



**General Education (GNED) Course Descriptions  
Winter 2025**

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### **GNED 1101 – Reimagining Leadership in the 21st Century**

Why do so many of today's leaders seem to be in a state of paralysis, unable to rise to the interrelated challenges, like climate crisis or rising inequity? While leadership remains a concept in motion, meaning different things to different people, this course focuses on the integrative model, a values based theory and practice of leadership that may be our best chance of effectively responding to the planetary challenges and opportunities we currently face. The holistic leadership approach seeks to broaden student's perspective of leadership and to unravel power dynamics across systemic, generational, ideological and class divides. To help students learn how to tap into the creative potentials of diversity, values, change and complexity. Students will explore their own orientation to leadership and the world, as they engage in self and social reflection to formulate a practice of leadership that supports both individual growth and an egalitarian and environmentally sustainable planet.

**Note:** this course was previously titled "Leadership and Motivation".

### **GNED 1106 – Psychology: Understanding Ourselves and Others**

Do you ever wonder why people behave the way they do? What were they thinking? What motivates your own behaviour and thinking? Through experiments, videos, reflections, and other activities, you will better understand how the mind works. Like how you learn and forget things. Or how you can use psychological knowledge to improve your sleep, enhance your understanding of mental health and psychological disorders, and make sense of how people behave in groups. You will even have some choice in how you demonstrate this learning!

**Note:** this course was previously titled "Selected Topics in Psychology".

### **GNED 1112 – Healthy Habits From Around The World**

What makes Italy the world's healthiest country? Why has Finland been crowned the happiest nation for six years running? What is it about the Mediterranean diet that increases one's life expectancy? Wouldn't you love to be healthier, happier, and live longer? Let's take a deep dive into improving human health by exploring wellness practices from around the world. Let's learn about the impact genetics and geography has on our health. Let's discover how we can implement healthy habits practiced globally into our everyday world. You have the opportunity to apply these practices through experimenting and designing a lifestyle project to improve your overall health and wellness.

**Note:** this course was previously titled "Human Health and Behaviour".

### **GNED 1118 – No More Drama: Conflict & Resolution**

Occasional conflict is a natural aspect of interpersonal relationships—whether at school, in the workplace, at home or beyond. Conflict does not need to be something we fear or resist. Whatever the cause of disagreements between people, conflicts can be resolved in constructive ways—without all the drama. Learners will explore theoretical insights, practical strategies, interest-based methods, and essential conflict communication behaviours for successfully resolving, and even preventing, conflicts in various situations.

**Note:** this course was previously titled "Conflict & Dispute Resolution".

### **GNEED 1119 – Money Matters**

What do YOU want to do...Today? Tomorrow? In a few years?

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

This course will provide a general overview of a wide variety of money topics including budgeting, expenses, debt, saving, retirement and insurance among others. Understanding how each of these topics work together and relate to one another can help in laying the groundwork of a solid financial foundation. Students in this course will be evaluated using quizzes, assignments, worksheets, and participation in discussion items.

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

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

### **GNEED 1125 – Gender & Sexuality**

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

### **GNEED 1132 - Get Happy! The Pursuit of Happiness and the Science of Positive Psychology**

It could be said that one of the main goals in life is to "be happy", but what does that really mean and how do we achieve that goal? Positive Psychology is a newer branch of psychology that seeks to answer those very questions, as well as to provide us with a pathway for our own, personal happiness. Wouldn't you love to develop a greater understanding of how long-term happiness differs from the short-term happiness we get from empty actions, like buying "stuff"? We explore and debate reasons for the decline in our happiness levels, including the rise in both materialism and technology. We

increase our awareness of how personal happiness is dependent upon our relationships with other people, as well as discover how happiness can be derived from healthy, sexual relationships, both with ourselves and others. And because happiness needs to be experienced, not just discussed; you have the opportunity to put the science into meaningful action through goal setting, weekly activities and experiments. At the culmination of the course, participants will have the opportunity to contribute to a Happiness Project and put their joy into practice!

**Note:** this course was previously titled “Positive Psychology: The Quest for Happiness”.

### **GNED 1137 – Fear**

Fear has robbed people of their true potential and while we were made to soar like eagles, many of us will end up scratching like chickens. This course aims to take a critical look at external factors in the media, society and personal interactions that have contributed to this debilitating phenomenon known as fear. We will expose messages that we have received and look at how they have influenced the decisions we currently make. Students will evaluate external messages that have prohibited them from achieving their true potential. Through online discussions, video analysis, article reviews and self-reflective exercises, students will identify how fear is constructed.

