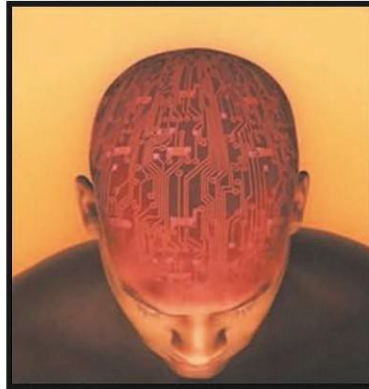


# **Bachelor of Arts in Social Science**



**Political Science**



**Psychology**



**Anthropology**



**History**

**2022-2023 Handbook**

## **BACHELOR OF ARTS IN SOCIAL SCIENCE PROGRAM**

*The purpose of this handbook is to provide an overview and guidance for success in the BASS Program. As well, specific policies and procedures are presented that students enrolled in the BASS are expected to adhere.*

The BASS is an interdisciplinary program that emphasizes the attainment of knowledge and the development of critical thinking, research, and communication skills. The program is great preparation for a career or attaining graduate-level education.

The BASS program provides an integrated view of the human social world. Program faculty have expertise in four important social science disciplines—anthropology, history, political science, and psychology. These, and other social science disciplines, describe and analyze human behavior in different ways. Yet there is considerable overlap between these fields of study, and some subjects are studied in all disciplines. For example, each area examines how human political systems are enacted, and how these meet the needs of an individual, group or society. The overlap of subjects between the disciplines indicates that some areas of human behavior are so important that these are examined in different ways. These diverse understandings of social processes provide a global, generalist perspective on human behavior in addition to insights that derives from each subject area.

The human social world is complex, and unlike that of any other species. Understanding the human social world can provide a pathway to a career or empower an existing career, and such knowledge provides the foundation on which to build lifelong learning and personal enrichment.

### **Student learning outcomes**

*Students graduating from the BASS program will have the knowledge and skills to:*

- *Acquire and interpret scholarly information and data to reach informed, reasoned, and balanced conclusions;*
- *Synthesize information effectively in oral and written form;*
- *Comprehend and analyze the foundations and organizations of human social systems; and*
- *Apply concepts and methods to an original professional study in social sciences.*

### **Admission to program**

- Application deadline to begin the following Fall semester: April 1 by 5 PM (Submitted to Admissions and Records)
- Application deadline to begin the following Spring semester: November 1 by 5 PM (Submitted to Admissions and Records)

### **Requirements for Admission to the BASS**

1. An Associates of Arts or Sciences;
2. A minimum GPA of 2.5 for the Associate's degree; and
3. A grade of C- or higher in English 102.

Students must complete and submit the application form (available online under Bachelor programs) for the BASS to be formally admitted to the program. Applications are submitted to Admissions and Records; email the application to [admission@gbcnv.edu](mailto:admission@gbcnv.edu), drop it off on campus or mail to Admission and Records,

1500 College Parkway, Elko, NV 89801. Applications must be complete to be processed, including processing of transcripts from other institutions.

## **ACADEMIC INTEGRITY AND STUDENT CONDUCT**

BASS students are expected to conduct themselves with integrity and honesty. An academic career is guided by honesty and ethics. Students are expected to attend to all duties and responsibilities that are required in college. Students must comply with Student Conduct and Academic Honesty policies as described in the GBC Catalog, BASS handbook, NSHE Code and by their instructors. Incidents of student misconduct and/or academic dishonesty will be reported to the Vice President of Student Services and the BASS program supervisor. Academic dishonesty can result in dismissal from the program, academic probation, and/or failure of a course.

### **As a college student:**

- You are responsible for acquiring or arranging for access to the materials required to complete a course. This includes the books, a reliable computer, internet connections, etc.
- You are the person who makes sure that you can and do attend class as it is scheduled.
- You are the person who does all work.
- You are the person who is responsible for getting required work done and submitted on time.
- You are the person in charge of completing a course.

The expectation is that if you enroll in a class or degree program, you are committed to completing that course or program as it is laid out. While personal issues certainly can impact your ability to complete courses, it is unreasonable to expect instructors to excessively modify due dates, exam dates, etc. to meet personal needs. This is not fair to other students, or to the instructor. Patterns of excessive student unwillingness or inability to meet assignment deadlines or other ethical expectations, can result in a student's dismissal from the program.

In short, BASS faculty members expect students to fulfill their obligations to other students, to instructors, and to the program of study with integrity, and to possess a sense of what is fair and decent behavior.

