

General Education Requirements

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General Education profoundly influences undergraduates by providing the breadth of knowledge necessary for meaningful work, lifelong learning, socially responsible citizenship, and intellectual development. This 43-unit program, 34 units of lower division GE, and 9 units of upper division Explorations, which comprises over one third of an undergraduate's course of study, places specialized disciplines into a wider world, enabling students to integrate knowledge and to make connections among fields of inquiry.

The General Education program at SDSU prepares students to succeed in an increasingly complex and rapidly changing world. Students will live and work in the context of globalization, scientific and technological innovation, cross-cultural encounters, environmental challenges, and unforeseen shifts in economic and political power. Through this program, students will acquire knowledge of human cultures and the physical and natural world that will enable them to engage significant questions, both contemporary and enduring.

To put their breadth of knowledge to work, students gain intellectual and practical skills such as inquiry and analysis, creative and critical thinking, written and oral communication, scientific and quantitative literacy, and technological-information proficiencies. Students practice these skills in progressively challenging venues, mastering learning outcomes from a series of courses drawn from the following sections: Area 1, English Communication; Area 2, Mathematical Concepts and Quantitative Reasoning; Area 3, Arts and Humanities, Area 4, Social and Behavioral Sciences; Area 5, Physical and Biological Sciences, Area 6, Ethnic Studies; and Explorations of Human Experience. In order to acquire the skills required for advanced coursework within and across disciplines, students should complete these sections sequentially.

The General Education program at San Diego State University is evolving. A standing committee of faculty and students reviews the program continually and encourages the development of new courses, concepts, and learning experiences.

Institutional Learning Outcomes

In 2020, San Diego State University established seven "Institutional Learning Outcomes" (ILOs) to guide and connect our broad educational mission through our diverse degree offerings. Many of these ILOs are aligned with the four broader Core Competencies for educational institutions as established by our regional accreditor, the Western Association of Schools and Colleges Senior College and University Commission (WSCUC):

1. Demonstrate expertise in integrating ideas, methods, theories, and practices within and across academic/disciplinary areas of study. (Disciplinary/Interdisciplinary Knowledge)
2. Seek, analyze, contextualize, and incorporate information to expressly enrich understanding of the world. (WSCUC Information Literacy)
3. Develop the ability to sustain curiosity and to think critically, creatively, and independently. (WSCUC Critical Thinking)
4. Develop skills to collaborate effectively and ethically as leaders and team members. (WSCUC Oral and Written Communication)
5. Communicate effectively within and across academic, professional, and social contexts. (WSCUC Oral and Written Communication)

6. Use deductive reasoning and statistical methods to gather, interpret, and evaluate data critically, in order to assess the reasonableness of solutions to scientific, civic, and personal challenges. (WSCUC Quantitative Reasoning)
7. Demonstrate the ability to enact positive social change through the acquisition of knowledge, sensibilities, and skills associated with anti-racism, social justice, critical consciousness, leadership, ethnic identity, diversity, equity, inclusion, and sustainability using local, global, and/or ethical perspectives that provide direct service to society also known as liberatory outcomes.

While situated within the General Education section of the catalog, these ILOs transcend General Education and serve to inform the design and content of course and degree offerings across the broader University.

General Education

General Education, which includes the 9 units of upper division Explorations courses, introduce students to the basic concepts, theories, and approaches offered by disciplinary and interdisciplinary areas of study. They provide the foundation to understand and approach problems in the academy, and in local and global real-world environments. Consistent with class size and learning goals, they cultivate skills in reading, writing, communication, computation, information-gathering, and use of technology. Where appropriate, courses intended as preparation for a major may also be designated as lower division general education courses.

Area 1. English Communication

Courses in the English Communication area are essential skills that underlie all university education. Focusing particularly on argument, courses in this area of General Education help students understand the general function of writing, speaking, visual texts, and thinking within the context of the university at large, rather than within specific disciplines. In addition to featuring the basic rules and conventions governing composition and presentation, English Communication courses establish intellectual frameworks and analytical tools that help students explore, construct, critique, and integrate sophisticated texts.

Goals in English Communication:

- Goal 1: Craft well-reasoned arguments for specific audiences.
- Goal 2: Analyze a variety of texts commonly encountered in the academic setting.
- Goal 3: Situate discourse within social, generic, cultural, and historic contexts.
- Goal 4: Assess the relative strengths of arguments and supporting evidence.

Area 2. Mathematical Concepts and Quantitative Reasoning

Mathematical Concepts and Quantitative reasoning refers to a range of academic capacities that includes learning from data, communicating quantitatively, analyzing evidence and assertions, and employing quantitative intuition. While quantitative reasoning is essential to sciences, other disciplines require the ability to use and comprehend quantitative language. To do this, students require the ability to analyze and interpret data in both scientific and social contexts. By possessing this set of mathematical and problem solving skills, students will be able to engage effectively in quantitative situations arising in life and work.

Goals for GE Courses in Mathematical Concepts and Quantitative Reasoning

- Goal 1: Apply appropriate computational skills and use basic mathematical concepts to analyze problems in natural and social sciences.
- Goal 2: Use methods of quantitative reasoning to solve and communicate answers to real-world problems.

Area 3. Arts and Humanities

The Humanities and Arts encompass works of the imagination, such as art, literature, film, drama, dance, and music, and related scholarship. Students better understand human problems, responsibilities, and possibilities in changing historical contexts and diverse cultures, and in relation to the natural environment. Students acquire new languages and familiarize themselves with related cultures. They gain the ability to recognize and assess various aesthetic principles, belief systems, and constructions of identity. Students acquire capacities for reflection, critique, communication, cultural understanding, creativity, and problem solving in an increasingly globalized world.

Goals for GE Courses in the Humanities and Fine Arts

- Goal 1: Analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments.
- Goal 2: Develop a familiarity with various aesthetic and other value systems and the ways they are communicated across time and cultures.
- Goal 3: Argue from multiple perspectives about issues in the humanities that have personal and global relevance.
- Goal 4: Demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.

Area 4. Social and Behavioral Sciences

The Social and Behavioral Sciences focus on human behavior, cognition, and organization from anthropological, economic, geographic, historical, linguistic, political, psychological and sociological perspectives. Students gain an understanding of society and culture, as well as individual and social interaction processes. Disciplines within the Social and Behavioral Sciences employ the scientific method and utilize both quantitative and qualitative techniques to analyze the diversity and complexity of human experience. Through interdisciplinary learning, students explore the relationships between human societies and the physical environment.

Goals for GE Courses in the Social and Behavioral Sciences

- Goal 1: Explore and recognize basic terms, concepts, and domains of the social and behavioral sciences.
- Goal 2: Comprehend diverse theories and methods of the social and behavioral sciences.
- Goal 3: Identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness.
- Goal 4: Enhance understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.

Area 5. Physical and Biological Sciences

Physical and Biological Sciences use the scientific process to study nature and represent an approach to the study of the universe and its natural laws and phenomena. Students achieve basic scientific literacy and thereby understand the scientific process including the value of observation, hypothesis testing, and experiments in the advance of science. Thus students require a general understanding of fundamental concepts and knowledge accumulated by the natural sciences. From that understanding, students develop an ability to reason about and follow new developments in the Physical and Biological sciences, and to think in a scientifically informed manner about social and political issues that involve science and technology.

Goals for GE Courses in the Physical and Biological Sciences

- Goal 1: Explain basic concepts and theories of the Physical and Biological sciences.
- Goal 2: Use logic and scientific methods to analyze the natural world and solve problems.
- Goal 3: Argue from multiple perspectives about issues in Physical and Biological science that have personal and global relevance.
- Goal 4: Use technology in laboratory and field situations to connect concepts and theories with real-world phenomena.

Special Provision for Majors in the Sciences and Related Fields

Some majors require or recommend coursework in astronomy, biology, chemistry, geological sciences, or physics in preparation for the major. Students who have declared one of these majors may substitute those courses for courses listed under either Physical or Biological Sciences in Area 5. Physical or Biological Sciences (as appropriate).

Area 6. Ethnic Studies

More than half a century ago, in the midst of the U.S. Civil Rights Movement, the field of ethnic studies emerged, seeking to advance the interdisciplinary study of race, ethnicity, and indigeneity, while emphasizing the experiences, contributions, histories, and perspectives of people of color in the United States and beyond. In the hopes of disrupting centuries of historical marginalization, departments of Africana, American Indian, Chicana/o/x, and Asian American studies emerged at universities across the country-including SDSU.

Now, as we enter the third decade of the twenty-first century, the ongoing challenges that racism, marginalization, inequality, and discrimination pose could not be more obvious, nor more urgent. In response, the California legislature passed AB 1460, which made ethnic studies a graduation requirement at the CSU beginning with the 2021-2022 academic year. AB 1460 states

that, at minimum, three (3) units of ethnic studies shall be offered at the CSU and recognizes the value, importance, and promise of ethnic studies as an essential part of a student's education, providing skills and knowledge that will contribute to a liberatory, democratic, and pluralistic American future.

SDSU strongly believes that ethnic studies is a vital component of the undergraduate experience. At SDSU, we have innovated two ethnic studies requirements-unusual in higher education. One is a general education requirement, which meets the CSU Executive Order to create a distinct GE category (Area 6), and the other is a general graduation requirement created by SDSU Senate resolution (see Section X of this page). Required ethnic studies courses, as per AB 1460 and CSU Executive Order 1100, are taught only within designated ethnic studies programs. At SDSU, these are the Departments of Africana Studies, American Indian Studies, and Chicana and Chicano Studies, and in the Center for Asian and Pacific Studies. Courses that satisfy Area 6 and Section X are listed on this page. Students must take one class in Area 6, that requirement cannot be waived or substituted. However, classes taken to satisfy GE Area 6 can double count to also satisfy the Section X requirement.

Goals for GE Courses in Ethnic Studies

- Goal 1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
- Goal 2: Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- Goal 3: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
- Goal 4: Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- Goal 5: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

Explorations of Human Experience

Explorations of Human Experience courses are upper division general education courses which allow concentrated or thematic study. In Explorations of Human Experience, there are three areas of study - Mathematical Concepts and Quantitative Reasoning, Arts and Humanities, and Social and Behavioral Sciences. Among these areas are courses designated as cultural diversity courses. Explorations of Human Experience courses take the goals and skills of lower division general education. These courses may find expression in one or more of the following pedagogical elements: greater interdisciplinary, more complex and in-depth theory, deeper investigation of local problems, and wider awareness of global challenges. More extensive reading, written analysis involving complex comparisons, well-developed arguments, considerable bibliography, and use of technology are appropriate in many Explorations of Human Experience courses. Courses narrowly centered within one aspect of a discipline are more suited to major study than general education, which encourages students to relate their learning across the range of their educational experience. Upper-division general education courses should be restricted to students who have completed 60 semester units or more. In exceptional cases only, a student may enroll in upper division GE courses after they have attained sophomore standing and completed oral communication, English composition, critical thinking and mathematical concepts and quantitative reasoning.