### **GNED 1140 – Economics in the Real World: Making Sense of Current Events and Trends**

From the price of your morning cup of coffee to the fluctuations of the stock market, economics affects nearly every aspect of our daily lives. But don't worry, we won't be drowning in complex equations and graphs here. Instead, we'll be taking a hands-on approach, exploring real-world examples and using relatable language, and interactive activities to understand economic concepts.

So come join us on this exciting journey into the world of everyday economics. It's sure to be an enlightening experience!

**Note:** this course was previously titled “Insights into Economics”.

### **GNED 1201 – Literature**

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

### **GNED 1202 - Invisible Art: Design You're Not Meant to See**

Creativity is about more than if something is beautiful. “Art” also requires exploring if that creation is functional, what purpose it serves, if the design is ethical, and how it renews humanity for better or for worse. Invisible Art: Design You're Not Meant to See invites you to develop your critical thinking skills by exploring examples of creative works that have shaped our modern world. By looking more closely into culture, design,

and ideas from various communities, students broaden their awareness of ways built (and imagined) environments have impacts on living beings.

**Note:** this course was previously titled “Art & Aesthetics”.

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

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

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

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

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

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

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

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

### **GNEED 1222 – Making Monsters**

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

### **GNEED 1223 – Happily Ever After**

Most women alive today in western culture have grown up surrounded by a variety of movies focused on the princess myth. From Snow White (Disney, 1937) to Neytiri (Avatar, Cameron, 2009), these princesses continue to shape the worldview and identity of generations of young women. What messages do they send? This course will examine the influence of these cinema role models and explore how they have communicated cultural norms and expectations down through the decades. The course is suitable for all women and all those who live with, love, or parent, girls and young women. It will draw upon a variety of text and multimedia resources, and require the completion of several short quizzes, one major research project, and an online timed open-book final test.

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

Imagining, predicting, and prophesying the future are persistent parts of the human condition. Claims about potential futures are rooted in particular historical contexts; they reveal the anxieties, fears, hopes, desires, aspirations, and circumstances of the people making them. Naturally, the future has been and will always be contested terrain. So let's examine how people at various times anticipated the possibility, plausibility, and probability of what comes next and how those visions ultimately motivated technological, political, cultural, and social endeavours. Let's explore narratives of the future to understand the past. Ultimately, appreciating how our predecessors looked ahead to today helps us make sense of our present (its challenges and opportunities), and this better prepares us for our own tomorrows.

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

Jim Carrey, Mike Myers, Samantha Bee - Canada has a reputation for producing strong comedic talent, but its thriving comedy industry has largely been unexplored. What is a comedian? What does a career in comedy look like? What impact do comedians have

on the Canadian identity? By examining the development, use, and value of comedy as communication, this course will answer those questions and more.

### **GNE1228 – Science Fiction & Philosophy**

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

**Note:** this course was previously titled “Science Fiction & Philosophy”.

### **GNE1302 – Politics in Canada**

This course provides an introduction to the democratic system of governing people in Canada. It includes a description of the organization of the three levels of government: federal, provincial and municipal. The interaction of each government level, democratic electoral systems and legislative processes are also discussed. The course includes the responsibilities of each level of government, the daily problems and issues facing Canadian citizens, and the impact on law enforcement by public opinion, the media and special interest groups.

### **GNE1304 – Canadian Government**

This introduction to Canadian Government provides a factual overview of all three levels of government in Canada. Although historical and institutional principles must be addressed, attention will be given to the broader economic, political and social contexts within which the government operates. Guest speakers from municipal, provincial and federal governments will provide a practical insight into government operations.

### **GNE1318 – National Security: Terrorism**

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

### **GNE1320 - Social Innovation: Becoming a Changemaker**

Social innovation refers to new ideas, strategies or interventions that resolve existing social, cultural, economic and environmental challenges in more effective and sustainable ways than before. This course will explore the emergence of social innovation and examine the novel ways that some of the world's most pressing problems are being addressed. Students will gain an overview of what social innovations are, how they function and how they can be developed. Key concepts,



theories, frameworks, and emerging trends for creating, developing, supporting, and enabling social innovation in Canada and abroad will be discussed. Students will have an opportunity to identify a social problem of interest, develop innovative solutions to this problem, and will gain the knowledge needed to become successful changemakers in their own communities.