### **Student Conduct**

The BASS Committee adds to GBC and NSHE codes, the following expectations for all interactions with instructors and students (including emails, phone conversations, video conferences, discussion posts, assignments, peer reviews, etc.)—online and live/IAV. Failure to comply with these expectations may result in a failing grade for the activity/assignment, removal from the course, a failing grade for the course, and/or probation/dismissal from the BASS program.

Messages, attitudes, or any other form of communication deemed to be outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined, as they would be in a regular classroom, by the instructor) will not be tolerated. This includes disrespectful, aggressive, demeaning, hostile, accusatory, demanding or otherwise inappropriate language/behavior directed at another class member, the instructor, or other participants in class. Aggressive challenges to course

organization/content are likewise considered to be instances of misconduct.

This kind of behavior creates an environment that is hostile to the instructor and students in addition to inhibiting student learning and teaching.

Issues related to student conduct in any BASS course (required or elective) will be reported to the BASS Program Supervisor, the Dean of Arts and Sciences, and the Director of Environmental Health and Safety.

#### Procedures for misconduct:

1. After the first instance in one or more courses, the instructor warns the student in writing and forwards evidence and instructor response to the BASS program supervisor. The warning and evidence will be retained in BASS records. The program supervisor may issue a separate warning if deemed necessary.
2. If misconduct persists after a warning in one or more classes, evidence will be forwarded to the above parties. If such a situation emerges and was not resolved by the instructor with a written warning, the BASS Program Supervisor, the Dean of Arts and Sciences, the office of Student Affairs, and/or the Office of Environmental Health, Safety, and Security will be contacted to assess the situation in consultation with the effected instructor. Disruptive behavior may result in a failing grade for the activity/assignment, removal from the course, a failing grade for the course, and/or dismissal from the BASS program.

#### **Academic Standards**

Students admitted in the BASS program must maintain good standing based on the following academic criteria. Failure to do so may result in dismissal from the program.

1. GPA. Students must maintain a GPA of 2.0 to remain in good standing in the program.
2. ACADEMIC INTEGRITY. Academic honesty is expected in all college courses. Acts such as cheating, plagiarism, failure to properly cite published sources, using papers/test banks/test questions found online or from other students are examples of violations of the BASS Program, GBC, and NSHE Codes of Conduct as well as violations of the standards of intellectual dishonesty. All student work must be original and authentic, and reflect academic standards outlined for a course. Any acts of cheating, copying, and/or plagiarizing are code violations and will be taken seriously. Students who cheat, copy another's work, or plagiarize from the Internet or other sources are subject to consequences ranging from dismissal from and failure of a class to dismissal from the BASS Program and/or the college.

#### **Definitions**

**Academic Dishonesty** (all courses) includes deliberate plagiarism and other forms of cheating. Unlike unintentional plagiarism, this is considered to be cheating and the consequences for the behavior are immediately more severe.

Deliberate plagiarism has occurred when a student's "work" shows a pattern of subterfuge including, but not limited to, intentionally copying another person's work (i.e., downloading passages from the internet, copying substantial passages from a book, abstracts, articles, or other sources), faking sources, reusing papers from other classes without express permission from both instructors, use of another student's paper, and/or purchasing a paper. Other examples may apply as well.

*Please note that students who have taken lower-division courses have been exposed to the doing of academic citation and plagiarism in at least their English courses and many other courses at GBC- we therefore understand students at the 300-400 level have been informed about plagiarism.*

Other forms of cheating include such practices as the use of or attempt to use unauthorized material (i.e., textbooks, notes, electronic devices) during any academic exercise including, for example, exams, in-class exercises, quizzes, etc.; talking during an exam situation; submitting work that has been done by others; having another person represent the student in class (on-line, IAV or live). Other examples may apply as well.

3. **PROGRESS.** Students must make progress toward the degree with no lapses of enrollment exceeding one semester. Students exceeding a one semester lapse may be removed from the program or placed on academic probation.

4. **WITHDRAWALS.** Excessive voluntary withdrawals inhibit student progress, especially in upper-division social science courses. A student who withdraws from more than two upper-division social sciences courses (ANTH, HIST, PSC, PSY) and/or INT 301 in a semester is not making satisfactory progress. Such a student will provide a written explanation for the withdrawals to the BASS Program Supervisor and the committee will meet to discuss progress and the possibility of a probationary status the following semester. Students who demonstrate a pattern of withdrawals across semesters may be dismissed from the program.

In the event a very serious crisis results in the need for withdrawal from most or all courses, the student will notify the BASS Program Supervisor. If a student is not able to participate in classes for two consecutive semesters, she or he may be required to be readmitted to the program based on BASS committee discussion.