Cultural Diversity

One Explorations course in areas Mathematical Concepts and Quantitative Reasoning/Physical and Biological Sciences, Arts and Humanities, or Social and Behavioral Sciences must be a course in cultural diversity, as indicated by an asterisk (*). Cultural diversity courses focus on the theoretical and practical factors of age, class, disability, ethnicity, gender, gender identity, immigration, nation, race, religion, sexuality, socioeconomic status, and other significant markers of social identity. Courses meeting this requirement examine the complexity of diversity through an analysis of differential inequities, oppression, power, and privilege. Cultural diversity courses focus on non-dominant views and perspectives.

Goals for GE Courses Meeting the Diversity Requirement

- Goal 1: Enhance understanding of the diverse efforts and strategies used by groups to transform and/or dismantle structures of oppression.
- Goal 2: Foster reflection and appreciation of non-dominant perspectives, their contribution to society and culture, and models for their inclusion.
- Goal 3: Analyze the intersection of the categories of various dimensions of difference as they affect cultural groups' members' lived realities and/or as they are embodied in personal and collective identities.
- Goal 4: Formulate informed views on the mechanisms for maintaining existing power structures and their impact on all sectors of society.

Requirements and Limitations

Students must complete all General Education requirements in all areas including Cultural Diversity for a total of 43 units. Students should not register for upper division GE courses until the semester in which they complete 60 units, as students must be junior-level (60 units) or higher to satisfy the Explorations of Human Experience requirement. Only those courses listed in the General Education areas may be used to satisfy General Education requirements.

Within these 43 units, the following limitations apply:

1. Explorations of Human Experience courses shall not be taken sooner than the semester in which the student passes 60 units.
2. Credit/No Credit grades cannot be used in Area 1, English Communication or Area 2, Mathematical Concepts and Quantitative Reasoning.
3. Courses numbered 296, 299, 496, 499, 500-level and above cannot be used in General Education.

Transfer Students - Additional Information

Students in the following four categories only need to complete Explorations of Human Experience to satisfy their General Education requirements:

1. Students who transferred from a California community college and have completed the Intersegmental General Education Transfer Curriculum (IGETC)
2. Students who transferred from a California community college and are certified as having completed the 39 unit lower division CSU General Education pattern
3. Students who transferred from a California community college and have completed the California General Education Transfer Curriculum (Cal-GETC).
4. Students who transferred from another California State University campus and have completed all lower division General Education requirements at the CSU campus.
5. Students who transferred from a University of California campus and have completed all lower division General Education requirements at the UC campus.

Students must provide SDSU with proof of completion, either a GE certification from their previous institution or a statement of completion from a University of California campus.

Students who have completed one or more areas of CSU General Education pattern at a California community college or another CSU campus, some of the SDSU General Education area requirements may also be met. Transfer coursework from a California community college, CSU or UC campus may be used in the appropriate area of the SDSU General Education pattern, even if the student has not completed any General Education area. Students should consult their degree evaluation to determine outstanding requirements..

For students who transferred from a private college in California or from a non-California college, the requirements listed below must be met. A transfer course will be used when equivalent to the listed SDSU course.

Second Bachelor's Degree Students in Nursing - Additional Information

Students seeking a second bachelor's degree in nursing have satisfied all requirements in Areas 1 to 6 of General Education with their first baccalaureate degree from an institutionally accredited college/university.

First-Year Registration Requirements

All students entering SDSU as first-year students are required to register for a specific sequence of lower division General Education courses in the areas of 1.1A. English Communication, 1B. Critical Thinking, 1C. Oral Communication, and Area 2. Mathematical Concepts and Quantitative Reasoning. First-year students must begin the required sequences in their first semester and continue in subsequent semesters until they complete the sequences.

Specialized General Education Patterns

Liberal Studies and Engineering majors should refer to the description of their major in the Courses and Curricula section of this catalog for a listing of General Education requirements.

[Area 1. English Communication \(9 units\)](#)

[1A. English Composition](#) | [1B. Critical Thinking](#) | [1C. Oral Communication](#)

[Area 2. Mathematical Concepts and Quantitative Reasoning \(3 units\)](#)

[Area 3. Arts and Humanities \(6 units\)](#)

[3A. Arts](#) | [3B. Humanities](#)

[Area 4. Social and Behavioral Sciences \(6 units\)](#)

[Area 5. Physical and Biological Sciences \(7 units\)](#)

[5A. Physical Science](#) | [5B. Biological Science](#) | [5C. Laboratory*](#)

*Three semester unit science courses with an embedded laboratory may be used to meet the laboratory requirement as long as the minimum unit value is met for Subject Area 5. Stand-alone laboratories shall be a minimum of 1 semester unit and shall have a prerequisite or corequisite of the associated lecture course.

[Area 6. Ethnic Studies \(3 units\)](#)

[Explorations of Human Experience \(9 units\)](#)

[Explorations-Area 2. Mathematical Concepts and Quantitative Reasoning / Area 5. Physical and Biological Sciences](#)

[Explorations-Area 3. Arts and Humanities](#)

[Explorations-Area 4. Social and Behavioral Sciences](#)

General Education Areas and Courses

Area 1. English Communication (9 units)

You may not use Credit/No Credit grades in this section. A grade of C- (1.7) or better is required. Complete one course from each of the following three sections.

1A. English Composition

- [AAS 150 - Writing Composition and Rhetoric](#) Units: **3**
- [AFRAS 120 - Composition](#) Units: **3**
- [AMIND 120 - Written Communication](#) Units: **3**
- [CCS 111B - Written Communication](#) Units: **3**
- [ECL 100 - Rhetoric of Written Argument](#) Units: **3**
also listed as [RWS 100](#)
- [LING 100B - English Composition for Multilingual Students II](#) Units: **3**
- [RWS 100 - Rhetoric of Written Argument](#) Units: **3**
also listed as [ECL 100](#)
- [RWS 105B - Rhetoric of Written Argument Stretch II](#) Units: **3**

1B. Critical Thinking

- [AFRAS 200 - Intermediate Expository Writing and Research Fundamentals](#) Units: 3
- [AMIND 225 - Expository Writing and Research](#) Units: 3
- [CCS 200 - Intermediate Expository Research and Writing](#) Units: 3
- [ECL 200 - Rhetoric of Written Arguments in Context](#) Units: 3
also listed as [RWS 200](#)
- [LING 200 - Advanced Composition for Multilingual Students](#) Units: 3
- [PHIL 200 - Critical Thinking and Composition](#) Units: 3
- [RWS 200 - Rhetoric of Written Arguments in Context](#) Units: 3
also listed as [ECL 200](#)
- [RWS 220 - Rhetoric of Written Arguments and the Tutoring of Writing](#) Units: 3

1C. Oral Communication

- [AAS 152 - Oral Communications and Public Speaking](#) Units: 3
- [AFRAS 140 - Oral Communication](#) Units: 3
- [CCS 111A - Oral Communication](#) Units: 3
- [COMM 103 - Oral Communication](#) Units: 3

Area 2. Mathematical Concepts and Quantitative Reasoning (3 units)

You may not use Credit/No Credit grades in this section. A grade of C- (1.7) or better is required.

- [BIOL 215 - Biostatistics](#) Units: 3
- [CS 100 - Computer Science Principles](#) Units: 3 ★
- [ECON 201 - Statistical Methods](#) Units: 3 ★
- [GEN S 147 - Data Literacy: Human Choices Behind the Numbers](#) Units: 3
- [GEOG 104 - Geographic Information Science and Spatial Reasoning](#) Units: 3 ★
- [LING 270 - Elementary Statistics for Language Studies](#) Units: 3 ★
- [MATH 110 - Mathematics for Life](#) Units: 3 ★
- [MATH 118 - Topics in Mathematics](#) Units: 3
- [MATH 120 - Calculus for Business Analysis](#) Units: 3
- [MATH 124 - Calculus for the Life Sciences](#) Units: 4
- [MATH 140 - College Algebra](#) Units: 3 °
- [MATH 141 - Precalculus](#) Units: 4
- [MATH 150 - Calculus I](#) Units: 4
- [MATH 151 - Calculus II](#) Units: 4
- [MATH 210 - Number Systems in Elementary Mathematics](#) Units: 3 ★
- [MATH 211 - Geometry in Elementary Mathematics](#) Units: 3
- [MATH 245 - Discrete Mathematics](#) Units: 3
- [MATH 252 - Calculus III](#) Units: 4
- [MATH 254 - Introduction to Linear Algebra](#) Units: 3
- [P H 250 - Infections and Epidemics](#) Units: 3
- [PHIL 120 - Introduction to Logic](#) Units: 3 ★
- [POL S 201 - Statistics and Politics](#) Units: 3 ★
- [PSY 280 - Statistical Methods in Psychology](#) Units: 4 ★
- [SOC 201 - Elementary Social Statistics](#) Units: 3 ★
- [STAT 119 - Elementary Statistics for Business](#) Units: 3 ★

- [STAT 250 - Statistical Principles and Practices](#) Units: 3

Area 3. Arts and Humanities (6 units)

Complete one course from each of the following sections.