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

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

### **GNED 1404 – Popular Culture and the Media**

In this course, students will answer the question “Who is in Charge?” by using cultural analysis to connect to what’s going on in our society and how it occurs. Students will examine the role of popular culture in maintaining and reproducing the kind of society we live in by critically analyzing the influence of advertising, music and media, views of gender, ethnicity, race, age, class, and sexuality. Participants will learn to question media messaging and the impact messaging has on the way we think, our actions and behaviours. This course will provide participants with an understanding of the 20th century information age and how its many changes has reshaped and improved our daily lives, yet, at the same time has changed the way we find truths. Students will practice applying a critical lens over the course of the semester to in-class discussion, debates, group activity, on-line posts and assignments.

### **GNED 1407 – Introduction to Sociology**

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

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

The rise of social media has profoundly changed the global communication landscape and shaped our understanding of ourselves, society, and the world around us. With the advent of social media platforms such as Facebook, Instagram, Snapchat, YouTube, TikTok, and Twitter, more and more people connect and collaborate online, and consume, create, and share content in ways we have never seen before. This course will examine social media's historical evolution and affordances and explore its social, cultural, political, and economic impacts. By engaging with social media and critically

analyzing emerging issues and topics, students will investigate the complex role of social media in contemporary society.

### **GNED 1412 – World Religions**

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

### **GNED 1413 - Current Affairs: Becoming the Change You Wish to See in the World**

Why do so many of us resist change and continue to unsuccessfully meet the present and future with what we have been doing in the past? This widening gap between what we want and need of ourselves and our leaders, and what today's realities demand, comes at a time when looming climate crises, growing inequity, and the rise of authoritarianism call for more conscious and collaborative responses than ever before. Today's challenges and opportunities necessitate an awakening of our moral imagination, civic responsibility, and systems thinking, as we work together to design entirely new, egalitarian and sustainable ways of living and impacting the planet. The course begins by identifying the student's sub-conscious world-views, and then explores and compares these to contemporary ideologies that shape and influence (for better or for worse) today's imbalanced social, political, and environmental realities. Students are invited to explore topics of interest, and to study the nature of knowledge, so as to develop a reflective practice that nurtures integrative thinking, openness, and self-authorship - in the hopes of helping students become the change they wish to see in the world.

**Note:** this course was previously titled "Current Affairs".

### **GNED 1414 – Workers in Canadian History**

This course intends to give technology students an overview of the history and progress of skilled workers in our society.

This subject is explored primarily through selections of the Western World's great literature and modern media. Literature's most gifted artists have portrayed skilled workers differently depending on their society's prevailing perception. The literature based opinion of skilled workers has evolved from William Shakespeare's derogatory dismissal of the "rude mechanicals" in "A Midsummer Night's Dream" to D.H. Lawrence's sympathetic vision coal miners in "Odour of Chrysanthemums." Modern writers and media artists, sometimes skilled workers themselves, describe skilled workers as valuable respected members of society; whereas, William Blake, an engraver and brilliant poet, writing two hundred years earlier was ostracized by his fellow artists due to his membership in the skilled workers class.

Exploring society's perceptual evolution, eventual acceptance and current dependence on the skilled worker will impress upon the students the value of professionalism and educational diligence within their chosen skill.

### **GNED 1418 – History of Gaming**

In this general education course, students are introduced to the historical evolution and impact of video games. This class explores the origins and evolution of games, as well as the key historical figures that have been so influential to this industry. It also explores the impact video games have had on society as they become more firmly entrenched in our lives and our culture.

Students will participate in valuable discussion on a wide range of topics, including: the historical perspectives on the adoption of video games. This will include: gaming cultures within various societal groups, ethical considerations in the development, production, and marketing of video games. We will also discuss the influence of new technologies on gaming, the portrayal of race, gender, and sexuality in games, the physical and mental effects of gaming, and the future role of video games. Throughout the course, students will reflect on these themes, engage in discussions with classmates, and present a research topic of their choice to the class.

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

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

### **GNED 1427 – Women's Studies**

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

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

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

### **GNED 1434 – The History of Gardens**

What is a garden? A garden can serve a wide variety of purposes, from supplying food through reflecting cultural values. This course examines the history of gardens, from the earliest Paradise gardens up to the eclectic variety of contemporary public and private gardens. The influences of culture, psychology, science, and business on garden styles and practices are explored through an examination of the great gardens of the past and present. Historic and currently prominent Canadian gardens and arboretums are emphasized. This course includes an open-book/resource final test and a research project. The course is delivered 100% online and requires students to manage their own time and workload in order to be successful.

