

Kansas State University

College of Arts and Sciences

## Interdisciplinary Social Science

*The Social Science Interdisciplinary major focuses primarily on human institutions and behavior, examining their interplay from the perspective of various disciplines. The social sciences include **anthropology, economics, geography, history, political science, psychology** and **sociology**. Cutting across these varied disciplines, the interdisciplinary major intentionally trades **depth of learning** for **broader scope of inquiry**. By offering more latitude in its curriculum design, it often allows students to pursue less traditional or unique intellectual ventures, particularly those that require the synthesis of multiple disciplines. It also occasionally serves as an undergraduate pathway for graduate programs. The major is not available to those students earning a degree in one of the individual social science disciplines.*



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# Interdisciplinary Social Science Program Requirements

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- A total of **124 hours** are required to graduate. You must meet the Basic Requirements of the College of Arts & Sciences to obtain an interdisciplinary degree.
  - 36 credit hours are needed in the major. Those hours must meet the following criteria:
    1. At least three hours from each of four different social science disciplines
    2. At least nine hours in one social science discipline (including one course at the 500-699 level)
    3. At least fifteen hours in social science disciplines at the 500-699 level
    4. An *approved* thematic emphasis of at least twelve hours.
      - *You may bring one course into the major from outside the stipulated social sciences if it relates directly to your theme. No more than one outside course may be applied unless it seems necessary (upon approval) to fulfill a well-defined thematic objective.*
    5. One course completed in social science research methods or data analysis. It may overlap with Arts & Sciences basic requirements but not with any other major requirements. It may be any *Statistics* course that the student is qualified to take or
      - GEOG 700: Quantitative Analysis in Geography
      - HIST 586: Junior Seminar in History
      - POLSC 400: Political Inquiry and Analysis
      - POLSC 700: Research Methods in Political Science
      - PSYCH 350: Experimental Methods in Psychology
      - SOCIO 520: Methods of Social Research
  - *The requirements listed above may be overlapped in any combination.*
  - *No more than nine hours may overlap between the Basic Requirements and Major Curriculum*
- A **2.0 GPA** is necessary both *overall and in the major curriculum*.

# Steps to Mark Along the Way to Graduation

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*Please mark the following steps as you complete them.*

## **THEME:**

- \_\_\_\_\_ See page 8 for suggested Social Science themes.
- \_\_\_\_\_ Choose an approved theme or create your own.
- \_\_\_\_\_ Write a theme statement (see page 7 for format and page 16 for examples).
- \_\_\_\_\_ Title your theme.
- \_\_\_\_\_ Submit your theme proposal to your Advisor.
- \_\_\_\_\_ Theme approved by Social Science Advisors committee.

## **MINOR:**

\_\_\_\_\_ Consider a minor to improve your job marketability. Business minor (15 hours), Spanish minor (21 hours) and Leadership minor (18 hours) are among the most commonly chosen. To declare a minor, you will need to complete paperwork with the department granting the minor.

## **INTERNSHIP and EMPLOYMENT:**

\_\_\_\_\_ Visit Career and Employment Services in Holtz Hall to discuss internship and other employment possibilities.

## **G.P.A. REQUIREMENTS:**

- \_\_\_\_\_ Maintain a 2.0 overall G.P.A.
- \_\_\_\_\_ Maintain a 2.0 G.P.A. in the major

## **GRADUATION CHECK:**

\_\_\_\_\_ At 85 hours, request an official graduation check. One official review is given upon completion of 85 hours (Dean's Office, 113 Eisenhower Hall).

## **GRADUATION APPLICATION:**

\_\_\_\_\_ Complete an application for graduation clearance within the first four weeks of the semester in which you will graduate. Once you apply for graduation, additional information (time, location of ceremony, cap and gown info, etc.) and the fee for graduation will be mailed to you (midway into the semester).

## **COMMONLY ASKED QUESTIONS AND ANSWERS**

- Q. What college am I in?  
A. Arts and Sciences
  
- Q. What is the name of my degree?  
A. BA (Bachelor of Arts) or BS (Bachelor of Science)
  
- Q. What is my major?  
A. Interdisciplinary Social Science

## About Careers . . . For Interdisciplinary Social Science Majors

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Life after graduation . . . what will you do? How will you maximize your education? What career doors are open? What others might open down the road? Here are some thoughts to help you begin thinking and preparing as you complete your Social Science Interdisciplinary degree.