3A. Arts

- [AAS 263 - Asian American Film and Media](#) Units: 3
- [ART 133 - Modern Making](#) Units: 3
- [ART 157 - Introduction to Art](#) Units: 3
- [ART 215 - Visual Odyssey through Comics and Sequential Media](#) Units: 3
- [ART 258 - Introduction to Art History I](#) Units: 3
- [ART 259 - Introduction to Art History II](#) Units: 3
- [BRAZ 233 - Latin American Documentary Practices](#) Units: 3
- [DANCE 101 - Dance Influencers](#) Units: 3
- [DANCE 181 - Introduction to Dance](#) Units: 3
- [DANCE 281 - Dance, Popular Culture, and Identity](#) Units: 3
- [ECL 157 - Comics and History](#) Units: 3
also listed as [HIST 157](#)
- [ECL 158 - Introduction to Horror Aesthetics](#) Units: 3
- [ECL 159 - Introduction to Children's Literature Aesthetics](#) Units: 3
- [HIST 135 - Film as the Past](#) Units: 3
- [HIST 157 - Comics and History](#) Units: 3
also listed as [ECL 157](#)
- [JMS 210 - Digital Literacy](#) Units: 3
- [MUSIC 151 - Introduction to Music](#) Units: 3
- [TFM 160 - Cinema as Art](#) Units: 3
- [TFM 235 - The Art of Creating Emotion in Movies](#) Units: 3
- [TFM 265 - Cinema in Africa](#) Units: 3
- [TFM 267 - Independent Cinema](#) Units: 3
- [TFM 270 - Introduction to Filmmaking](#) Units: 3
- [THEA 100 - The Art of Theatre](#) Units: 3
- [THEA 120 - Heritage of Storytelling](#) Units: 3
- [THEA 205 - American Musical on Stage and Screen](#) Units: 3

3B. Humanities

- [AAS 122 - War, Empire, and the Asian American Experience](#) Units: 3
- [AAS 208 - Asian Americans and Popular Culture](#) Units: 3
- [AFRAS 240 - Africana Intellectual Thought](#) Units: 3 [⌘]
- [AFRAS 260 - Africana Literary Study](#) Units: 3 [⌘]
- [AMIND 210 - Indigenous Women and the Arts](#) Units: 3 [⌘]
- [ARAB 101 - Elementary Arabic I](#) Units: 4
- [ARAB 102 - Elementary Arabic II](#) Units: 4
- [ARAB 201 - Intermediate Arabic I](#) Units: 4
- [ARAB 202 - Intermediate Arabic II](#) Units: 4
- [ASIAN 101 - Asian Thought and Cultures](#) Units: 3
- [ASIAN 110 - Elementary Conversational Chinese](#) Units: 3
also listed as [CHIN 100](#)
- [ASL 101 - American Sign Language I](#) Units: 4

- [ASL 102 - American Sign Language II](#) Units: 4
- [ASL 201 - American Sign Language III](#) Units: 4
- [BRAZ 222 - Art, Sport, and Culture in Contemporary Brazil](#) Units: 3
- [CHIN 100 - Elementary Conversational Chinese](#) Units: 3
also listed as [ASIAN 110](#)
- [CHIN 101 - Elementary Chinese I](#) Units: 5
- [CHIN 102 - Elementary Chinese II](#) Units: 5
- [CHIN 201 - Intermediate Chinese I](#) Units: 5
- [CHIN 202 - Intermediate Chinese II](#) Units: 5
- [CLASS 101G - Ancient Greek I](#) Units: 5
- [CLASS 101L - Latin I](#) Units: 5
- [CLASS 120 - Latin and Greek for the Professional World](#) Units: 3
- [CLASS 140 - Introduction to Classics](#) Units: 3
- [CLASS 202G - Ancient Greek II](#) Units: 5
- [CLASS 202L - Latin II](#) Units: 5
- [CON E 101 - Construction and Culture](#) Units: 3
- [ECL 220 - The Art of Literature](#) Units: 3
- [ECL 270 - Introduction to Comparative Literature](#) Units: 3
- [ECL 280 - Introduction to Creative Writing](#) Units: 3
- [EUROP 101 - Introduction to European Studies](#) Units: 3
- [EUROP 160 - European Reflections on Science and Technology](#) Units: 3
- [FILIP 101 - Elementary Filipino I](#) Units: 4
- [FILIP 102 - Elementary Filipino II](#) Units: 4
- [FILIP 201 - Intermediate Filipino](#) Units: 4
- [FRENC 100A - Elementary French I](#) Units: 5
- [FRENC 100B - Elementary French II](#) Units: 5
- [FRENC 201 - Readings in French](#) Units: 3
- [FRENC 210 - French Grammar](#) Units: 3
- [FRENC 221 - Speaking and Writing French](#) Units: 4
- [GERMN 100A - First Course in German](#) Units: 5
- [GERMN 100B - Second Course in German](#) Units: 5
- [GERMN 202 - Readings in German](#) Units: 3
- [GERMN 205A - Third Course in German](#) Units: 4
- [GERMN 205B - Fourth Course in German](#) Units: 4
- [HEBRW 101 - Elementary Hebrew I](#) Units: 4
- [HEBRW 102 - Elementary Hebrew II](#) Units: 4
- [HEBRW 201 - Intermediate Hebrew](#) Units: 4
- [HIST 100 - World History](#) Units: 3
- [HIST 101 - World History](#) Units: 3
- [HIST 102 - World History Through Science and Technology](#) Units: 3
- [HIST 106 - Western Civilization Since the Sixteenth Century](#) Units: 3
- [HUM 101 - Introduction to Humanities](#) Units: 3
- [HUM 102 - Global Humanities](#) Units: 3
- [HUM 103 - Introduction to Public Humanities](#) Units: 3
- [HUM 130 - The Jewish Heritage](#) Units: 3
also listed as [JS 130](#)
- [HUM 140 - World Mythology](#) Units: 3
- [HUM 250 - Avenging the Universe: An Introduction to Environmental Humanities and Comics](#) Units: 3
- [ITAL 100A - Elementary Italian I](#) Units: 5
- [ITAL 100B - Elementary Italian II](#) Units: 5
- [ITAL 201 - Reading and Speaking Italian](#) Units: 3

- [ITAL 211 - Intermediate Italian I](#) Units: 4
- [ITAL 212 - Intermediate Italian II](#) Units: 4
- [JAPAN 111 - Elementary Japanese I](#) Units: 5
- [JAPAN 112 - Elementary Japanese II](#) Units: 5
- [JAPAN 211 - Intermediate Japanese I](#) Units: 5
- [JAPAN 212 - Intermediate Japanese II](#) Units: 5
- [JS 130 - The Jewish Heritage](#) Units: 3
also listed as [HUM 130](#)
- [KOR 101 - Elementary Korean I](#) Units: 5
- [KOR 102 - Elementary Korean II](#) Units: 5
- [KOR 201 - Intermediate Korean I](#) Units: 5
- [KOR 202 - Intermediate Korean II](#) Units: 5
- [LATAM 110 - Elementary Mixtec I](#) Units: 4
- [LATAM 111 - Elementary Mixtec II](#) Units: 4
- [LATAM 120 - Elementary Zapotec I](#) Units: 4
- [LATAM 130 - Elementary Nahuatl I](#) Units: 4
- [LATAM 131 - Elementary Nahuatl II](#) Units: 4
- [LATAM 210 - Intermediate Mixtec I](#) Units: 4
- [LATAM 230 - Intermediate Nahuatl I](#) Units: 4
- [PERS 101 - Elementary Modern Persian I](#) Units: 4
- [PERS 102 - Elementary Modern Persian II](#) Units: 4
- [PERS 201 - Intermediate Persian I](#) Units: 4
- [PHIL 100 - Introduction to Philosophy: Global Philosophies](#) Units: 3
- [PHIL 101 - Introduction to Philosophy: Ethics](#) Units: 3
- [PHIL 102 - Introduction to Philosophy: Knowledge and Reality](#) Units: 3
- [PHIL 140 - Technology and Human Nature](#) Units: 3
- [PORT 101 - Elementary Portuguese I](#) Units: 5
- [PORT 102 - Elementary Portuguese II](#) Units: 5
- [PORT 110 - Beginner Portuguese for Spanish Speakers](#) Units: 3
- [PORT 203 - Intermediate Portuguese I](#) Units: 3
- [PORT 204 - Intermediate Portuguese II](#) Units: 3
- [PORT 250 - Women's Literature in the Portuguese-speaking World](#) Units: 3 ^
- [REL S 100 - Exploring the Bible](#) Units: 3
- [REL S 101 - World Religions](#) Units: 3
- [REL S 103 - American Religious Diversity](#) Units: 3
- [RWS 250 - Rhetoric in Everyday Life](#) Units: 3
- [RUSSN 100A - Beginning Russian 1](#) Units: 5
- [RUSSN 100B - Beginning Russian 2](#) Units: 5
- [RUSSN 110 - Slavic Legends and Tales](#) Units: 3 ^
- [RUSSN 200A - Intermediate Russian 1](#) Units: 5
- [RUSSN 200B - Intermediate Russian 2](#) Units: 5
- [RUSSN 250 - Russian Culture in a Digital World](#) Units: 3 ^
- [SPAN 101 - Introduction to Spanish I](#) Units: 4
- [SPAN 102 - Introduction to Spanish II](#) Units: 4
- [SPAN 181 - Introduction to Spanish for Heritage Language Learners I](#) Units: 3
- [SPAN 201 - Intermediate Spanish I](#) Units: 4
- [SPAN 202 - Intermediate Spanish II](#) Units: 4
- [SPAN 211 - Intermediate Conversation and Reading](#) Units: 3
- [SPAN 212 - Intermediate Conversation and Writing](#) Units: 3
- [SPAN 250 - Women's Literature in the Hispanic World](#) Units: 3 ^
- [SPAN 281 - Intermediate Spanish for Heritage Language Learners I](#) Units: 3

- [SPAN 282 - Intermediate Spanish for Heritage Language Learners II](#) Units: **3**
- [WMNST 102 - Women: Images and Ideas](#) Units: **3**

Area 4. Social and Behavioral Sciences (6 units)

Complete two courses (6 units). Social and Behavioral Sciences courses in lower division general education and Explorations of Human Experience must be taken from a minimum of two different departments. Courses that also fulfill the American Institutions Requirement are identified below as [AI]. For additional information, refer to section IV of the [Graduation Requirements for the Bachelor's Degree](#) on American Institutions Requirement.