5. **FAILING ONE COURSE.** Students who earn a failing grade in one upper-division course will be placed on Academic Probation the following semester. That following semester a student must earn passing grades in all upper-division courses. Students who fail to earn passing grades the following semester will be dismissed from the BASS program.

6. **FAILING MORE THAN ONE COURSE.** Two course failures in any single semester or any combination of semesters may result in academic probation or dismissal from the program. The BASS Program Supervisor may request additional information from a student. The BASS Committee will review student records in consultation with instructors to determine a pathway.

Students will be informed in writing of any decisions related to program probation or dismissal.

### **Readmission to the Program**

Students dismissed from the program due to conduct or academic reasons may apply once for program readmission. Students will submit to the BASS Program supervisor no later than April 1 for Fall semester and November 1 for Spring semester a full application that also includes a written request for readmission that includes strategies for how the student plans to succeed academically and/or in behavior.

The BASS Committee will consider the application, the letter for readmission, and review all student records to make a decision on readmittance. In the case of dismissal due to student conduct, the Dean of Arts and Sciences, the office of Environmental Health, Safety, and Security, and/or the office of Student Affairs will be consulted.

Students will be informed in writing of the committee decision.

### **Process for Appeal of Dismissal**

A student will be notified in writing by the BASS program supervisor of dismissal from the program. A student may appeal decisions of the Committee. The student will have fifteen (15) working days from the date of the written notification to file a written appeal. That appeal must explain in writing the rationale behind the appeal. The student will be notified of an appeals meeting and will present his/her own appeal. Another person may assist the student.

The chair of the BASS committee will preside at the appeals meeting. A majority of the members of the Committee will constitute a quorum. Other faculty or staff whom are not members of the BASS Committee may be asked to be present to provide relevant information.

After the student has made his/her presentation, BASS committee members may ask questions for clarification. Committee members will vote in a closed session after the student and all others not on the committee leave the meeting. A simple majority is sufficient for a decision.

Following the appeal, the student will be advised in writing within ten (10) working days of the decision. This decision is final.

### **PATHS TO STUDENT SUCCESS**

There are several keys to student success. Four are discussed here: advisement, engaged learning, transitioning to upper-division courses, and student conduct and ethics. By taking responsibility in these key areas, the quality of your education is improved, and you become an empowered learner. Active, engaged, and empowered learners succeed in college and life!

#### **Advisement**

Each student admitted to the BASS program will have a faculty member assigned as advisor by the program supervisor. **Students are required to meet with their advisor each semester to ensure progress toward the degree.** Advisor assignment is provided in the letter of acceptance to the program. To obtain the name of your advisor, please contact the program administrative assistant at 775.327.2234.

**NOTE: Advisors are not available during the winter, spring or summer breaks. Thus, students need to meet with their advisor before the conclusion of the fall or spring semester.**

Students currently pursuing an AA or AS degree with an interest in the BASS are encouraged to follow the Associate of Arts-Social Science pattern of study published in the GBC catalog.

## Engaged Learning

The BASS program faculty believe that a student has the best chance of successful learning if she or he approaches learning actively and responsibly. Learning is a two-way process, and much of that involves you. Simply put, you, the student, must be a proactive learner and engage in the process. Here are some helpful hints to engagement.

### A GBC Guide to Engaged Learning

- Civility—have respect for other students, instructors, and staff.  
*Be respectful, polite, and considerate*
- Active—embrace the active process of learning.  
*Be diligent, engaged, and committed.*
- Responsibility—students are accountable for their actions, work, words, and behavior.  
*Be honorable, conscientious, truthful, and dependable.*
- Excellence—strive to achieve your highest potential.  
*Be exceptional, ambitious, and determined.*
- Success—successful college students embrace all of the educational experience. *Welcome the ideas, the people, and the challenges.*

### Professional Skills and Career Paths

Upon completion of the BASS program, students will have developed professional skills that can be applied to many career paths, including an ability to do research, communicate, and problem solve. This skill

set is valued by employers in both the private and public sectors. Graduates of the BASS program have gone

on to careers in human resources, criminal justice, consulting, nonprofit organizations, public history, social work, mental health care, education, and archaeology; still others have gone on to complete graduate programs anthropology, history, political science, and psychology.

## THE BASS PROGRAM

On the surface, the BASS program, like any bachelor's degree program, can look intimidating. However, if students work in concert with their advisors, pay attention to program requirements and course offerings, the degree can be earned within two years of completing an associate degree.