### ***Marketing the Liberal Arts***

You probably noticed that there are no job listings in the local paper for Social Science Interdisciplinarians. Yikes! Does that mean your degree is unmarketable? Well actually . . . the employment picture is more complicated than that.

**BAD NEWS:** The interdisciplinary degree is really not geared as vocational training. In other words, it does not prepare you for one particular field. While majors like Architecture or Accounting *do* work towards specialized career pathways, most liberal disciplines, Social Science included, tend to be less specific in their career preparation.

**GOOD NEWS:** It is important to distinguish between *less specific* and *less valuable*. In lieu of vocational training, the liberal disciplines provide important **general preparation**. Even if you do not have career-specific training to offer potential employers, you still have developed many abilities that they want. Which of the following have you gained from your interdisciplinary education?

- Research skills
- Communication skills
- Team project experience
- Writing skills
- Computer & multi-media competency
- Habits of critical thinking
- Problem-solving heuristics
- Broad bases of knowledge
- Informed perspectives about the world
- Habits of time management

These are all traits that employers find desirable. *AND* your skills apply to many different roles in many different organizations precisely because they are general. The trick, then, is to effectively market what you have to offer. Even the best products are only as successful as their ability to *communicate* that quality to consumers.

### ***Breadth versus Depth***

The interdisciplinary degree does differ from other liberal degrees. It requires less expertise in one particular discipline . . . less depth. This is a potential problem in marketing yourself. You may have to fight the devaluation of your education as *just a general degree*.

Why does it matter? First, there *are* links between certain fields and certain disciplines. Some jobs simply favor some disciplines because the work is closely related to the study. For example, an extensive history background and curating a history museum definitely connect. Taking history courses as part of an interdisciplinary curriculum often *may not* be viewed as an adequate equalizer.

Second, others may simply worry that your learning has been too shallow . . . that you missed some thinking skills derived from comprehensive study. Deep and systematic knowledge in one discipline may be associated, in the views of *some* employers, with the ability to master deep and systematic knowledge in career fields down the road. That concern is not necessarily pervasive among those that hire from the liberal disciplines, but you should still be proactive in countering it.

So how might you combat this *general degree* perception? Here are some ideas:

- Prove yourself in the workplace. While working now or after graduation (even if it is not your ideal job) you'll have opportunities to display versatile and insightful job performance. Once you prove your ability to learn, grow and gain expertise in the workplace, that pretty much becomes the bottom line for future employers. A reputation for "knowing your stuff" should erase most *general degree* prejudices very quickly.
- Highlight the value of breadth. Make your interdisciplinary education part of your marketing strategy. Can you demonstrate how your ability to approach real-world problems from multiple perspectives has been enhanced by your degree? Has sociology and economics already helped you diagnose a problem in the workplace? Can you utilize political science and anthropology to assess important industry trends if asked? Highlight what your interdisciplinary degree has uniquely done for you.
- Communicate your program of study. Some employers may simply not understand your degree. Can you show them the positive aspects of your curriculum? Maybe some of your courses are even worth mentioning by name. Remember that your Social Science theme represents a unique kind of depth in itself. Your thematic focus can become a good marketing tool, particularly if it relates directly to the career field. For example, an interdisciplinary look at *Ethnicity in America* might be especially valued within organizations that deal frequently with diverse populations.

## ***The Degree in Context***

So your degree is potentially marketable. It does have some unique strengths to promote and unique obstacles to overcome. Having established all that, the number one thing to remember is that no degree constitutes your "ticket" into a job. The outcome of your job hunt hinges on more than just your diploma. Your workplace training and performance, volunteer efforts, personal reputation, people skills, personal contacts, extracurricular activities, et cetera are also crucial parts of "the package" that you present to potential employers. Market each to its proper measure.

## ***Laying the Groundwork***

Here are some things you can do to PREPARE for the moment of actually applying for the job.

**USE YOUR CAMPUS RESOURCES:** Reading this page counts. However, the really important step is to diligently utilize Career & Employment Services (<http://www.ksu.edu/ces/>) in Holtz Hall. Internet resources, workshops, internship coordination, career fairs & recruiting programs, consultation availability . . . these are all excellent opportunities to get the ball rolling. And the sooner you learn about what they offer, the sooner you can use everything efficiently. Consider CES your number one resource for looking beyond graduation.

**NETWORK:** Who you know really does matter. People you know can probably tell you about new opportunities and help you better understand particular career fields. They may know about jobs that are not advertised where you're looking. Many people you've established connections with know things worth knowing, but you need to initiate the conversation.