- [AAS 261 - Eating Asian America](#) Units: **3**
- [AAS 268 - Asian Americans and Mental Health](#) Units: **3**
- [AFRAS 101 - Introduction to Africana Studies: Social and Behavioral Sciences](#) Units: **3** [⌘]
- [ANTH 102 - Introduction to Socio-Cultural Anthropology](#) Units: **3**
- [ANTH 103 - Introduction to Archaeology and World Prehistory](#) Units: **3**
- [ASIAN 100 - State and Society in the Asia Pacific](#) Units: **3**
- [CCS 220 - Language in the Borderlands](#) Units: **3**
- [CFD 135 - Principles of Family Development](#) Units: **3**
- [CFD 170 - Child and Adolescent Development from a Cultural Perspective](#) Units: **3**
- [CFD 270 - Human Development Across the Lifespan](#) Units: **3**
- [CINTS 101 - Introduction to Comparative International Studies](#) Units: **3**
- [COMM 245 - Interpersonal Communication](#) Units: **3**
- [ECON 101 - Principles of Economics](#) Units: **3**
- [ECON 102 - Principles of Economics](#) Units: **3**
- [FIN 250 - Financial Literacy](#) Units: **3**
- [GEN S 280 - Introduction to Civic Engagement](#) Units: **3**
- [GEN S 290 - Introduction to Undergraduate Research](#) Units: **3**
- [GEOG 102 - People, Places, and Environments](#) Units: **3**
- [GEOG 106 - World Regional Geography](#) Units: **3**
- [GEOG 170 - Sustainable Places and Practices](#) Units: **3**
- [GERO 101 - Introduction to Human Aging](#) Units: **3**
- [HIST 109 - American History to Reconstruction](#) Units: **3** [AI]
- [HIST 110 - American History Since the Civil War](#) Units: **3** [AI]
- [ITAL 120 - Italian Food Culture](#) Units: **3**
- [JMS 200 - Introduction to Contemporary Media](#) Units: **3**
- [JMS 250 - Introduction to Intersectional Representation in the Media](#) Units: **3**
- [LATAM 101 - Introduction to Latin American Studies](#) Units: **3**
- [LEAD 205 - Exploring Leadership](#) Units: **3**
- [LGBT 101 - Introduction to LGBTQ+ Studies](#) Units: **3**
- [LING 101 - Introduction to Language](#) Units: **3**
- [MGT 160 - Entrepreneurial Approaches to Problem Identification in Soci](#) Units: **3**
- [POL S 101 - Introduction to American Politics in Global Perspective](#) Units: **3** [AI]
- [POL S 102 - Introduction to American and California Government and Politics](#) Units: **3** [AI]
- [POL S 103 - Introduction to Comparative Politics](#) Units: **3**
- [POL S 104 - Introduction to Global Politics](#) Units: **3**
- [PSY 101 - Introductory Psychology](#) Units: **3**
- [RTM 102 - Wellness and Recreation for Life Through Surfing](#) Units: **3**
- [RTM 200 - Recreation, Travel, and Self-Awareness](#) Units: **3**
- [SLHS 106 - Introduction to Speech, Language, and Hearing Sciences](#) Units: **3**
- [SLHS 150 - Sign Languages and Deaf Culture](#) Units: **3**
- [SLHS 222 - Communication as a Human Right](#) Units: **3**
- [SOC 101 - Introductory Sociology: The Study of Society](#) Units: **3**

- [SOC 102 - Introduction to Social Problems](#) Units: **3**
- [TE 170 - Child and Adolescent Development from a Cultural Perspective](#) Units: **3**
- [WMNST 101 - Gender: Self, Identity, and Society](#) Units: **3**
- [WMNST 103 - Women and Global Justice](#) Units: **3**

Area 5. Physical and Biological Sciences (7 units)

Complete one course from each of the following three sections. (For majors in the sciences and related fields refer to the Special Provision for Majors in the Sciences and Related Fields section.)

Engineering majors automatically satisfy the Mathematical Concepts and Quantitative Reasoning [Area 2] and Physical and Biological Sciences [Area 5] lower division GE area by completion of preparation for the major.

5A. Physical Science

- [ASTR 101 - Principles of Astronomy](#) Units: **3**
- [ASTR 201 - Astronomy for Science Majors](#) Units: **3**
- [CHEM 100 - Preparation for General Chemistry](#) Units: **4**
- [CHEM 102 - Introduction to General, Organic, and Biological Chemistry](#) Units: **5** [For Nursing majors only.]
- [CHEM 103 - Introduction to General Chemistry with Laboratory](#) Units: **4**
- [ENGR 250 - Introduction to Renewable Energy](#) Units: **3**
- [ENV S 100 - Environmental Sciences](#) Units: **3**
also listed as [SUSTN 100](#)
- [GEOG 101 - Earth's Physical Environment](#) Units: **3**
- [GEOG 103 - Weather and Climate](#) Units: **3**
- [GEOL 100 - Planet Earth](#) Units: **3**
- [GEOL 104 - Earth Science](#) Units: **3**
- [N SCI 100 - Physical Science](#) Units: **3**
- [OCEAN 100 - The Ocean Planet](#) Units: **4**
- [RTM 103 - Surfing and Science](#) Units: **3**
- [SUSTN 100 - Environmental Sciences](#) Units: **3**
also listed as [ENV S 100](#)

5B. Biological Science

- [ANTH 101 - Human Biocultural Origins](#) Units: **3**
- [BIOL 100 - General Biology](#) Units: **3**
- [BIOL 101 - World of Animals](#) Units: **3**
- [CHEM 162 - Saving Our Planet with Sustainable Biochemistry](#) Units: **3**

5C. Laboratory

- [ASTR 109 - Astronomy Laboratory](#) Units: **1**
- [BIOL 100L - General Biology Laboratory](#) Units: **1**
- [BIOL 101L - World of Animals Laboratory](#) Units: **1**
- [CHEM 100 - Preparation for General Chemistry](#) Units: **4**
- [CHEM 102 - Introduction to General, Organic, and Biological Chemistry](#) Units: **5** [For Nursing majors only.]
- [CHEM 103 - Introduction to General Chemistry with Laboratory](#) Units: **4**
- [GEOG 101L - Earth's Physical Environment Laboratory](#) Units: **1**
- [GEOL 101 - Dynamics of the Earth Laboratory](#) Units: **1**
- [OCEAN 100 - The Ocean Planet](#) Units: **4**

Area 6. Ethnic Studies (3 units)

- [AAS 100 - Asian American History](#) Units: 3 [AI]
- [AAS 101 - Politics, Power, and Asian America](#) Units: 3 [AI]
- [AAS 103 - Introduction to Filipino American Studies](#) Units: 3
- [AAS 422 - Asian American Experiences](#) Units: 3
also listed as [HIST 422](#)
- [AAS 460 - Contemporary Issues in Filipino-American Communities](#) Units: 3
also listed as [FILIP 460](#)
- [AFRAS 170A - Afro-American History to 1865](#) Units: 3 [AI]
- [AFRAS 170B - Afro-American History from 1865 to Present](#) Units: 3 [AI]
- [AFRAS 331 - The Black Family](#) Units: 3
- [AFRAS 332 - Black Women: Myth and Reality](#) Units: 3
- [AFRAS 351 - Black Religions and Spirituality](#) Units: 3
- [AFRAS 422 - Modern Civil Rights Movement](#) Units: 3
- [AFRAS 423 - Black Nationalism](#) Units: 3
- [AFRAS 476 - History and Culture of Hip Hop](#) Units: 3
- [AMIND 110 - American Indian Heritage](#) Units: 3
- [AMIND 140 - U.S. History from an American Indian Perspective to 1870](#) Units: 3 [AI]
- [AMIND 141 - U.S. History from an American Indian Perspective Since 1870](#) Units: 3 [AI]
- [AMIND 370 - Tribal Gaming: Cultural and Political Context](#) Units: 3
also listed as [HTM 370](#)
- [AMIND 435 - Indians through Film and Television](#) Units: 3
- [CCS 100 - Chicana and Chicano Heritage](#) Units: 3
- [CCS 110 - Introduction to Chicana and Chicano Studies](#) Units: 3
- [CCS 120A - Chicana/os and American Government and Politics](#) Units: 3 [AI]
- [CCS 120B - Chicana/os and California Government and Politics](#) Units: 3 [AI]
- [CCS 141A - U.S. History from a Chicana/o Perspective to 1865](#) Units: 3 [AI]
- [CCS 141B - U.S. History from a Chicana/o Perspective 1865-present](#) Units: 3 [AI]
- [CCS 141C - History of U.S. Interventions in Central America, 1821-present](#) Units: 3
- [CCS 150 - Critical Issues in Chicana Studies](#) Units: 3
- [CCS 235 - Comics and Race](#) Units: 3
- [CCS 306 - Mexican Immigration](#) Units: 3
- [CCS 340A - Gender, Sex, and Politics in Colonial Mexico](#) Units: 3
- [CCS 340B - Chicana Women's History: 1848-Present](#) Units: 3

Explorations of Human Experience

Courses in this area must not be taken sooner than the semester in which students achieve upper division standing (60 units passed). Nine units of upper division General Education courses shall be taken within the California State University (CSU) system.

Complete one course each in areas 2 or 5, 3, and 4 (9 units). One course must be a course in cultural diversity, designated by an *.

Area 2 or 5. Mathematical Concepts and Quantitative Reasoning or Physical and Biological Sciences

Complete one course.

Engineering majors automatically satisfy the Mathematical Concepts and Quantitative Reasoning / Physical and Biological Sciences explorations GE area by completion of the major.

- [ANTH 331 - Pestilence, People, and War: A Bioarchaeological Perspective](#) Units: **3**
- [ANTH 355 - Exploring Primate Behavior](#) Units: **3**
- [ANTH 360 - From the Grave: Modern Forensic Anthropology](#) Units: **3** *
- [ANTH 402 - Dynamics of Human Biocultural Diversity: The Transformational Partnership of Nature and Nurture](#) Units: **3** *
- [ASTR 303 - A Walk Through the Stellar Graveyard](#) Units: **3**
- [ASTR 310 - Astrobiology and the Search for Extraterrestrial Life](#) Units: **3**
- [BIOL 307 - Biology of Sex](#) Units: **3**
- [BIOL 315 - Ecology and Human Impacts on the Environment](#) Units: **3**
- [BIOL 317 - World of Dinosaurs](#) Units: **3**
- [BIOL 324 - Life in the Sea](#) Units: **3**
- [BIOL 327 - Conservation of Wildlife](#) Units: **3**
- [BIOL 335 - The Human Body](#) Units: **3**
- [BIOL 336 - Principles of Human Physiology](#) Units: **3**
- [CHEM 300 - Forensic Science](#) Units: **3**
- [CHEM 308 - Chemistry as a Unifying Science](#) Units: **3**
- [CHEM 362 - Confronting Cancer](#) Units: **3**
- [CS 301 - Computers and Society](#) Units: **3**
- [ENS 331 - Exercise and Nutrition for Health, Fitness, and Performance](#) Units: **3**
- [ENV E.320 - Designing Solutions for Environmental Problems](#) Units: **3**
- [ENV S 301 - Energy and the Environment](#) Units: **3**
- [ENV S 302 - Climate Change Solutions](#) Units: **3**
- [GEN S 340 - Confronting HIV/AIDS](#) Units: **3**
- [GEOG 303 - Severe Weather](#) Units: **3**
- [GEOL 301 - Geology of National Parks and Monuments](#) Units: **3**
- [GEOL 303 - Natural Disasters](#) Units: **3**
- [GEOL 305 - Water and the Environment](#) Units: **3**
- [LING 353 - Language Across the Lifespan](#) Units: **3**
- [MATH 303 - History of Mathematics](#) Units: **3** *
- [NURS 350 - Women's Health Across the Lifespan](#) Units: **3**
- [NUTR 313 - Contemporary Nutrition](#) Units: **3**
- [OCEAN 320 - Oceans of Change](#) Units: **3**
- [WMNST 382 - Gender, Science, and Technology](#) Units: **3** *

Area 3. Arts and Humanities

Complete one course.