### **GNED 1435 – Deviance**

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

### **GNED 1437 – History of Modern Western Civilization**

This course is designed to afford students the opportunity to examine a series of events in Western History from the 16th Century to the present which helped shape the world in which we live. Both European and American history will be examined with an eye to helping us understand the complexities of modern western civilization. The emphasis throughout the course will focus on attempting to understand not only the events themselves, but more importantly, the impact on the course of western history both past and present. Critical thinking will be encouraged at every step of the way in this examination. History is not about memorizing facts, but rather centers on the understanding of the events under examination.

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

Hip hop has become one of the most popular and influential forms of music currently listened to today. This course will examine hip hop’s early roots in African history and its migration to American soil. From there, the course will chart the evolution of modern hip hop from its birth place in the Bronx up until the present day where it is now a global phenomenon. Along the way, the course will examine hip hop music and culture, and its complex relationship with power, business, class, gender, race and society.

Students will also get a better grounding in the four foundational elements of hip hop: MCing, DJing, Graffiti and B-boying. The course will wrap up with an examination of the culture's current challenges and its future opportunities.

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

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

### **GNED 1441 – Food for Thought**

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

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

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

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

We all think about the future. Many of us have dreams for ourselves and our children. In an age when much can change in one lifetime, we may wonder: Where are we going? In this course, a continuation of the popular elective, Short History of the World, students look ahead within the context of the 21st century and beyond, exploring challenges, dilemmas, and opportunities. Using projection technologies and drawing on examples from human history, contemporary futurists, and their own lives, students give concrete thought to their future and how their actions might affect future generations. Assignments include a life plan and a reflection on the enduring drivers of human

progress, as well as a dynamic summative project in a medium of choice in which students imagine the world of the near future. What is my vision, my path in today's complicated world? This is an exciting modern course that is also part of Durham College's groundbreaking "global class".

### **GNEED 1449 - Women Across Cultures: A Global Perspective**

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

### **GNEED 1462 – Global Leader**

Through their imagination, their courage, and their determination, they are showing what is possible in today's global world. Come spend some time with these inspiring thinkers and doers from around the world. The insights you gain from the initiatives they are leading, the impact they are having, and the stories of how they have accomplished what they have, will be invaluable for you. Many of them are young; they've faced significant challenges; you might be surprised at what you have in common with them. You will be able to interact with them at length, explore forward-looking leadership skills with them. The classes are held in Durham College's Rotary Global Classroom, a state-of-the-art educational facility that gives you the flexibility to participate in the classes in multiple ways, whatever your learning preference, location, or schedule. The professor, Lon Appleby, is the founder of The Global Class. His area of interest is the human story from a planetary perspective. He teaches all his courses out of the classroom and brings a wealth of knowledge and experience to the classes. You will come away from this course not only inspired about what education can be today, but most importantly, more ready than you have ever been to meet the complex professional and personal challenges ahead. If you would like to learn more about The Rotary Global Classroom, please go to the homepage of Durham College's website. Lon has also given a TEDx talk about The Global Class, which can be viewed on YouTube at "TEDx Global Class".

**Note:** this course was previously titled "The Global Class".

### **GNEED 1465 – Youth & Social Regulation**

This course will explore how the bodies, minds, behaviors and social worlds of youth are regulated in society. This will include the regulation of youth through formal systems – including the criminal justice system (as youth victims and offenders) – and through informal social controls. This course will also explore how youth themselves play a role in shaping and regulating society through social movements and activism. Students will

be challenged to get active, mobilizing for a cause of their choice within their community in person and/or through social media.

### **GNEC 1466 – Organized Crime**

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

### **GNEC 1468 – Sociology of the Family**

The Sociology of Family offers an engaging exploration into the dynamics of families and marriages within the broader societal framework. This course provides an introduction to the sociological analysis of family structures, roles, and relationships. We begin by defining the concept of family and examining both historical and contemporary trends. Key topics include the impact of gender on family dynamics, as well as the sociological aspects of friendship, affection, love, intimacy, work, sex, and fertility. Through collaborative discussions, we will delve into the processes of partner selection and address various challenges families face, such as violence and divorce. As a community of learners, we will critically examine our own biases and perspectives, enhancing our understanding of family and marriage through sociological research that often challenges common sense explanations. This course encourages students to think critically and develop a deeper understanding of the complexities surrounding family life in society.