**BE EXCELLENT RIGHT NOW:** Many of you are working currently. When you go out to convince an employer that you will do a great job, having done a great job previously certainly helps you make your case, even if the job was part-time and unrelated. On the other hand . . . well . . . why should an employer risk an open position on mediocre past performance. In short, never underestimate the role of good work now in opening doors later.

**WATCH THE GRADES:** You'll hear the saying *Grades are not everything*. That really is true. GPA typically becomes less important as you get further into your career. Actual work performance matters much more. However . . . *Grades are considered* in initial job searches after college. Work for the best

GPA you can. If the results still fall short however, remember that grades, like the degree, only represent one aspect of your marketability. How do you want an employer to interpret your GPA? Design interview answers and application materials to foster that interpretation.

**PICK SOME TARGETS:** Knowing where you might want to work eventually, and where they might hire you, gives you some additional avenues of preparation. You can research more fully. You can get knowledgeable about the trends and issues involved in the field. You can find extracurricular activities that offer relevant experiences. You can check into related internship possibilities. You might do some Informational Interviewing (<http://danenet.wicip.org/jets/jet-9407-p.html>) You can also seek part-time jobs that will give you an inside view and provide relevant training.

**USE YOUR INTERNET:** The Internet is probably here to stay. Use it to research and sharpen your picture of the terrain. The more you know, the more opportunities you'll uncover. Remember that checking the Internet is an ongoing process. New pages (and new jobs perhaps) are constantly appearing. One of them may be the key you need. Also remember that not everybody on the Internet is right about everything. Comparing sources will help you better define which information you should accept and which you should reject. Career & Employment Services (<http://www.ksu.edu/ces/>) offers a great nexus of sites to serve as your entry point into the web.

## ***Job Directions***

Here are some jobs that Social Science Interdisciplinary majors have recently landed after graduation. Their variety demonstrates how the degree was only one part of the hiring picture. Note that some of the positions probably required additional education. While the list might spark some ideas, remember that your career search will be unique. Don't let this list confine you. This information was taken from data compiled by Career & Employment Services.

Loan Processor	Childcare Program Director
Manager / Assistant Manager	Leadership Consultant
Insurance Sales Agent	Medical Records Technician
Public Relations Personnel	Residence Hall Director
Associate Human Resources Director	Assistant Newspaper Editor
Marketing Support Staff	Assistant Golf Pro
Sales / Account Representative	Military Officer
Administrative Assistant	Crisis Shelter Personnel
Delivery Person	Case Manager
Title Officer	Bank Teller
Youth Counselor	Postal Carrier
Mechanic	Entrepreneur
Machinist	Athletic Coach
Genealogy Researcher	Remedial Reading Teacher
Personnel Dept. Position	Manufacturing Personnel
Analyst	Preschool Teacher
Registered Nurse	Broadcasting Technical Producer
Claims Assistant	Certification Officer
Dispatcher	Purchasing Agent
Office Assistant / Secretary	Team Support Coordinator
Research Investigator	

## ***The Beginning at the End***

This discussion really just begins the process. Much more sweat and toil awaits if you're willing . . . so this seems like an appropriate place for some key points to help broadly frame your search.

- Think several moves ahead. If your options for "first job after graduation" are not what you ideally wanted, that does not mean your career is DOA. Those positions might grow into better positions down the road or give you the necessary training for new opportunities. You are not looking for your whole career . . . just the next good stepping stone.
- Do some reading. Lots of books tackle how to conduct an effective job search. The Academic and Career Information Center (<http://www.ksu.edu/acic/>) has many of them. You might also try [www.jobhuntersbible.com](http://www.jobhuntersbible.com), the web companion to *What Color is Your Parachute* by Richard Bolles. *Parachute* is considered a classic job-hunting resource, and its site guides you through career resources on the web and details some other books that might assist you.
- Don't limit yourself to working for others. Many of you have the skills and determination to start your own businesses. If you are not sure who will hire you, maybe you should just hire yourself. Or maybe that will be an excellent career option several years down the road as well, after you have learned an industry from the inside. If you are considering this option, the Small Business Administration (<http://www.ksu.edu/acic/>) website can give you some good initial information.
- Your diploma does not prohibit additional training. If you see an interesting career direction that might open with some additional coursework, perhaps some more specific vocational training, don't be afraid to look into it. More and more people are viewing education as an ongoing process. Whatever happens, your degree will complement any additional study you add to your portfolio.
- Avoid tunnel vision about certain fields. Remember that lots of people have good careers doing things you've never even thought about before. Get off the beaten path. There is life and opportunity beyond **The Fortune 500**. And your interdisciplinary outlook should give you the versatile thinking skills necessary to learn and succeed in these varied environments.