- [AAS 326 - Asian Americans and Business](#) Units: **3** *
- [AAS 420 - Storytelling Techniques in Asian America](#) Units: **3** *
- [AAS 428 - Medical Humanities and Asian Americans](#) Units: **3** *
- [AFRAS 302 - Literature and Film of Black Brazil](#) Units: **3** *
also listed as [BRAZ 302](#)
- [AFRAS 333 - Black Women's History](#) Units: **3** *
- [AFRAS 365A - African American Literature to 1900](#) Units: **3** *
also listed as [ECL 365A](#)
- [AFRAS 365B - African American Literature After 1900](#) Units: **3** *
also listed as [ECL 365B](#)
- [AFRAS 385 - African American Music](#) Units: **3** ☹
- [AFRAS 465 - Africa in Literature and Film](#) Units: **3** * ^
also listed as [FRENC 465](#)

- [AFRAS 466 - Afrofuturism](#) Units: 3 [⌘]
- [AFRAS 470 - Comparative History: Afro-American and African Heritage](#) Units: 3 [⌘]
- [AFRAS 472 - African Enslavement](#) Units: 3 [⌘]
- [AFRAS 475 - Super Black: The Politics of Representation in Comics](#) Units: 3 *
- [AMIND 300 - American Indian Oral Tradition](#) Units: 3 [⌘]
- [AMIND 430 - American Indian Poetry and Fiction](#) Units: 3 [⌘]
- [AMIND 440 - American Indian History](#) Units: 3 [⌘]
- [AMIND 470 - American Indian Worldviews and Cosmologies \(B\)](#) Units: 3 *
also listed as [REL S 470](#)
- [ANTH 349 - Roots of Civilizations: Why our past matters for our future](#) Units: 3 *
- [ANTH 422 - Music and Culture](#) Units: 3 *
- [ANTH 424 - The Supernatural in Cross-Cultural Perspective \(C\)](#) Units: 3 *
also listed as [REL S 424](#)
- [ARAB 301 - Advanced Arabic I](#) Units: 4
- [ARAB 302 - Advanced Arabic II](#) Units: 4
- [ARAB 330 - Arabic Culture](#) Units: 3 * ^
- [ARAB 350 - Advanced Conversational Arabic](#) Units: 4 *
- [ARAB 360 - Advanced Arabic Grammar](#) Units: 3
- [ARAB 361 - Advanced Arabic Grammar II](#) Units: 3
- [ART 357 - World Art in Contemporary Life](#) Units: 3
- [ASIAN 321 - Korean Civilization](#) Units: 3 * ^
also listed as [KOR 321](#)
- [ASIAN 351 - Chinese Philosophy](#) Units: 3 *
also listed as [PHIL 351](#)
- [ASIAN 421 - Asian History since 1600](#) Units: 3 *
also listed as [HIST 421](#)
- [ASIAN 430 - Contemporary Korean Culture Through Media](#) Units: 3 * ^
also listed as [KOR 430](#)
- [ASIAN 458 - Asian Traditions](#) Units: 3 *
also listed as [REL S 458](#)
- [ASIAN 490 - Study Abroad in Asian Studies](#) Units: 3 * [Maximum GE credit 3 units]
- [BRAZ 302 - Literature and Film of Black Brazil](#) Units: 3 *
also listed as [AFRAS 302](#)
- [BRAZ 333 - The Amazon is the Center of the World](#) Units: 3 *
- [BRAZ 433 - Creative Interventions in South American Streets: Activism, Art, and the City](#) Units: 3 *
- [BRAZ 455 - Sport in Brazilian Society](#) Units: 3 *
- [CCS 310 - Mexican and Chicano Music](#) Units: 3 #*
also listed as [LATAM 310](#)
- [CCS 335 - Chicana and Chicano Literature](#) Units: 3 *
also listed as [ECL 335](#)
- [CCS 350A - Chicana and Chicano History](#) Units: 3 *
- [CCS 350B - Chicana and Chicano History](#) Units: 3 *
- [CCS 375 - US/Mexico Border History](#) Units: 3 *
- [CCS 376 - Chicana and Chicano Culture and Thought](#) Units: 3 *
- [CCS 380 - US/Mexico Borderlands Folklore](#) Units: 3 *
also listed as [LATAM 380](#)
- [CCS 400 - Mexican Images in Film](#) Units: 3 *
also listed as [LATAM 400](#)
- [CCS 450 - Chicano and Latino Theatre](#) Units: 3 [⌘]
- [CHIN 301 - Advanced Chinese I](#) Units: 3

- [CHIN 302 - Advanced Chinese II](#) Units: **3**
- [CINTS 330 - Transnational Youth Cultures](#) Units: **3** *
- [CLASS 303G - Reading Greek Prose](#) Units: **3**
- [CLASS 303L - Reading Latin Prose](#) Units: **3**
- [CLASS 304G - Reading Greek Poetry](#) Units: **3**
- [CLASS 304L - Reading Latin Poetry](#) Units: **3**
- [CLASS 310 - Greek and Roman Myth and Legend](#) Units: **3**
- [CLASS 320 - Epic and the Novel](#) Units: **3**
- [CLASS 330 - Comedy, Tragedy, Actors, and Audiences](#) Units: **3**
- [CLASS 333 - Hell](#) Units: **3**
- [CLASS 340 - Gods, Gladiators, and Empire](#) Units: **3**
- [CLASS 350 - Classics and Cinema](#) Units: **3**
- [CLASS 360 - Sex, Gender, and the Erotic in the Ancient World](#) Units: **3** *
- [DANCE 382 - Dance in World Cultures](#) Units: **3** *
- [DANCE 383 - K-pop Dance](#) Units: **3**
- [ECL 301 - The Psychological Novel](#) Units: **3**
- [ECL 305 - Literature and Environment](#) Units: **3**
- [ECL 335 - Chicana and Chicano Literature](#) Units: **3** *
also listed as [CCS 335](#)
- [ECL 365A - African American Literature to 1900](#) Units: **3** *
also listed as [AFRAS 365A](#)
- [ECL 365B - African American Literature After 1900](#) Units: **3** *
also listed as [AFRAS 365B](#)
- [ECL 401 - Childhood's Literature](#) Units: **3**
- [ECL 409 - Science Fiction](#) Units: **3**
- [ECL 440 - African Literature](#) Units: **3** *
- [ECL 450 - LGBT Literature and Culture](#) Units: **3** *
- [ECL 470 - Folk Literature](#) Units: **3** *
- [ECL 494 - Modern Fiction of the United States](#) Units: **3**
- [EUROP 301 - Contemporary Europe](#) Units: **3**
- [EUROP 424 - European Cinema](#) Units: **3**
- [EUROP 430 - Muslim Experience in Europe](#) Units: **3**
- [EUROP 435 - Culture and Identity in Post-Communist Europe](#) Units: **3**
- [EUROP 440 - Human Trafficking in Europe](#) Units: **3**
- [EUROP 465 - Race and Identity in Europe](#) Units: **3** *
- [FRENC 301 - Advanced Grammar and Composition](#) Units: **3**
- [FRENC 302 - Advanced Grammar and Translation](#) Units: **3**
- [FRENC 305A - Survey of French Literature](#) Units: **3**
- [FRENC 305B - Survey of French Literature](#) Units: **3**
- [FRENC 421 - French Civilization](#) Units: **3**
- [FRENC 422 - Contemporary France](#) Units: **3**
- [FRENC 424 - French Cinema and Theory](#) Units: **3** * ^
- [FRENC 465 - Africa in Literature and Film](#) Units: **3** * ^
also listed as [AFRAS 465](#)
- [GEN S 450 - Life and Culture Semester Abroad](#) Units: **3**
- [GERMN 300 - Zeitgeist and Popular Culture](#) Units: **3**
- [GERMN 301 - Grammar and Composition](#) Units: **3**
- [HIST 405 - Amazons and Wonder Woman](#) Units: **3** *
- [HIST 406 - History of Sexuality](#) Units: **3** *
- [HIST 407 - Early Modern Europe](#) Units: **3**
- [HIST 408 - Modern Europe](#) Units: **3**

- [HIST 415 - Pre-Contact and Colonial Latin America](#) Units: **3** *
also listed as [LATAM 415](#)
- [HIST 416 - Modern Latin America](#) Units: **3** *
- [HIST 420 - Asian History to 1600](#) Units: **3** *
- [HIST 421 - Asian History since 1600](#) Units: **3** *
also listed as [ASIAN 421](#)
- [HIST 425 - The Vietnam War](#) Units: **3** *
- [HIST 436 - Modern Jewish History in Feature Films](#) Units: **3** *
- [HIST 440 - The Holocaust and Western Civilization](#) Units: **3**
- [HIST 441 - Unnatural Disasters: History of Current Environmental Problems](#) Units: **3**
- [HIST 442 - People from our Past](#) Units: **3**
- [HIST 457 - Graphic History](#) Units: **3**
- [HIST 473 - Middle Eastern History from the Advent of Islam to 1500](#) Units: **3** *
- [HIST 474 - The Middle East Since 1500](#) Units: **3** *
- [HIST 488 - Modern Jewish History](#) Units: **3** *
- [HUM 322 - LGBT History and Culture](#) Units: **3** *
also listed as [LGBT 322](#)
- [HUM 360 - Animal Humanities](#) Units: **3**
- [HUM 370 - American Culture](#) Units: **3**
- [HUM 406 - Renaissance and Self](#) Units: **3**
- [HUM 407 - Rationalists and Romantics](#) Units: **3**
- [HUM 408 - The Modern](#) Units: **3**
- [HUM 409 - The Future](#) Units: **3**
- [HUM 410 - Studies in Popular Culture](#) Units: **3**
- [HUM 411 - Understanding Evil](#) Units: **3** *
also listed as [REL S 411](#)
- [HUM 412 - The Human Side of Science and Technology](#) Units: **3**
- [HUM 413 - Theory in the Humanities](#) Units: **3** *
- [HUM 430 - Social Identity, Human Values, and Healthcare](#) Units: **3**
- [ITAL 301 - Advanced Oral and Written Composition](#) Units: **3**
- [ITAL 305A - Italian Literature](#) Units: **3**
- [ITAL 305B - Italian Literature](#) Units: **3**
- [ITAL 421 - Italian Culture and Society](#) Units: **3**
- [ITAL 424 - Italian Cinema](#) Units: **3**
- [ITAL 425 - Italian Cultures of Migration](#) Units: **3** *
- [ITAL 426 - Italian American Culture](#) Units: **3** * ^
- [JAPAN 311 - Third Year Japanese I](#) Units: **3**
- [JAPAN 312 - Third Year Japanese II](#) Units: **3**
- [JAPAN 321 - Advanced Japanese Discourse](#) Units: **3**
- [JAPAN 322 - Advanced Conversation Through Media](#) Units: **3**
- [JAPAN 332 - Narratives of Japanese Popular Culture](#) Units: **3** * ^
- [JMS 450 - Media and Culture](#) Units: **3** *
- [KOR 301 - Third Year Korean I](#) Units: **3**
- [KOR 302 - Third Year Korean II](#) Units: **3**
- [KOR 311 - Advanced Korean Conversation](#) Units: **3**
- [KOR 321 - Korean Civilization](#) Units: **3** *
also listed as [ASIAN 321](#)
- [KOR 430 - Contemporary Korean Culture through Media](#) Units: **3** * ^
also listed as [ASIAN 430](#)
- [LATAM 306 - Portuguese and Brazilian Cinema and Culture](#) Units: **3** ^
also listed as [PORT 306](#)