### **GNEC 1471 – Geography Matters: Connecting People & Places in our Globalized World**

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

### **GNEC 1472 – Making the Familiar Strange: Sociology for Everyday Life**

“What peculiar behaviours!” As aliens gazed down upon the human activities of planet Earth, they inquired with curiosity, “what are they doing?!” Our everyday lives may seem mundane sometimes. However, sociology asks us to make the familiar strange – to see ourselves as outsiders might, or... as the aliens would! From the micro, small-scale events that take place in our daily lives, to the macro, structural problems that plague our society at large, you are going to discover that social issues can be seen through

many different perspectives. Sociology can help you build an essential sense of social and cultural awareness in a challenging and diverse world; a perfect complement to any program or future career goals you might have. It can help you better understand yourself, your community, current events, and even a bit more about how the world works in general. Prepare to investigate topics such as how the process of socialization shapes who we are, the impact of gender and sexuality on identity and society, the changing nature of education, and the basics of economic and political systems. Real life is stranger than fiction. Let's explore it together!

**Note:** this course was previously titled "Special Topics in Sociology".

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

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

### **GNED 1495 - Talkin' 'Bout My Generation**

Are you a "Millennial"? Or a "Gen Z"? Do you feel that labeling people as part of a "generation" is necessary, or even helpful? In this course, you will explore the concept of "generations" and learn about the qualities and influencers of the current living generations, including: The Baby Boomers, Generation X, Millennials, and Generation Z. You will also explore the sources of intergenerational harmony and conflict and the intersection of sociological generations with other social factors such as income, class, gender, and race.

### **GNED 1501 - Environmental Protection and Global Wellness**

Learn more about the prominent environmental issues of our time. This course will focus on timely issues in the environmental field that present varying degrees of risk to the health of humans, ecosystems and our planet. It will be a look beyond the media headlines at the policies, politics and basic science of our most interesting environmental challenges. Topics will include climate change, arctic ecosystems, water conservation and water quality, endocrine disrupting substances (gender benders), renewable energy, resource depletion, the dilemma of pesticide use and natural toxins. The course will begin with a brief look at the responsibilities of the federal, provincial and municipal governments as they relate to environmental matters. Then, each issue will be considered in the Canadian and global context.

### **GNED 1506 – Natural Disasters**

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



### **GNE1509 – Astronomy: Exploring the Night Sky**

Imagine looking up at the night sky. Now, pretend you can fly through space faster than light. Suddenly, the sky, that two-dimensional tapestry of light, becomes three-dimensional. You pass the Moon, asteroids, then some planets, then the Sun. Before long, you find yourself whipping past stars many times larger than the Sun like Betelgeuse and Antares, past dazzling nebulae, past alien star systems with planets of their own, and into Andromeda, our closest galactic neighbour...and you still won't have left Earth's cosmic backyard! Even though we can't travel faster than light, we can (and will!) use scientific inquiry to learn about the origin and fate of these mysterious objects, and even peer back in time, using some of the oldest light in the universe, to learn about the birth of the Universe itself. After taking this course, you will always remember to make time to look up!

### **GNE1512 – Paranormal & Pseudoscience**

All topics are explored from a skeptical viewpoint and critical thinking is applied. Students will learn to separate fact from fiction within topics such as astrology, ESP, telepathy, past-life regression, haunted houses, near-death experiences, superstitions, witchcraft, medical pseudoscience, and UFOlogy. What do you believe? Students will examine these paranormal and pseudoscience topics while learning about skepticism, reasons for belief, pseudoscience red flags, critical thinking, and how to evaluate evidence. Some activities are created with free digital tools; examples include Padlet, visual quotes, and word clouds. Student work will be posted on class websites for sharing and formative assessment, and some learning objects will be collaboratively created by the class.

### **GNE1515 – World Mysteries**

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

### **GNE1519 - Black Holes to Toasters: How things work**

Space does it. Nature does it. People do it. We all create "stuff" using the same basic scientific principles. We explore the science of mechanics, elements, waves, and electricity to gain a basic understanding of the common mechanisms that things in our universe, home planet, communities, homes, and even pockets, use to work. Beyond discovering what makes stuff work, we also think deeper about what is next in our scientific knowledge and inventions and consider the ethics, implications, and consequences of the stuff we already have and will create.