# Format for Social Science Theme Statements

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A theme is a cluster of courses that constitutes the focus for your interdisciplinary curriculum. After you have developed your theme idea, you are required to write a THEME STATEMENT that explains your focus.

Writing the theme statement is a very useful exercise. People will probably ask you in future, “So, *what was this Social Science major all about?*” The theme statement is a good opportunity to work out your answer... to crystallize for yourself and others what interdisciplinary benefits you hope to derive from your curriculum. It may help you focus what kinds of connections you are most interested in. You may also want to think of it as good practice for cover letters and interviews, since you will probably begin looking for internships and jobs in the near future.

Your Advisor will be happy to assist you by discussing possible course combinations and reviewing a draft of your theme statement, but please remember that it must represent your ideas and your work. Whether you choose a pre-approved theme or create your own, your theme statement will need to go before the Social Science Advisors Committee for final approval, so make sure you have prepared it appropriately (typed, no grammatical errors, etc.). The following format is suggested:

1. Introductory Paragraph – Introduce your theme. Restate the title and elaborate on what that title encompasses.
2. List the classes in block form:

SOCIO 432 Community Organization and Leadership  
SOCIO 832 Community Change  
GEOG 720 Geography of Land Use  
POLSC 620 State and Local Government

*Example*

Then explain how these classes fit together. Explain how they fit with your thematic interest.

3. List any classes that might complement or supplement your theme.

PLAN 315 Introduction to Planning  
ECON 555 Urban and Regional Economics

Explain how these classes help you broaden your knowledge and/or provide context for the theme.

4. End with a paragraph discussing how the knowledge you learn from this will benefit you. How might this curriculum serve your career goals, development of transferable skills, life interests, understanding of society, etc.

*The above recommendation is just one model for how to write a theme; it is not the only way to write a theme. You can use your own style, but these points should probably be included in your creation. Some examples are included at the end of this booklet.*

# Pre-Approved Social Science Themes

*The following themes have been approved by Social Science departmental personnel and incorporated into the DARS system. Acceptable substitutions have been approved by the Social Science Advisors Committee. While these themes themselves need no further Committee approval, students choosing these themes will still be expected to write their individual theme statement, which will require the approval of the Committee.*

## **Psychology & Personality Development**

(approved 12/30/90 by Patrick Knight)

Choose 12 hours:

- PSYCH 280 – Child & Adolescent
- PSYCH 520 – Lifespan Personality Development
- PSYCH 505 – Abnormal Psychology
- PSYCH 585 – Concepts in Clinical Psych
- PSYCH 620 – Psych of Personality

## **Applied Psychology**

(approved 5/10/94 by Patrick Knight)

Choose 12 hours:

- PSYCH 425 – Problem Solving & Dec Making
- PSYCH 450 – Applications of Memory
- PSYCH 518 – Intro to Health Psychology
- PSYCH 530 – Psych of Mass Communications
- PSYCH 545 – Consumer Psychology
- PSYCH 560 – Industrial Psychology
- PSYCH 564 – Psychology of Organizations

## **Social Organization & Social Control**

(approved by 10/30/90 by Berkeley Miller)

Choose 12 hours:

- SOCIO 360 – Social Problems
- SOCIO 460 – Juvenile Delinquency
- SOCIO 440 – Social Organization
- SOCIO 561 – Criminology
- SOCIO 541 – Wealth, Power & Prestige
- PSYCH 535 – Social Psychology
- PSYCH 605 – Foundations of Social Behavior

## **Rural Development**

(approved 10/26/90 by Hank Camp)

Choose 12 hours:

- SOCIO 432 – Community Org & Leadership
- SOCIO 533 – Rural Society
- SOCIO 832 – Community Change
- POLSC 620 – State & Local Government
- GEOG 715 – World Population Patterns
- GEOG 720 – Geography of Land Use
- ECON 555 – Urban & Regional Economics
- ECON 631 – Principals of Transportation

## **Motor Development & Learning**

(approved 6/28/91 by Stephen Kiefer)

Choose 12 hrs:

- KIN 320 – Motor Development & Learning
- PSYCH 470 – Psychobiology
- PSYCH 480 – Perception & Sensation
- PSYCH 518 – Intro to Health Psychology
- PSYCH 630 – Human Neuropsychology

## **Criminal Justice**

(approved by Lin Huff-Corzine; updated 3/01 by Tim Bagby)

- SOCIO 361 – Soc of Criminal Justice Syst
- SOCIO 362 - Police & Society
- SOCIO 460 – Juvenile Delinquency
- SOCIO 561 – Criminology
- SOCIO 580 – Corrections
- SOCIO 533 – Field Methods
- SOCIO 665 – Women & Crime
- HIST 551 – History of Family Violence
- POLSC 614 – Constitutional Law I

## **Adolescent Deviance & Social Health**

(approved by Berkeley Miller)

Choose 12 hours:

- PSYCH 280 – Child & Adolescent Psych
- SOCWK 260 – Intro to Social Work
- SOCIO 361 – Soc of the Crim Justice Syst
- SOCIO 460 – Juvenile Delinquency
- SOCIO 580 – Corrections
- SOCIO 440 – Social Organization
- SOCIO 531 – Urban Psychology

## **Labor Relations**

(approved 8/18/98 by Gina Sylvester)

Choose 12 hours:

- ECON 110 – Principles of Macroeconomics
- ECON 120 – Principles of Microeconomics
- ECON 620 – Labor Economics
- ECON 523 – Human Resource Economics
- PSYCH 560 – Industrial Psychology
- SOCIO 546 – Bureaucracy in Mod. Societies
- MANGT 531 – Personnel and Human Resources Management

Substitution: PSYCH 564 – Psychology of Organizations

### **Monetary Policy in Banking**

(approved 7/2/91 by Ed Olson)

Choose 12 hours:

- POLSC 377 – Intro Public Policy
- OR AGEC 417 – Rural Banking
- ECON 110 – Principles of Macroeconomics
- ECON 120 – Principles of Microeconomics
- ECON 530 – Money and Banking
- ECON 690 – Monetary, Credit & Fiscal Policies

### **Area Studies**

(approved by Geography department)

Choose 12 hours:

- GEOG 100 – World Regional Geography
- GEOG 200 – Human Geography
- GEOG 310 – Geography of Kansas
- GEOG 500 – Geography of the U.S.
- GEOG 505 – Intro. Civ. of South Asia I
- GEOG 506 – Intro. Civ. of South Asia II
- GEOG 620 – Geog. of Latin America
- GEOG 640 – Geography of Europe
- GEOG 650 – Geog. of Former Soviet Lands
- GEOG 680 – Seminar in Regional Geog.

### **American Politics**

(approved 7/97 by Political Science dept.)

Required:

- POLSC 325 – U.S. Politics

Choose additional 9 hours:

- POLSC 377 – Intro to Public Policy
- POLCS 603 – Political Parties & Elections
- POLCS 604 – Interest Groups & Public Opinion
- POLCS 605 – The American Presidency
- POLCS 611 – The Legislative Process
- POLCS 612 – The Judicial Process
- POLCS 614 – Constitutional Law I
- POLCS 615 – Constitutional Law II
- POLCS 620 – State & Local Government
- POLSC 667 – American Political Thought

### **Media Studies**

(approved 9/25/95 by JMC faculty)

Required:

- MC 235 – Mass Comm. in Society

Select two of these four:

- MC 300 – Journalism in a Free Society
- MC 305 – Radio-Television & Society
- MC 320 – Principles of Advertising
- MC 325 – Fundamentals of Public Relations

Select one advanced course:

- MC 530 – Media, Race & Social Change
- MC 565 – Law of Mass Communications
- MC 612 – Gender Issues & the Media

Substitutions:

- POLSC 508 Mass Media & Political Campaigns
- PSYCH 530 Psych of Mass Communications

### **Economic Management**

(approved by Economics department)

Choose 12 hours:

- ECON 510 – Intermediate Macroeconomics
- ECON 530 – Money and Banking
- ECON 540 – Managerial Concepts
- ECON 631 – Principles of Transportation
- ECON 640 – Industrial Org. & Public Policy

### **Human/Environmental Interaction**

(approved by Geography department)

Choose 12 hours:

- GEOG 350 – Intro to Climatology
- GEOG 440 – Geog. of Natural Resources
- GEOG 705 – Remote Sensing of Environ.
- GEOG 709 – Geographic Field Research
- GEOG 715 – World Population Patterns
- GEOG 720 – Geography of Land Use
- GEOG 725 – Geog. of Water Resources
- GEOG 730 – World Agricultural Systems
- GEOG 760 – Human Impact on the Environ.
- GEOG 770 – Perception of the Environment

### **International Politics**

(approved 7/97 by Political Science dept.)