- [LATAM 307 - Brazilian Music and Culture](#) Units: **3** *
also listed as [PORT 307](#)
- [LATAM 310 - Mexican and Chicano Music](#) Units: **3** # *
also listed as [CCS 310](#)
- [LATAM 370 - History of Mexico: From Independence to Early Twentieth Century](#) Units: **3** *
- [LATAM 380 - US/Mexico Borderlands Folklore](#) Units: **3** *
also listed as [CCS 380](#)
- [LATAM 400 - Mexican Images in Film](#) Units: **3** *
also listed as [CCS 400](#)
- [LATAM 415 - Pre-Contact and Colonial Latin America](#) Units: **3** *
also listed as [HIST 415](#)
- [LATAM 420 - Latin America through Film](#) Units: **3** *
- [LATAM 450 - Study Abroad in Latin American Studies](#) Units: **3** * [Maximum GE credit 3 units]
- [LGBT 322 - LGBT History and Culture](#) Units: **3** *
also listed as [HUM 322](#)
- [LGBT 333 - Trans/Gender Studies](#) Units: **3** *
- [MUSIC 345 - Music Cultures of the World](#) Units: **3** *
- [MUSIC 351 - Music and Culture](#) Units: **3** [Maximum GE credit 3 units]
- [PHIL 310 - Philosophy and Human Nature](#) Units: **3**
- [PHIL 312 - Women and Philosophy](#) Units: **3** *
- [PHIL 315 - Philosophy and Literature](#) Units: **3**
- [PHIL 328 - Philosophy, Racism, and Justice](#) Units: **3** *
- [PHIL 329 - Social Ethics](#) Units: **3**
- [PHIL 330 - Biomedical Ethics](#) Units: **3**
- [PHIL 332 - Environmental Ethics](#) Units: **3**
also listed as [SUSTN 332](#)
- [PHIL 333 - Ethics-Food](#) Units: **3**
- [PHIL 335 - Philosophy of Business Ethics](#) Units: **3**
- [PHIL 336 - Philosophy and the Internet](#) Units: **3**
- [PHIL 337 - Ethics and Artificial Intelligence](#) Units: **3**
- [PHIL 339 - Philosophy and Video Games](#) Units: **3**
- [PHIL 340 - Morality of War and Peace](#) Units: **3**
- [PHIL 341 - Logic and the Law](#) Units: **3**
- [PHIL 342 - Morality and the Law](#) Units: **3**
- [PHIL 344 - Global Justice](#) Units: **3**
- [PHIL 351 - Chinese Philosophy](#) Units: **3** *
also listed as [ASIAN 351](#)
- [PHIL 353 - Buddhist Philosophy](#) Units: **3** *
- [PORT 306 - Portuguese and Brazilian Cinema and Culture](#) Units: **3** ^
also listed as [LATAM 306](#)
- [PORT 307 - Brazilian Music and Culture](#) Units: **3** * ^
also listed as [LATAM 307](#)
- [PORT 443 - Contemporary Luso-Brazilian Civilization](#) Units: **3**
- [PSFA 320 - Creativity and Communication in the Arts](#) Units: **3**
- [REL S 301 - Hebrew Bible \(A\)](#) Units: **3**
- [REL S 305 - The New Testament \(A\)](#) Units: **3**
- [REL S 310 - The Qur'an \(A\)](#) Units: **3** *
- [REL S 315 - Yoga: Theory and Practice \(A\)](#) Units: **3** *
- [REL S 320 - Judaism \(B\)](#) Units: **3**
- [REL S 325 - Christianity \(B\)](#) Units: **3**
- [REL S 328 - Islam \(B\)](#) Units: **3** *

- [REL S 330 - Religious Encounters: Christianity, Islam, and Judaism \(B\)](#) Units: **3** *
- [REL S 337 - Asian Religions in America \(B\)](#) Units: **3** *
- [REL S 338 - Buddhism \(B\)](#) Units: **3** *
- [REL S 339 - Religions of India \(B\)](#) Units: **3** *
- [REL S 341 - Japanese Religions Through Anime](#) Units: **3** *
- [REL S 345 - Religions of East Asia \(B\)](#) Units: **3** *
- [REL S 356 - Hip Hop and Religion \(D\)](#) Units: **3**
- [REL S 363 - Religion and the Sciences \(D\)](#) Units: **3**
- [REL S 364 - Religion and Film \(D\)](#) Units: **3**
- [REL S 365 - Religion and Comics \(D\)](#) Units: **3**
- [REL S 367 - Religion and Sports \(D\)](#) Units: **3**
- [REL S 373 - Women and the Bible \(A\)](#) Units: **3** *
- [REL S 376 - Spirituality and Sustainability \(D\)](#) Units: **3**
- [REL S 379 - Religious Violence and Nonviolence \(D\)](#) Units: **3**
- [REL S 380 - Atheism, Humanism, and Secularism \(D\)](#) Units: **3**
- [REL S 382 - California Religion and Spirituality \(B\)](#) Units: **3** *
- [REL S 395 - New Age, Neopagan, and New Religious Movements \(C\)](#) Units: **3**
- [REL S 405 - Faith and Hope \(D\)](#) Units: **3**
also listed as HUM 405
- [REL S 406 - God, Gold, and Glory: Religion and Colonial Encounter in the Americas \(D\)](#) Units: **3** *
- [REL S 411 - Understanding Evil \(D\)](#) Units: **3** *
also listed as [HUM 411](#)
- [REL S 424 - The Supernatural in Cross-Cultural Perspective \(C\)](#) Units: **3** *
also listed as [ANTH 424](#).
- [REL S 458 - Asian Traditions \(B\)](#) Units: **3** *
also listed as [ASIAN 458](#)
- [REL S 470 - American Indian Worldviews and Cosmologies \(B\)](#) Units: **3** *
also listed as [AMIND 470](#)
- [RUSSN 301 - Advanced Grammar and Composition](#) Units: **3**
- [RUSSN 305A - Heroes and Villains: Russian Literature of the Nineteenth Century](#) Units: **3** ^
- [RUSSN 305B - Russian Literature of the Twentieth Century](#) Units: **3** ^
- [RUSSN 310 - Russian and East European Cinema](#) Units: **3** ^
- [RUSSN 430 - Russian Civilization](#) Units: **3**
- [RUSSN 435 - Russian and East European Jewish Culture](#) Units: **3** * ^
- [RWS 413 - The Rhetoric of Comics](#) Units: **3**
- [SPAN 340 - Spanish Civilization](#) Units: **3**
- [SPAN 341 - Spanish American Civilization](#) Units: **3**
- [SPAN 342 - Mexican Civilization](#) Units: **3** *
- [SPAN 461 - Spanish in the United States](#) Units: **3** *
- [SUSTN 332 - Environmental Ethics](#) Units: **3**
also listed as [PHIL 332](#)
- [TFM 363 - International Cinema](#) Units: **3** [Maximum GE credit 3 units]
- [TFM 430 - History of Television](#) Units: **3**
- [THEA 427 - African American Theatre and Performance](#) Units: **3** *
- [THEA 460A - History of the Theatre](#) Units: **3**
- [THEA 460B - History of the Theatre](#) Units: **3**
- [THEA 465 - Theatre of Diversity](#) Units: **3** *
- [WMNST 336 - Women of Color in the United States](#) Units: **3** *
- [WMNST 340 - History of Women and Sexuality in Modern Europe](#) Units: **3** *
- [WMNST 352 - Women in Literature](#) Units: **3** *
- [WMNST 355 - Feminist Approaches to Popular Culture](#) Units: **3**

- [WMNST 360 - Women's Sexuality and the Body](#) Units: 3 *

Area 4. Social and Behavioral Science

Complete one course. Social and Behavioral Sciences courses in the lower division general education area and Explorations of Human Experience must be taken from a minimum of two different departments.

Courses that also fulfill the American Institutions requirement are identified below [AI]. Refer to section IV. American Institutions Requirement.

Engineering majors automatically satisfy the Social and Behavioral Sciences explorations GE area by completion of the major.

- [AAS 301 - Gender, Sexuality, and Asian Americans](#) Units: 3
- [AAS 313 - Asian American Communities](#) Units: 3
- [AAS 323 - Korean American Experiences](#) Units: 3
- [AAS 380 - Asian American Issues in the News](#) Units: 3 *
- [AAS 486 - Leadership and Asian Americans](#) Units: 3 *
- [AAS 488 - Applying Asian American Studies to Racial Justice](#) Units: 3
- [AFRAS 300 - Afro-Brazilian Community, Culture, and Identity](#) Units: 3 *
- [AFRAS 320 - Political Economy of African Diaspora](#) Units: 3 *
- [AFRAS 321 - Black Political Participation in America](#) Units: 3 *
- [AFRAS 322 - African American Political Thought](#) Units: 3 *
- [AFRAS 323 - History and Culture of Haiti](#) Units: 3 *
- [AFRAS 335 - Africana Presence in Latin America](#) Units: 3 *
- [AFRAS 341 - Cultural Patterns and African American Identity](#) Units: 3 *
- [AFRAS 350 - Africana Digital Humanities](#) Units: 3 ☞
- [AFRAS 380 - African Americans and the US Justice System](#) Units: 3 *
- [AFRAS 421 - Black Urban Experience](#) Units: 3 *
- [AFRAS 455 - Africana Class, Gender, and Sexualities](#) Units: 3 *
- [AFRAS 473 - Women in Africa](#) Units: 3 *
- [AMIND 320 - American Indians in Contemporary Society](#) Units: 3 ☞
- [AMIND 350 - American Indian Environmental Management](#) Units: 3 *
- [AMIND 420 - Indian Peoples of California](#) Units: 3 ☞
- [AMIND 451 - American Indian Identity](#) Units: 3 ☞
also listed as [ANTH 451](#)
- [AMIND 460 - American Indian Languages](#) Units: 3 ☞
also listed as [ANTH 460](#) and [LING 460](#)
- [AMIND 480 - Issues in American Indian Education](#) Units: 3 ☞
- [ANTH 333 - Race, Ethnicity, and Identity in the Americas](#) Units: 3
also listed as [LATAM 333](#)
- [ANTH 348 - Historical Archaeology](#) Units: 3
- [ANTH 350 - Exploring Cultural Diversity Around the World](#) Units: 3 *
- [ANTH 353 - Sustainability and Culture](#) Units: 3 *
also listed as [SUSTN 353](#)
- [ANTH 365 - Pets and Plates: Archaeology of Domestic Animals](#) Units: 3
- [ANTH 404 - Evolution of Human Behavior](#) Units: 3 *
- [ANTH 410 - Culture and Communicative Pathways](#) Units: 3
- [ANTH 439 - Cultural Comparisons Through Film](#) Units: 3 *
- [ANTH 440 - Mesoamerican Civilization Before the Europeans](#) Units: 3 *
- [ANTH 442 - Cultures of South America](#) Units: 3 *
- [ANTH 451 - American Indian Identity](#) Units: 3 ☞

also listed as [AMIND 451](#)