The BASS program of study requires students to take upper-division courses in social sciences. You are also required to take a number of electives, integrated seminars and complete a capstone project. The capstone project is the culmination of your studies and is to be completed during the last year of a student's program. Students must contact the instructor prior to enrolling in the capstone course (INT 496). All of the required courses contribute to the building of a broad knowledge base and skill sets that can help you in a career and/or graduate school.

## Program Committee

A committee of five Social Science Department faculty members oversee the BASS program; each are full-time faculty from the core Social Science discipline areas (Anthropology, History, Political Science and Psychology). The program supervisor is nominated and elected by current committee members. The committee's responsibilities include, but are not limited to, setting curriculum, scheduling courses, monitoring academic progress, and addressing disciplinary actions within the program.

## Transitioning to Upper-Division Course Work

The difference between lower- and upper-division courses is fairly straightforward. Lower-division courses (100 and 200 course numbers) are foundational and often cover the breadth of a field such as political science or anthropology. Sometimes these courses are laden with terminology and concepts and much of your responsibility lies in remembering facts, terms, and concepts. As well, in many lower-division courses you have been exposed to the general education goals of the college. This means you have basic skills such as writing, reading, proper citation, critical thinking, and awareness of diversity in the human experience, in addition to having been exposed to how different disciplines operate and what topics are involved.

In the upper divisions (300-400 course numbers), students are expected to apply that knowledge from lower-division courses. This not only includes foundational knowledge from survey courses, but also the skills needed to access information, to write focused papers, the ability to properly cite materials, and so on.

Upper-division courses are more topically focused centering on subjects like *North American Indians* or *Environmental history*. In these courses, students use their foundational knowledge to understand course materials, and bear much of the responsibility of becoming critical thinkers and synthesizers. That means students begin learning how to apply knowledge to problem solving, critical analysis and synthesizing information. Students are expected to see the big picture as well as critically assessing information. Upper-division courses in the social sciences typically include heavy reading and writing and these requirements are very much in line with each discipline.

Faculty can help guide you through this transition, but it is each student's responsibility to embrace upper-division expectations. **Students are expected to take the initiative and responsibility for their education. This includes obtaining advisement each semester, and utilizing critical thinking and analytical skills when working on upper division class requirements**

## Program Specific Courses

### Integrative Research Methodology (INT 301)

The research methods course is required for all BASS students. **This course should be taken in the first semester of the Bachelor's degree!** This course focuses on the general principles of scholarly research and basic research methods used in scholarly research. Topics that are covered include differentiating scholarly research practice from common research, peer-reviewed literature versus popular literature, quantitative and qualitative data, reading and understanding journal articles, ethics in research, and so on. During the latter part of the semester, students prepare a research proposal—a written plan for a research project and the justification for that research project—that applies the concepts from previous



weeks. This course prepares students for other upper-division courses especially in accessing and analyzing scholarly work; it also provides experience that helps with the completion of INT 496, the capstone course. In addition to applications to the program, the preparation of a proposal is a skill often needed in the workplace.

### **Integrative Seminars (INT 339, 349, 359, and 369)**

The integrative seminars are courses that are designed around specific topics, but that draw on multiple perspectives to delve deeply and creatively into the selected topic. Integrative seminars are part of the general education curriculum at GBC. The seminars are challenging and require extensive and intensive reading and writing, discussion, and critical thinking. Something you should know—the integrative seminars cover topics that faculty are passionate about, but not able to teach in regular classes. As such, seminar topics can include Freud, political theater, water in west, or the cultural history of chocolate!

### **Capstone in Integrative Studies (INT 496)**

The capstone is what pulls together the whole educational experience. The capstone is an extensive written senior project and the presentation of findings based on original data collection or deep analysis of existing data/literature. For each type of research, the project centers on a research problem.

The senior project requires that students design and implement a project, and write up results. The project can involve data acquired directly by the student or from other sources, or it can involve an extensive literature review and analysis of a specific topic/issue. Students can build upon field experience gained through the internship or through professional experience in their area of emphasis, and combine on-the-ground experience with the academic knowledge gained through coursework in the BASS program.

INT 496 provides students the opportunity to demonstrate the depth and breadth of knowledge and skills gained throughout their entire academic program—it is your time to demonstrate what

you have learned during your time in the program. In short, this course is where each student assumes a professional role and displays a high level of intellectual engagement and motivation.

### **BASS Degree Requirements**

The BASS degree requires a total of 120 credit hours, with a minimum of 42 upper-division credits. Students without an associate degree who wish to pursue the BA in Social Science are encouraged to follow the Associate of Arts—Social Science Pattern of Study, which can be found in the current catalog.

**In order to earn the BASS degree, students must meet the following requirements:**

#### **1. Complete an associate degree:**

Students without an earned associate degree who intend to pursue the BASS are encouraged to follow the AA in Social Science pattern of study: See the GBC catalog details.