Required:

- POLSC 333 – World Politics
- POLSC 344 – Intro to Comparative Politics

Choose additional 6 hours:

- POLCS 543 – American Foreign Policy
- POLCS 545 – Politics of Developing Nations
- POLCS 623 – South Asian Politics
- POLCS 624 – Middle Eastern Politics
- POLCS 626 – African Politics
- POLCS 627 – East & Central European Pol.
- POLCS 630 – Politics of Russia and the  
Former Soviet Union
- POLSC 756 – International Pol. Economy

### **Gerontology**

(approved Fall 1998 by Gerontology faculty)

Required:

- GERON 315 – Introduction to Gerontology

Select at least one of these two:

- GERON 600 – Seminar in Gerontology
- FSHS 510 – Human Development & Aging

Select additional course(s) to total 12 hours:

- GERON 620 – Problems in Gerontology
- HIST 520 – Death & Dying in History
- HIST 534 – Social History of Am. Medicine
- PSYCH 518 – Intro to Health Psychology
- PSYCH 520 – Lifespan Personality Develop.
- PSYCH 715 – Psychology of Aging
- SOCIO 535 – Population Dynamics
- SOCIO 744 – Social Gerontology

# Ideas for Creating Your Own Social Science Theme

*The following lists contain ideas for courses that could possibly be woven together under the suggested theme headings (or a variation of those headings). These are NOT previously approved themes, and the lists are certainly not exhaustive. They are simply ideas to get you thinking. The student's individual choice of courses will need to be approved by the Social Science Advisors Committee, and simply choosing from these suggested possibilities does not guarantee approval. The student's theme statement, which will include a list of courses along with justification for choice of courses, must be submitted to and approved by this Committee. All themes must include a minimum of **12 credit hours**; some students may find that more than 12 hours is needed to adequately cover their thematic emphasis.*

## **Community Organization and Leadership**

PSYCH 535 Social Psychology (Pr: PSYCH 110)  
SOCIO 360 Social Problems (Pr: SOCIO 211)  
SOCIO 432 Community Organization & Leadership (Pr: SOCIO 211)  
SOCIO 440 Social Organization (Pr: SOCIO 211)  
SOCIO 450 Introduction to Social Interaction (Pr: SOCIO 211)  
SOCIO 531 Urban Sociology (Pr: SOCIO 211)  
SOCIO 533 Rural Sociology (Pr: SOCIO 211)  
SOCIO 535 Population Dynamics (Pr: SOCIO 211)  
SOCIO 536 Environmental Sociology (Pr: SOCIO 211)  
SOCIO 541 Wealth, Power & Privilege (Pr: SOCIO 211)  
SOCIO 546 Bureaucracy in Modern Societies (Pr: SOCIO 211)

## **Crime and the American Criminal Justice System**

SOCIO 361 Sociology of the Criminal Justice System (Pr: SOCIO 211)  
SOCIO 362 Police and Society (Pr: SOCIO 211)  
SOCIO 460 Juvenile Delinquency (Pr: SOCIO 211)  
SOCIO 561 Criminology (Pr: SOCIO 361 or 511)  
SOCIO 580 Corrections (Pr: SOCIO 561)  
SOCIO 665 Women and Crime (Pr: SOCIO 545 or 561 or other 500-level women's studies course)

## **Cultural Studies**

ANTH 200 or 204 Cultural Anthropology  
ANTH 510 Kinship & Marriage in Cross-Cultural Perspec. (Pr: ANTH 200/204/210 or SOCIO 211)  
ANTH 515 Creativity and Culture (Pr: ANTH 200, 204, or 210)  
ANTH 516 Ethnomusicology (Pr: ANTH 200, 204, or 210)  
ANTH/SOCIO 618 Religion in Culture (Pr: ANTH 200 or SOCIO 211)  
ANTH 630 Indigenous Peoples and Cultures of North America (Pr: ANTH 200, 204, 210, or 260)  
HIST 537 History of the Indians of North America