- [ANTH 460 - American Indian Languages](#) Units: **3** ☞
also listed as [AMIND 460](#) and [LING 460](#)
- [ASIAN 300 - Asia's Global Future](#) Units: **3**
- [ASIAN 320 - Asian Environmental Issues](#) Units: **3** *
- [ASIAN 353 - Language and Social Interaction in China](#) Units: **3**
also listed as [CHIN 353](#)
- [ASIAN 429 - Gender and Sexuality in Korea](#) Units: **3** *
also listed as [KOR 429](#) and [SOC 429](#)
- [BRAZ 325 - Brazilian Democracy and Society](#) Units: **3** *
- [CCS 301 - Political Economy of the Chicano People](#) Units: **3** *
- [CCS 303 - Chicana and Chicano Community Studies](#) Units: **3** *
- [CCS 320 - Chicana and Chicano Lifestyles](#) Units: **3** *
- [CCS 325 - Latinx Foodways](#) Units: **3**
- [CCS 345 - Postcolonial Masculinities](#) Units: **3**
- [CCS 355 - The United States-Mexico International Border](#) Units: **3** *
- [CCS 360 - Culture of Football: Chicana/os, Latina/os, and Soccer](#) Units: **3**
- [CFD 354 - Parenting: Context, Research, and Application](#) Units: **3**
- [CFD 437 - Violence in Relationships](#) Units: **3**
- [CHIN 353 - Language and Social Interaction in China](#) Units: **3**
also listed as [ASIAN 353](#)
- [CINTS 301 - Comparative Border Studies](#) Units: **3**
- [CINTS 435 - Global Activism and Social Change](#) Units: **3** *
- [COMM 321 - Introduction to Health Communication](#) Units: **3**
- [COMM 371 - Intercultural Communication](#) Units: **3** *
- [CSP 300 - Stress Management and Life Planning](#) Units: **3**
- [CSP 420 - The Influence of Media on Counseling and Wellbeing](#) Units: **3** *
- [ECON 330 - Comparative Economic Systems](#) Units: **3**
- [ECON 464 - Economic Problems of Latin America](#) Units: **3** *
- [ED 350 - Education in American Society](#) Units: **3**
- [ED 484 - Valuing Human Diversity](#) Units: **3** *
- [ENS 318 - Sport, Games, and Culture](#) Units: **3**
- [ENS 330 - Exercise and Wellness Across the Lifespan](#) Units: **3**
- [EUROP 320 - Food Culture in Europe](#) Units: **3** *
- [GEN S 420 - Disability and Society](#) Units: **3** *
- [GEN S 455 - Social and/or Behavioral Science Study Abroad](#) Units: **3**
- [GEN S 480 - Engaged Citizenship and Social Responsibility](#) Units: **3** *
- [GEOG 312 - Culture Worlds](#) Units: **3** *
- [GEOG 320 - California](#) Units: **3**
- [GEOG 321 - United States](#) Units: **3**
- [GEOG 324 - Latin America](#) Units: **3** *
- [GEOG 336 - Europe](#) Units: **3**
- [GEOG 341 - Feeding the World](#) Units: **3** *
- [GEOG 342 - Food, Place, and Culture](#) Units: **3** *
- [GEOG 354 - Geography of Cities](#) Units: **3**
- [GEOG 370 - Conservation Science and Policy](#) Units: **3**
- [GERO 360 - Diversity and Aging](#) Units: **3** *
- [GERO 370 - Images of Aging in Contemporary Society](#) Units: **3** *
- [HHS 350 - Applied International Health and Human Services](#) Units: **3** *
- [HHS 352 - International and Global Health and Human Services in San Diego County](#) Units: **3** *

- [HIST 404 - History of Human Rights](#) Units: **3** *
- [HIST 410 - United States History for Teachers](#) Units: **3** [AI]
- [HIST 413 - United States History For Teachers for Liberal Studies Majors](#) Units: **3** [AI]
- [HIST 445 - California History](#) Units: **3** [AI]
- [HONOR 413 - Interdisciplinary Perspectives on Social Problems](#) Units: **3** [Maximum GE credit 3 units] *
- [HTM 381 - Cross-Cultural Interpretations of Gambling Addiction](#) Units: **3** *
- [ISCOR 300 - Global Systems](#) Units: **3** *
- [ISCOR 301 - Conflict and Conflict Resolution](#) Units: **3** *
- [ISCOR 310 - Our Global Future: Environment, Climate, and the Prospects of Survival](#) Units: **3**
- [ISCOR 320 - International Security in the Nuclear Age](#) Units: **3**
- [ISCOR 324 - Politics of Global Resistance and Solidarity](#) Units: **3**
- [KOR 429 - Gender and Sexuality in Korea](#) Units: **3** *
also listed as [ASIAN 429](#) and [SOC 429](#)
- [LATAM 325 - Political Economy of Brazil](#) Units: **3** *
- [LATAM 333 - Race, Ethnicity, and Identity in the Americas](#) Units: **3**
- [LATAM 350 - Globalization and the Americas](#) Units: **3**
- [LATAM 355 - The United States-Mexico International Border](#) Units: **3** *
also listed as [CCS 355](#)
- [LATAM 425 - Illness, Health, and Healing in Latin America](#) Units: **3**
- [LATAM 430 - Immigration and Border Politics](#) Units: **3** *
also listed as [POL S 430](#)
- [LCS 300 - Language, Culture, and Society](#) Units: **3** *
- [LGBT 321 - LGBT Identities in the Modern World](#) Units: **3** *
- [LGBT 350 - Queer of Color Studies](#) Units: **3** *
- [LING 350 - Language and Politics](#) Units: **3**
- [LING 351 - Why Do We Talk Like That? Dialect variation in English](#) Units: **3**
- [LING 354 - Language and Computers](#) Units: **3**
- [LING 420 - Linguistics and English](#) Units: **3**
- [LING 452 - Language Acquisition](#) Units: **3**
- [LING 453 - Heritage Language Acquisition](#) Units: **3** *
- [LING 454 - Second Language Acquisition](#) Units: **3**
- [LING 460 - American Indian Languages](#) Units: **3** ⌘
also listed as [AMIND 460](#) and [ANTH 460](#)
- [NURS 351 - Exploring Healthcare in America](#) Units: **3**
- [P H 330 - Plagues Through the Ages](#) Units: **3**
- [P H 353 - Human Sexuality and Disease](#) Units: **3**
- [P H 362 - Global Health](#) Units: **3** *
- [POL S 301A - Ancient Political Thought](#) Units: **3**
- [POL S 301B - Early Modern Political Thought](#) Units: **3**
- [POL S 302 - Modern Political Thought](#) Units: **3**
- [POL S 305 - American Political Thought](#) Units: **3** [AI]
- [POL S 320 - The U.S. Constitution](#) Units: **3** [AI]
- [POL S 321 - State Politics](#) Units: **3** [AI]
- [POL S 334 - Politics of the Environment](#) Units: **3** *
also listed as [SUSTN 334](#)
- [POL S 336 - Gender and Public Policy](#) Units: **3** *
- [POL S 345 - U.S. Constitutional Law: Powers and Constraints](#) Units: **3** [AI]
- [POL S 347 - U.S. Constitutional Law: Rights and Liberties](#) Units: **3** [AI]
- [POL S 353 - Islam and Politics](#) Units: **3** *
- [POL S 356 - European Politics](#) Units: **3**
- [POL S 359 - Government and Politics in Russia and Eurasia](#) Units: **3**

- [POL S 361 - Governments and Politics of the Developing Areas](#) Units: **3** *
- [POL S 362 - Governments and Politics of East Asia](#) Units: **3** *
- [POL S 363 - Governments and Politics of the Middle East](#) Units: **3** *
- [POL S 365 - Chinese Politics](#) Units: **3** *
- [POL S 370 - Political Violence](#) Units: **3**
- [POL S 422 - Urban Politics](#) Units: **3** [AI]
- [POL S 430 - Immigration and Border Politics](#) Units: **3** *
- [POL S 435 - Power and Poverty in the United States](#) Units: **3**
- [PSY 340 - Social Psychology](#) Units: **3**
- [PSY 344 - Psychology and Culture](#) Units: **3**
- [PSY 351 - Psychology of Personality](#) Units: **3**
- [REL S 343 - Sociology of Religion \(C\)](#) Units: **3**
also listed as [SOC 338](#)
- [REL S 368 - Religion and Social Justice](#) Units: **3**
- [REL S 390A - Religion and Revolution \(D\)](#) Units: **3** [AI]
- [REL S 390B - Religion and Revolution \(D\)](#) Units: **3** [AI]
- [RTM 304 - Leisure and Tourism](#) Units: **3**
- [RTM 305 - Wilderness and the Leisure Experience](#) Units: **3**
- [RTM 404 - Cross-Cultural Perspectives of Tourism](#) Units: **3** *
- [SWORK 350 - Cultural Pluralism](#) Units: **3** *
- [SWORK 360 - Perspectives on Human Behavior and the Social Environment](#) Units: **3**
- [SOC 320 - Sex and Gender in Contemporary Society](#) Units: **3** *
- [SOC 330 - Cultural and Historical Origins of Surfing](#) Units: **3**
- [SOC 335 - Sociology of Popular Culture](#) Units: **3**
- [SOC 338 - Sociology of Religion](#) Units: **3**
also listed as [REL S 343](#)
- [SOC 350 - Population and Contemporary Issues](#) Units: **3**
- [SOC 352 - Global Social Problems](#) Units: **3**
- [SOC 355 - Sociology of Race and Ethnicity](#) Units: **3** *
- [SOC 410 - Social Psychology: Mind, Self, and Society](#) Units: **3**
- [SOC 421 - American Families](#) Units: **3**
- [SOC 429 - Gender and Sexuality in Korea](#) Units: **3** *
also listed as [ASIAN 429](#) and [KOR 429](#)
- [SOC 430 - Social Organization](#) Units: **3**
- [SOC 436 - Sociology of Health and Illness](#) Units: **3**
- [SOC 450 - Social Change](#) Units: **3**
- [SOC 460 - Technology and Society](#) Units: **3**
- [SPAN 462 - Language Variation in the Spanish-Speaking World](#) Units: **3** *
- [STS 301 - Concepts and Ideas in Science and Technology Studies](#) Units: **3**
- [SUSTN 334 - Politics of the Environment](#) Units: **3** *
also listed as [POL S 334](#)
- [SUSTN 353 - Sustainability and Culture](#) Units: **3** *
- [TE 472 - Ethnic Identity Development in Education](#) Units: **3** *
- [WMNST 310 - Global Cultures and Women's Lives](#) Units: **3** *
- [WMNST 325 - Psychology of Women](#) Units: **3** *
- [WMNST 341A - Gender and US History](#) Units: **3** [AI]
- [WMNST 341B - Gender and US History](#) Units: **3** [AI]
- [WMNST 370 - Women, Law, and Policy](#) Units: **3** *
- [WMNST 375 - Sex, Power, and Politics](#) Units: **3** *
- [WMNST 385 - Women's Work: Invisibility and Empowerment](#) Units: **3** *

Note

★ Approved General Education mathematics course for majors in Non-STEM, Undeclared, and Interdisciplinary Studies in Three Departments.