**2. Complete the following required lower-division courses (may be in addition to Associate’s degree):**

Students entering the program will be required to complete the following lower-division courses (or transfer equivalent) if they have not done so previously. Acceptance of equivalent courses is determined by the appropriate faculty.

- ANTH 101, 102, or 201
- HIST: one lower-division course
- PSC: 101 or 210
- PSY: 101 or 208

Students will need to successfully fulfill these lower-division requirements prior to enrolling in upper-division coursework of the corresponding prefix. Faculty may grant permission for a student to enroll in upper-division courses.

**3. Complete the following BASS requirements (in addition to above requirements):**

**General Education Requirements**

**Integrative Seminars**

INT 349 Integrative Social Science Seminar..... 3

**Integrative Seminar Outside of Major**

INT 359 or 369 ..... 3

**Total Gen. Ed. Credits ..... 6**

**Program Requirements**

Anthropology (Choose two)..... 6

- ANTH 400A Indians of North America ANTH
- 406 Art in Small-Scale Societies ANTH 400B
- Indians of the Great Basin
- ANTH 439 Selected Topics in Cultural Anthropology
- ANTH 458 Origins of Inequality: A Cross-Cultural Perspective
- ANTH 459 Selected Topics in Archaeology

History (Choose two) ..... 6

- HIST 417C The West as National Experience
- HIST 441 American Environmental History
- HIST 458 Roman Civilization
- HIST 478B Islamic and Middle Eastern History Since 1750 HIST 498 Advanced
- Historical Studies

Political Science (Choose two) ..... 6

- PSC 401F Public Opinion and Political Behavior PSC
- 401Z Special Topics in American Government PSC

403C Environmental Policy  
PSC 403K Problems in American Public Policy

Psychology (Choose two).....	6
PSY 412 Motivation and Emotion	
PSY 435 Personality	
PSY 460 Social Psychology	
Additional Social Science .....	6
Upper-division ANTH, CRJ, ECON, HIST, PSC, PSY and/or SW. May include a second INT 349 with different topic.	
Written Communications.....	3
Any Upper Division ENG	
INT 301 Integrative Research Methodology .....	3
INT 496 Capstone in Integrative Studies.....	3
<b>Total Credits .....</b>	<b>39</b>
<b>Program Electives .....</b>	<b>15</b>
Choose five electives from the following prefixes: ACC, AGSC, ANTH, ART, BIOL, BUS, CADD, CHEM, CIT, COM, CRJ, CS, ECON, ENG (200 or higher), ENV, FIS, FREN, GER, GRC, GEOG, GEOL, GIS (205), HDFS, HIST, HUM, INT, IS, MATH, MGT, MKT, MUS, NRES, PHIL, PHYS, PSC, PSY, SPAN, SOC, STAT, SUR, SW, THTR, WMST	
<b>Minimum Total Credits for degree (including associate degree) .....</b>	<b>120</b>

**IMPORTANT NOTICE: Social Science upper-division courses are offered in a rotation. Students must make sure they complete the minimum described above, in order to graduate in a timely manner. Please review the following course rotation table and plan accordingly:**

**UPPER-DIVISION CORE SOCIAL SCIENCE COURSE ROTATION**

YEAR	2022-2023		2023-2024		2024-2025		2025-2026	
SEMESTER	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
<b>CORE 400-LEVEL SOCIAL SCIENCE CLASS ROTATION</b>								
<b>ANTHROPOLOGY</b>		ANTH 458 Origins of Inequality		ANTH 400-Level TBA		ANTH 400-Level TBA		ANTH 400- Level TBA
<b>HISTORY</b>	HIST 441 <i>American Environmental History</i>		HIST 498 - Silk Roads		HIST 400-Level TBA		HIST 498 - Globalization	
<b>POLITICAL SCIENCE</b>		PSC 403C <i>Environmental Policy Steel</i>		PSC 401F <i>Public Opinion and Political Behavior</i>		PSC 403C <i>Environmental Policy Steel</i>		PSC 401F <i>Public Opinion and Political Behavior</i>
<b>PSYCHOLOGY</b>	PSY 435 <i>Personality</i>		PSY 412 <i>Motivation and Emotion</i>		PSY 460 <i>Social Psychology</i>		PSY 435 <i>Personality</i>	
<b>INTEGRATIVE COURSE SCHEDULE</b>								
<b>INT</b>	INT 301 <i>Research Methods</i>	INT 301 <i>Research Methods</i>	INT 301 <i>Research Methods</i>	INT 301 <i>Research Methods</i>	INT 301 <i>Research Methods</i>	INT 301 <i>Research Methods</i>	INT 301 <i>Research Methods</i>	INT 301 <i>Research Methods</i>
	INT 349 TBA	INT 349 TBA	INT 349 TBA	INT 349 TBA	INT 349 TBA	INT 349 TBA	INT 349 TBA	INT 349 TBA
		INT 496 <i>Capstone</i>		INT 496 <i>Capstone</i>		INT 496 <i>Capstone</i>		INT 496 <i>Capstone</i>
<b>ADDITIONAL ELECTIVE SOCIAL SCIENCE DEPARTMENT COURSES: SEE GBC COURSE SCHEDULE FOR OFFERINGS</b>								
Hist 303 World of Islam CRJ 444 Criminological Theory CRJ Psychology and the Legal System								