### **GNED 1520 – Big History: The Story of the Universe**

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

### **GNED 1521 – Eco Warriors: Empowering Environmental Champions**

Join us on a journey as we unveil the secrets to becoming environmental superheroes. In this course, we'll dive headfirst into a world of non-scientific environmental transformations that can empower your own life and the planet we call home. Prepare to embark on an adventure that will empower you with the knowledge and tools to reshape your lifestyle and coexist harmoniously with Mother Nature. From small changes to bold actions, we'll explore the vast spectrum of possibilities that will make a tangible difference. But wait, there's more! You won't be facing this mission alone. As part of our online community, you'll collaborate with fellow eco-warriors, pooling your creative genius to tackle a real-world environmental challenge. Together, we'll brainstorm solutions, make meaningful connections, and use online tools that could shape the future of our planet. So, are you ready to unleash your green potential? Join the ranks of the mighty eco-warriors who are transforming the world, one eco-friendly step at a time.

**Note:** this course was previously titled “Greening Your Life: Becoming an Environmental Citizen”.

### **GNED 1522 – You Are What You Eat**

Curious about how food shapes who we are? You Are What You Eat invites you to journey through the world of food and uncover its deep connections to culture, identity, and society. Through an archaeological and anthropological lens, engage with the ways food has shaped human history - from the diets of early foragers to modern food movements. Explore the ways that agriculture, globalization, and technological innovations have transformed our relationship with food, impacting health, sustainability, and social structures. Engaging activities, real-world case studies, and thought-provoking discussions will help you discover how what we eat is shaped by a blend of biology, culture, and history, influencing our health, identity, communities, and environment. Whether you're interested in ancient diets, the cultural significance of feasting and food taboos, or the future of nutrition in a globalized world, this course offers you an opportunity to discover why we truly are what we eat.

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

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

### **GNED 1524 – You Are Here: Navigating Your Way through the Wonderful World of Maps**

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

**Note:** this course was previously titled “Maps: Picturing the Ends of the Earth and Beyond”.

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

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

### **GNED 1528 – Written in Bones: Lives & Lifestyles through Bioarchaeology**

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

**Note:** this course was previously titled “Bioarchaeology: Interpreting Behaviour from the Human Skeleton”.

### **GNED 1530 – Welcome to the Future: Unravelling the Mysteries of STEM**

Is Artificial Intelligence changing the world as we know it? Could robots really take over? These questions spark curiosity, and the answers are rooted in the fields of science, technology, engineering, and mathematics (STEM). STEM isn't just for scientists and engineers. It's influencing every part of our daily lives, from how we travel to how we communicate. Wouldn't you like to understand and be comfortable with the technology that's shaping our future? The knowledge of STEM is no longer optional; it's a necessity in today's ever-evolving job market. Join us as we explore the captivating world of STEM. Let's embrace the changes and thrive in this new tech-dominated era.

**Note:** this course was previously titled “The Impact of STEM in Society”.

### **GNED 1531 – Digital Citizenship**

As members of a digital society, we spend our lives surrounded by computers, mobile devices, and smart phones which allow us anytime, anywhere access to news, information, friends and entertainment. With all of this technology, do we ever stop to ask, “Am I using this technology appropriately?” This course will explore the human, cultural, and societal issues related to digital technology and will examine the norms of appropriate, responsible behaviour with regard to technology use. It will also examine the impact of the digital world on concepts of identity and how we shape our public persona by our digital presence. It will include topics based on the nine elements of Digital Citizenship including digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights & responsibilities, digital health & wellness, and digital security.

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

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

### **INDG 1475 – First Nations, Métis, & Inuit Representation in Media and Popular Culture**

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

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

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

### **INDG 1479 – The Forgotten People: Exploring Métis Identity**

This course provides an introduction to the Métis and the complexity of emerging Métis identity across Canada today. The focus of the course is on the lives and experiences of Métis people, their ancestral communities, kinship ties, governing systems and contemporary issues, to develop a comprehensive understanding of Métis Nationhood. Important themes include: assimilation, cultural persistence and survival, adaptation and identity. Although it covers broader topics relating to all Métis (e.g. those historically located in Western Canada), course content centres specifically on the Great Lakes Métis (including the modern Ontarian Métis experience).