° Approved General Education mathematics course for majors in STEM, Undeclared, and Interdisciplinary Studies in Three Departments.

^ Taught in English.

* Cultural diversity course.

⌘ Course in other General Education areas that will satisfy ethnic studies requirement created by SDSU Senate resolution.

Taught bilingually.

X. Ethnic Studies Graduation Requirement

Students must complete a three-unit ethnic studies course. This requirement is separate from cultural diversity. Lower division courses that also fulfill Area 1 English Communication may not be used to satisfy this requirement. Ethnic studies courses are identified throughout the University Catalog with an ES designation. Ethnic studies courses focus on the interdisciplinary and comparative study of ethnicity, race, and racialization. Courses meeting this requirement place strong emphasis on groups whose socio-historical experience of land and labor were critical to the building of the United States: African Americans, Asian Americans, Chicanos/Latinos, and Native Americans. An analysis of empire, migrations, nation-building, power, and the intersections of class, culture, gender, race, and sexuality are critical components in these courses. For a course to meet the ethnic studies requirement it must be taken from the approved list of courses in Africana Studies, American Indian Studies, the Center for Asian and Pacific Studies, Chicana and Chicano Studies, or a cross-listed equivalent. It may also satisfy General Education, American Institutions, preparation for the major, and major, where applicable. Students seeking a second bachelor's degree in nursing are exempt from this requirement with their first baccalaureate degree received from an institutionally accredited college/university.

Goals for courses meeting the ethnic studies requirement:

Goal 1: Define core concepts that are foundational to the field of ethnic studies to include colonialism, equity, ethnicity and culture, Eurocentrism, indigeneity, race, racialization, racism, and white supremacy.

Goal 2: Examine from an interdisciplinary perspective, the general history, culture, and/or contemporary lived experiences of at least one of four groups to include African Americans, Asian Americans, Chicana/o/xs-Latinxs, and Native Americans.

Goal 3: Explain how African American, Asian American, Chicano/a/x-Latinxs, or Native American communities use different forms of resistance and cultural affirmation for community engagement and the advancement of anti-racism and decolonization.

Goal 4: Analyze how race and racism intersects with class, ethnicity, gender, legal status, and/or sexuality to shape life chances and social relations.

Goal 5: Engage social and academic practices originating in African American, Asian American, Chicano/a/x-Latinx, or Native American communities to work towards building a more anti-racist, decolonial, equitable, and inclusive society beyond the classroom.

Ethnic Studies [ES] Courses:	Course Also Fulfills
AAS 100 - Asian American History Units: 3	American Institutions Requirement Ethnic Studies [6]
AAS 101 - Politics, Power, and Asian America Units: 3	American Institutions Requirement

Ethnic Studies [ES] Courses:	Course Also Fulfills
	Ethnic Studies [6]
<u>AAS 103 - Introduction to Filipino American Studies Units: 3</u>	Ethnic Studies [6]
<u>AAS 261 - Eating Asian America Units: 3</u>	Social and Behavioral Science [4]
<u>AAS 263 - Asian American Film and Media Units: 3</u>	Arts [3A]
<u>AAS 301 - Gender, Sexuality, and Asian Americans Units: 3</u>	GE Explorations Social and Behavioral Science [UD 4]
<u>AAS 313 - Asian American Communities Units: 3</u>	GE Explorations Social and Behavioral Science [UD 4]
<u>AAS 422 - Asian American Experiences Units: 3</u> also listed as <u>HIST 422</u>	Ethnic Studies [6]
<u>AAS 460 - Contemporary Issues in Filipino-American Communities Units: 3</u> also listed as <u>FILIP 460</u>	Ethnic Studies [6]
<u>AAS 488 - Applying Asian American Studies to Racial Justice Units: 3</u>	GE Explorations Social and Behavioral Science [UD 4]
<u>AFRAS 101 - Introduction to Africana Studies: Social and Behavioral Sciences Units: 3</u>	Social and Behavioral Science [4]
<u>AFRAS 102 - An Afrocentric Response to Generational Trauma Units: 3</u>	
<u>AFRAS 170A - Afro-American History to 1865 Units: 3</u>	American Institutions Requirement Ethnic Studies [6]
<u>AFRAS 170B - Afro-American History from 1865 to Present Units: 3</u>	American Institutions Requirement Ethnic Studies [6]
<u>AFRAS 240 - Africana Intellectual Thought Units: 3</u>	Humanities [3B]
<u>AFRAS 260 - Africana Literary Study Units: 3</u>	Humanities [3B]
<u>AFRAS 327 - Critical Theories in Africana Studies Units: 3</u>	--
<u>AFRAS 331 - The Black Family Units: 3</u>	Ethnic Studies [6]
<u>AFRAS 332 - Black Women: Myth and Reality Units: 3</u>	Ethnic Studies [6]
<u>AFRAS 350 - Africana Digital Humanities Units: 3</u>	GE Explorations Social and Behavioral Science [UD 4]
<u>AFRAS 351 - Black Religions and Spirituality Units: 3</u>	Ethnic Studies [6]

Ethnic Studies [ES] Courses:	Course Also Fulfills
AFRAS 363 - Sociocultural Analysis of Black Languages Units: 3 also listed as LING 363	---
AFRAS 385 - African American Music Units: 3	GE Explorations Arts and Humanities [UD 3]
AFRAS 422 - Modern Civil Rights Movement Units: 3	Ethnic Studies [6]
AFRAS 423 - Black Nationalism Units: 3	Ethnic Studies [6]
AFRAS 466 - Afrofuturism Units: 3	GE Explorations Arts and Humanities [UD 3]
AFRAS 470 - Comparative History: Afro-American and African Heritage Units: 3	GE Explorations Arts and Humanities [UD 3]
AFRAS 471 - Africana History Units: 3	---
AFRAS 472 - African Enslavement Units: 3	UD 3. Humanities
AFRAS 476 - History and Culture of Hip Hop Units: 3	Ethnic Studies [6]
AMIND 110 - American Indian Heritage Units: 3	Ethnic Studies [6]
AMIND 140 - U.S. History from an American Indian Perspective to 1870 Units: 3	American Institutions Requirement Ethnic Studies [6]
AMIND 141 - U.S. History from an American Indian Perspective Since 1870 Units: 3	American Institutions Requirement Ethnic Studies [6]
AMIND 210 - Indigenous Women and the Arts Units: 3	Humanities [3B]
AMIND 300 - American Indian Oral Tradition Units: 3	GE Explorations Arts and Humanities [UD 3]
AMIND 320 - American Indians in Contemporary Society Units: 3	GE Explorations Social and Behavioral Science [UD 4]
AMIND 331 - The American Indian Political Experience Units: 3 also listed as POL S.331	---
AMIND 370 - Tribal Gaming: Cultural and Political Context Units: 3	Ethnic Studies [6]

Ethnic Studies [ES] Courses:	Course Also Fulfills
also listed as HTM 370	
AMIND 420 - Indian Peoples of California Units: 3	GE Explorations Social and Behavioral Science [UD 4]
AMIND 430 - American Indian Poetry and Fiction Units: 3	GE Explorations Arts and Humanities [UD 3]
AMIND 435 - Indians through Film and Television Units: 3	Ethnic Studies [6]
AMIND 440 - American Indian History Units: 3	GE Explorations Arts and Humanities [UD 3]
AMIND 451 - American Indian Identity Units: 3 also listed as ANTH 451	GE Explorations Social and Behavioral Science [UD 4]
AMIND 460 - American Indian Languages Units: 3 also listed as ANTH 460 and LING 460	GE Explorations Social and Behavioral Science [UD 4]
AMIND 480 - Issues in American Indian Education Units: 3	GE Explorations Social and Behavioral Science [UD 4]
AMIND 485 - Federal Indian Law Units: 3	---
CCS 100 - Chicana and Chicano Heritage Units: 3	Ethnic Studies [6]
CCS 110 - Introduction to Chicana and Chicano Studies Units: 3	Ethnic Studies [6]
CCS 120A - Chicana/os and American Government and Politics Units: 3	American Institutions Requirement Ethnic Studies [6]
CCS 120B - Chicana/os and California Government and Politics Units: 3	American Institutions Requirement Ethnic Studies [6]
CCS 141A - U.S. History from a Chicana/o Perspective to 1865 Units: 3	American Institutions Requirement Ethnic Studies [6]
CCS 141B - U.S. History from a Chicana/o Perspective 1865-present Units: 3	American Institutions Requirement Ethnic Studies [6]
CCS 150 - Critical Issues in Chicana Studies Units: 3	Ethnic Studies [6]
CCS 235 - Comics and Race Units: 3	Ethnic Studies [6]

Ethnic Studies [ES] Courses:	Course Also Fulfills
<u>CCS 275 - Sports and Race Units: 3.</u>	
<u>CCS 306 - Mexican Immigration Units: 3.</u>	Ethnic Studies [6]
<u>CCS 340A - Gender, Sex, and Politics in Colonial Mexico Units: 3.</u>	Ethnic Studies [6]
<u>CCS 340B - Chicana Women's History: 1848-Present Units: 3.</u>	Ethnic Studies [6]
<u>CCS 450 - Chicano and Latino Theatre Units: 3.</u>	---
<u>CCS 580 - Chicanas and Chicanos and the Schools Units: 3.</u>	---