## SUGGESTED COURSE SEQUENCING FOR ASSOCIATES AND BACHELOR DEGREES

It is **HIGHLY** recommended that you take INT 301 during the first semester of upper-division course work (junior year). This course will help you succeed in other upper-division courses.

**TO MAXIMIZE YOUR SUCCESS, MAKE AN APPOINTMENT WITH A BASS FACULTY MEMBER OR ADVISOR. (Or call the BASS Administrative Assistant, 775.327.2234, to make an appointment or to get information.)**

<b>FALL—1<sup>st</sup> Semester</b>	<b>Credits</b>	<input checked="" type="checkbox"/>				
INT 100	0.5			<b>FALL—5<sup>th</sup></b>		
ENG 101	3	<input type="checkbox"/>		<b>Semester</b>	<b>Credits</b>	<b>✓</b>
American Constitutions*	3	<input type="checkbox"/>		INT 301	3	<input type="checkbox"/>
ANTH 101	3	<input type="checkbox"/>		Additional Soc. Science	3	<input type="checkbox"/>
Mathematical Reasoning*	3	<input type="checkbox"/>		Elective	3	<input type="checkbox"/>
Oral Communications*	3	<input type="checkbox"/>		Upper Div. HIST	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15.5</b>			Upper Div. PSY	3	<input type="checkbox"/>
<b>SPRING—2<sup>nd</sup> Semester</b>	<b>Credits</b>	<b>✓</b>		<b>SPRING—6<sup>th</sup></b>		
ENG 102	3	<input type="checkbox"/>		<b>Semester</b>	<b>Credits</b>	<b>✓</b>
PSC 101 or PSC 210	3	<input type="checkbox"/>		Additional Soc. Science	3	<input type="checkbox"/>
Humanities*	3	<input type="checkbox"/>		Upper Div. ENG.	3	<input type="checkbox"/>
HIST 101	3	<input type="checkbox"/>		INT 359 or 369	3	<input type="checkbox"/>
Technological Proficiency*	3	<input type="checkbox"/>		Upper Div. ANTH	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>			Upper Div. PSC	3	<input type="checkbox"/>
<b>FALL—3<sup>rd</sup> Semester</b>	<b>Credits</b>	<b>✓</b>		<b>TOTAL</b>	<b>15</b>	
Fine Arts*	3	<input type="checkbox"/>		<b>FALL—7<sup>th</sup></b>		
PSY 101	3	<input type="checkbox"/>		<b>Semester</b>	<b>Credits</b>	<b>✓</b>
Structure of Societies*	3	<input type="checkbox"/>		INT 349	3	<input type="checkbox"/>
Scientific Reasoning*	3	<input type="checkbox"/>		Upper Div. HIST	3	<input type="checkbox"/>
Program Elective	3	<input type="checkbox"/>		Upper Div. PSY	3	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>			Electives		<input type="checkbox"/>
<b>SPRING—4<sup>th</sup> Semester</b>	<b>Credits</b>	<b>✓</b>		<b>TOTAL</b>	<b>15</b>	<input type="checkbox"/>
Humanities or Fine Arts*	3	<input type="checkbox"/>		<b>SPRING—8<sup>th</sup></b>		
Social Science*	3	<input type="checkbox"/>		<b>Semester</b>	<b>Credits</b>	<b>✓</b>
Scientific Data Interp.	3	<input type="checkbox"/>		INT496	3	<input type="checkbox"/>
Program Elective	6	<input type="checkbox"/>		Upper Div. ANTH & PSC	6	<input type="checkbox"/>
<b>TOTAL</b>	<b>15</b>			Electives	6	<input type="checkbox"/>
						<input type="checkbox"/>
<b>Associate of Arts—Social Science complete</b>				<b>TOTAL</b>	<b>15</b>	
<b>Total minimum credits for degree: 60.5</b>						

\*select from General Education Requirements of the catalog.

