and cultural institutions, our daily habits and our very bodies and minds are all inextricably connected to science and technology. Students of STV will explore many controversial issues, especially those with direct consequences in their lives, such as whether human cloning should be allowed, or research on human embryonic stem cells; how to evaluate controversial scientific claims, such as those about global warming or the loss of endangered species; how to evaluate their own use of technology and its consequences, such as the consequences to the environment of driving a car, or choosing a diet rich in meat. A primary goal of the STV pathway will be to prepare students to deal with the many complex and difficult issues caused by the rapid increase in scientific knowledge and the many new technologies that result from this.

Sexuality and Gender Studies

Sexuality & Gender Studies, a pathway focused on diversity and critical thinking, introduces to students the multidisciplinary study of gender and sexuality and fosters personal and social responsibility for building inclusive and respectful communities. The timeliness of this theme is apparent in global, national and state news; gratifyingly it also reflects the CSUC commitment to diversity (2010-2015

Diversity Action Plan, developed by the Diversity Scorecard Committee at the request of the President, Provost and Vice President for Student Affairs). This pathway will encourage students to avoid assumptions and think critically about sexuality and gender. Students will see how sexuality and gender influence all social interactions and are connected to the majority of academic disciplines. They will understand that discriminatory and oppressive practices are unsustainable in diverse global cultures and learn how they may promote gender equity and practice LGBTQ Ally behavior, making them more successful in our diverse world. Given the historical development of gender studies and sexuality studies over the last thirty years, as well as their relevance to a great number of professions, we believe that this pathway offers a much-needed plan of study for our students.

Sustainability

The global community is faced with the need to solve a set of complex and interrelated problems all of which deal with the question of how to create sustainable ecosystems, sustainable economies, and healthy and viable communities. Sustainability is a new way of thinking about an age-old concern: ensuring that our children and grandchildren inherit a tomorrow that is at least as good as today, preferably better (US EPA).

We propose to develop a curriculum that emphasizes the need for a systems approach to help students understand and to solve a set of problems involving the biosphere, human institutions, and the economy. We will link course syllabi and student learning outcomes from existing and newly developed classes to provide students with a broad understanding of the interconnected nature of human activities and their environmental consequences. The envisioned curriculum will intentionally integrate the natural and social sciences, agriculture, engineering, economics, and humanities into a central theme of sustainability.

We are building on a strong foundation; for several years many faculty have been working to integrate the concept of sustainability into their teachings. We will continue the work of a CELT funded faculty learning community that developed a set of common learning outcomes for sustainability to serve as the framework for a general education pathway.

Visual Media Pathway

The Visual Media Pathway is a cutting edge GE program designed to make you more aware of the deluge of visual messages you see and be more empowered by that awareness. The visual world is overwhelming us even if sometimes we don't realize it. Do you ever wonder why a fast-food sign on the roadside, on your iPod, or in a magazine can make you feel hungry? Or do you wonder how tiny differences in adornments or dress can mean a complete difference in cultural identity? Or, perhaps, you might be curious as to how political advertising often succeeds on subliminal messaging, color schemes and obscure symbols to persuade voters and shape public opinion. This pathway will deal with

issues like these and many others across Chico State's many disciplines that will enable you to make better personal decisions and decisions that contribute to the betterment of your community. The Visual Media Pathway requires that one understand visible actions, objects, symbols, and other issues that affect your ability to learn in the modern, media-saturated world and to contribute positively to yourself and society by understanding, analyzing and acting from that knowledge.