## **Sports in American Life**

HIST 515 / KIN 515 History of Sport (Pr: Sophomore standing)  
HIST 524 The History of Baseball in American Culture (Pr: sophomore standing)  
PSYCH 518 Introduction to Health Psychology (Pr: PSYCH 110)  
PSYCH 530 Psychology of Mass Communications (Pr: PSYCH 110)  
*One or more of the following courses from outside Social Science might be used to complement this theme:*  
KIN 220 Biobehavioral Basis of Exercise  
KIN 340 Physical Activity in Contemporary Society (Pr: SOCIO 211)  
KIN 345 Psychological Dynamics of Physical Activity (Pr: PSYCH 110)

## **Diversity Issues in American Life**

SOCIO 360 Social Problems (Pr: SOCIO 211)  
AMETH 160 Introduction to American Ethnic Studies  
SOCIO 570 Race & Ethnic Relations (Pr: SOCIO 211)  
or PSYCH 557 Psychology of Ethnic Humor (Pr: PSYCH 110 or SOCIO 211)  
WOMST 105 Introduction to Women's Studies  
or WOMST 380 Women and Global Social Change (Pr: ENGL 100 or 110)  
or WOMST 410 Feminist Thought or WOMST 500 Topics in Women's Studies  
ANTH/SOCIO 618 Religion in Culture (Pr: ANTH 200 or SOCIO 211)  
GERON 315 Introduction to Gerontology or PSYCH 715 Psychology of Aging (Pr: PSYCH 110 and junior standing)

### **Gender and Sexuality Issues in American Life**

HIST 542 Women in America, Civil War to the Present (Pr: sophomore standing)  
POLSC 606 Gender and Politics (Pr: SOCIO 545, 105, POLSC 325)  
PSYCH 540 Psychology of Women (Pr: PSYCH 110)  
PSYCH 580 Psychology of Sexual Behavior (Pr: PSYCH 110)  
SOCIO 545 Sociology of Women (Pr: SOCIO 211)  
SOCIO 665 Women and Crime (Pr: SOCIO 361 or junior standing)  
WOMST 105 Introduction to Women's Studies  
WOMST 410 Feminist Thought  
WOMST 500 Topics in Women's Studies

### **Race and Ethnicity Issues in American Life**

AMETH 160 Introduction to American Ethnic Studies  
ANTH 516 Ethnomusicology (Pr: ANTH 200, 204, or 210)  
ANTH 524 Immigrant America (Pr: ANTH 200, 204, or 210)  
HIST 537 History of the Indians of North America  
HIST 539 African-American History (Pr: sophomore standing)  
PSYCH 557 Psychology of Ethnic Humor (Pr: PSYCH 110 or SOCIO 211)  
SOCIO 570 Race & Ethnic Relations (Pr: SOCIO 211)

### **Workplace Issues in American Life**

ECON 523 Human Resource Economics (Pr: ECON 120)  
ECON 540 Managerial Economics (Pr: ECON 120, introductory statistics & MATH 205)  
ECON 620 Labor Economics (Pr: ECON 520)  
PSYCH 202 Drugs and Behavior (Pr: PSYCH 110) *(Please note that this is a 2 credit hour course.)*  
PSYCH 425 Problem Solving and Decision Making (Pr: PSYCH 110)  
PSYCH 557 Psychology of Ethnic Humor (Pr: PSYCH 110 or SOCIO 211)  
PSYCH 559 Psychological Testing (Pr: PSYCH 110)  
PSYCH 560 Industrial Psychology (Pr: PSYCH 110)  
PSYCH 564 Psychology of Organizations (Pr: PSYCH 110)  
SOCIO 546 Bureaucracy in Modern Societies (Pr: SOCIO 211)  
SOCIO 670 Diversity & Social Interaction in the Workplace (Pr: 6 hours of social science)

### **Modern Media in American Life**

MC 235 Mass Communication in Society  
MC 300 Journalism in a Free Society  
MC 305 Radio-Television & Society  
MC 310 Visual Communication in Mass Media  
MC 320 Principles of Advertising  
MC 325 Fundamentals of Public Relations  
MC 530 Media, Race & Social Change (Pr: junior standing)  
MC 612 Gender Issues & the Media (Pr: junior standing & one course in MC or women's studies)  
MC 660 Global Culture and the Internet (Intercession only) (Pr: MC 235 or instructor permission)  
PSYCH 530 Psychology of Mass Communications (Pr: PSYCH 110 & sophomore standing)