## APPLYING FOR GRADUATION

Before applying for graduation, you should check with your program advisor to be sure that all coursework has been or is about to be completed. Preferably you seek advisement every semester, but the final two semester's advisement sessions are crucial. If you are in error, it is possible that graduation will be delayed.

You must file an application for graduation. In order to graduate, you must file this application with the Admissions and Records office (or your local branch campus or satellite center) by the posted application for graduation deadline (see academic calendar). Students may only graduate in the fall or spring semesters. There are no summer session graduations. Along with the spring semester graduates, a fall semester graduate may "walk" in the graduation ceremony that takes place the following May.

At the time of the graduation application, the student must:

- Be enrolled in or have completed all necessary courses required for the completion of the degree\*
- Owe no money to the College (If you are in doubt, check with the Controller's Office or local campus director.)
- Submit a processing fee along with the application

\*A student applying for Spring graduation may take up to three credits during the following Summer or Fall and still be permitted to participate in the May graduation exercise.

If you have completed at GBC ninety-six or more of the credits applied toward your degree, and if your cumulative GPA is at least 3.50, you will graduate with **honors**. See the *General Catalog* for specific honors designations.

Other details about graduation in general (not pertaining to the BASS) are found in the GBC *General Catalog*.

## SOCIAL SCIENCE COURSE DESCRIPTIONS

### ANTHROPOLOGY

(ANTH)

#### **ANTH 101 Introduction to Cultural Anthropology (3)**

Study of human cultures across the globe through examination of the basic principles underlying the organization of societies and the ways anthropologists analyze various parts of culture. Students will become familiar with the glue that holds all groups of people together, and how that glue can divide groups of people in profound ways.

#### **ANTH 102 Physical Anthropology (3)**

Introduction to the study of how humans, *Homo sapiens*, have emerged as a species and come to dominate the planet by examining processes of human biological and cultural evolution. Topics include inheritance, the emergence of primates, fossil hominids, the development of technology, and biological variability among modern humans. Satisfies general education science.

#### **ANTH 201 Peoples and Cultures of the World (3)**

Introduction to the diversity of indigenous, traditional societies in select regions of the world including such groups as herding people in Africa, hunters and gatherers in Australia, farmers in New Guinea, headhunters in Borneo, among others. The course focuses on the ethnographic description of traditional cultures and the impacts of colonization and globalization on those societies.

#### **ANTH 202 Archaeology (3)**

Study of the archaeological patterns found in the Old and New Worlds and how archaeologists study the past. Focuses on topics like the cultural changes throughout the world as early humans began making tools in Africa to the rise of civilizations such as those found in Egypt and Mexico.

#### **ANTH 400A Indians of North America (3)**

Ethnographic survey of the wide variety of societies found in native North America, including regions such as the Plains, the Arctic, the Southwest, and the Southeast, among others. Course provides an overview of social institutions (i.e., religion, food getting and settlement, kinship, etc.) and changes resultant of European contact and colonization. Satisfies the diversity requirement at UNR. Prerequisite: Must have completed 40 or more credits including one of the following: ANTH 101 or ANTH 201 or ANTH 202 or instructor approval.

#### **ANTH 400B Indians of the Great Basin (3)**

Study of indigenous cultures of the intermountain region of Western North America including such groups as the Washoe, the Western Shoshone, the Northern Paiute, and the Ute. Course provides an overview of social institutions (i.e., religion, food getting and settlement, kinship, etc.) and changes resultant of European contact and colonization. Satisfies diversity requirement





- HIST 105**                      **European Civilization I—To 1648**                      **(3)**  
Survey of the development of Western civilization from the dawn of human history to 1648.
- HIST 106**                      **European Civilization to Present**                      **(3)**  
Survey of the development of Western civilization from 1648 to the present.
- HIST 217**                      **Nevada History**                      **(3)**  
Nevada history from early exploration to the present. Includes examination of the Nevada Constitution and satisfies the Nevada Constitution requirement.
- HIST 247**                      **Introduction to the History of Mexico**                      **(3)**  
A review of pre-Columbian, Colonial, and Mexican national history with emphasis on culture and politics.
- HIST 295**                      **Special Topics in History**                      **(1-3)**  
Course may utilize special emphasis topics/instructors or be offered as an individualized study format with directed readings. Classes will usually mirror offerings at other NSHE institutions.
- HIST 417C**                      **The West as National Experience**                      **(3)**  
Historical development of the American West utilized to examine contemporary issues of resources and ownership, demographic change, and national myth-making. Prerequisites: Must have completed 40 or more credits including one lower division HIST course or instructor approval.
- HIST 441**                      **American Environmental History**                      **(3)**  
Explores the relationships between human beings and the physical environment on the North American continent. Examines how different cultural groups have used and transformed the continent. Examines the ebb and flow of environmental consciousness from its roots in the nineteenth century to the rise of environmentalism in the twentieth century. Prerequisite: Must have completed 40 or more credits including one lower division HIST course or instructor approval.
- HIST 458**                      **Roman Civilization**                      **(3)**  
Analyzes all aspects of Roman history from earliest times to the late antique period, with central attention to the politics and society of the later Republic and how Rome became the monarchy of the Caesars. Prerequisite: Must have completed 40 or more credits including one lower division HIST course or instructor approval.

**HIST 478B** **Islamic and Middle Eastern History since 1750** **(3)**  
An examination of the Middle East from the 18<sup>th</sup> century to recent times. The predominant focus will be on how the indigenous leadership and peoples of the region grappled with the challenges posed by the advent of the modern world. Prerequisite: Must have completed 40 or more credits including one lower division HIST course or instructor approval.

**HIST 498** **Advanced Historical Studies** **(1-3)**  
Course may utilize special emphasis topics or be offered as an individualized study format with directed readings. May be repeated up to nine credits. Prerequisite: Must have completed 40 or more credits including one lower-division HIST course or instructor approval.

**POLITICAL SCIENCE** **(PSC)**

**PSC 100** **The Nevada Constitution** **(1)**  
An introduction to the political history of Nevada through an in-depth examination of the basic law of the state, the Nevada Constitution as originally written and subsequently amended. Self- paced reading program. Course satisfies the Nevada Constitution requirement for out-of-state students who have already satisfied the three-credit U.S. Constitution requirement and are transferring into a GBC program.

**PSC 101** **Introduction to American Politics** **(3)**  
A survey of United States, national, state, and local governments with emphasis on the cultural aspects of the governing process. Satisfies the legislative requirement for the United States and Nevada Constitutions. (Formerly PSC 103, *Principles of American Constitutional Government*)

**PSC 210** **American Public Policy** **(3)**  
Analysis of the interplay of forces involved in policy making at all levels of American government. Study of the impact of policy on individuals and institutions.

**PSC 231** **Introduction to International Relations** **(3)**  
Introduction to the study of international relations that stresses a systematic approach to world politics.

**PSC 295** **Special Topics in Political Science** **(1-3)**  
Course may utilize special emphasis topics/instructors or be offered as an individualized study format with directed readings. Classes will usually mirror offerings at other NSHE institutions. Unlimited repeatability. [S/U]



- PSY 233**                      **Child Psychology**                      **(3)**  
 An overview of the theories, stages, and development of the child. Provides a practical and informational view of a child's cognitive, social, and personality development.
- PSY 234**                      **Psychology of Adolescence**                      **(3)**  
 Examines psychological development during adolescence with emphasis on special problems in American society including drug abuse, pregnancy, and familial problems.
- PSY 241**                      **Introduction to Abnormal Psychology**                      **(3)**  
 An overview of abnormal psychology with emphasis on the symptomology, etiology, diagnosis, treatment and prevention of the major psychological disorders. Prerequisite: Must have completed PSY 101.
- PSY 276**                      **Aging in Modern American Society**                      **(3)**  
 The psychological and sociological development and the changes attendant to the process of aging in society. The course presents theory and research in the field, implications for social policy, and discusses perspectives on death and dying. Also available as SOC 276.
- PSY 290**                      **Special Topics in Psychology**                      **(1-4)**  
 Selected problems and conceptual issues in psychology. Issues selected will depend upon current interest of staff and students. (Formerly PSY 290B, *Special Topics in Psychology*).
- PSY 412**                      **Motivation and Emotion**                      **(3)**  
 Basic principles and theories of motivation and emotion. Examination of major themes and contemporary research in the field. Prerequisite: Must have completed 40 credits including PSY 101 or PSY 208 or instructor approval.
- PSY 435**                      **Personality**                      **(3)**  
 Study of personality as a psychological construct with emphasis on its structure, development, and measurement. Prerequisite: Must have completed 40 credits including PSY 101 or PSY 208 or instructor approval.
- PSY 460**                      **Social Psychology**                      **(3)**  
 Social and group factors affecting individual behavior. Topics include social perception, opinions, and attitudes; influence processes; and small group behavior. Prerequisite: Must have completed 40 credits including PSY 101 or PSY 208 or instructor approval.



**NOTES**

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