### **International Social Issues**

ANTH 508 Male and Female: Cross-Cultural Perspectives (Pr: ANTH 200/204/210)  
ECON 536 Comparative Economics (Pr: ECON 110 or 120)  
ECON 681 International Trade (Pr: ECON 110 or 120, or AGEC 120)  
ECON 682 Economics of Underdeveloped Countries (Pr: ECON 110)  
GEOG 300 Geography of Tourism  
GEOG 440 Geography of Natural Resources  
POLSC 541 International Relations (Pr: POLSC 333 or junior standing)  
POLSC 651 International Organizations (Pr: POLSC 333, 541, or junior standing)  
SOCIO 363 Global Problems  
SOCIO 535 Population Dynamics (Pr: SOCIO 211)  
SOCIO 536 Environmental Sociology (Pr: SOCIO 211)  
SOCIO 546 Bureaucracy in Modern Societies (Pr: SOCIO 211)  
SOCIO/ANTH 618 Religion in Culture (Pr: ANTH 200 or SOCIO 211)

### **Addictions Psychology**

PSYCH 202 Drugs and Behavior (Pr: PSYCH 110) *(Please note that this is a 2 credit hour course.)*  
PSYCH 425 Problem Solving and Decision Making (Pr: PSYCH 110)  
PSYCH 470 Psychobiology (Pr: BIOL 198 & PSYCH 110)  
PSYCH 505 Abnormal Psychology (Pr: PSYCH 110 & Junior standing)  
PSYCH 510 Introduction to Behavior Modification (Pr: PSYCH 505)  
PSYCH 518 Introduction to Health Psychology (Pr: PSYCH 110)  
PSYCH 520 Life Span Personality Development (Pr: PSYCH 110 & sophomore standing)  
PSYCH 530 Psychology of Mass Communications (Pr: PSYCH 110)  
PSYCH 535 Social Psychology (Pr: PSYCH 110)  
PSYCH 559 Psychological Testing (Pr: PSYCH 110)  
PSYCH 585 Basic Concepts in Clinical Psych (Pr: PSYCH 110, 505, & 3 additional psych hours)  
SOCIO 360 Social Problems (Pr: SOCIO 211)

*The following course from outside Social Science might be used to complement this theme:*

*FSHS 301 The Helping Relationship*

### **Counseling Psychology**

PSYCH 280 Psychology of Childhood and Adolescence (Pr: PSYCH 110)  
PSYCH 425 Problem Solving and Decision Making (Pr: PSYCH 110)  
PSYCH 470 Psychobiology (Pr: BIOL 198 & PSYCH 110)  
PSYCH 505 Abnormal Psychology (Pr: PSYCH 110 & Junior standing)  
PSYCH 510 Introduction to Behavior Modification (Pr: PSYCH 505)  
PSYCH 520 Life Span Personality Development (Pr: PSYCH 110)  
PSYCH 530 Psychology of Mass Communications (Pr: PSYCH 110 & sophomore standing)  
PSYCH 535 Social Psychology (Pr: PSYCH 110)  
PSYCH 558 Psychological Testing (Pr: PSYCH 110)  
PSYCH 580 Psychology of Sexual Behavior (Pr: PSYCH 110)  
PSYCH 585 Basic Concepts in Clinical Psych (Pr: PSYCH 110, 505, & 3 additional psych hours)

*The following course from outside Social Science might be used to complement this theme:*

*FSHS 301 The Helping Relationship*

### **Human Development**

PSYCH 280 Psychology of Childhood and Adolescence (Pr: PSYCH 110)  
PSYCH 470 Psychobiology (Pr: BIOL 198 & PSYCH 110)  
PSYCH 505 Abnormal Psychology (Pr: PSYCH 110 & Junior standing)  
PSYCH 520 Life Span Personality Development (Pr: PSYCH 110)  
PSYCH 535 Social Psychology (Pr: PSYCH 110)  
PSYCH 580 Psychology of Sexual Behavior (Pr: PSYCH 110)  
GERON 315 Introduction to Gerontology

*The following course from outside Social Science might be used to complement this theme:*

*FSHS 110 Introduction to Human Development*

### **Family Psychology**

ANTH 510 Kinship & Marriage in Cross-Cultural Perspec. (Pr: ANTH 200/204/210 or SOCIO 211)  
PSYCH 280 Psychology of Childhood and Adolescence (Pr: PSYCH 110)  
PSYCH 520 Life Span Personality Development (Pr: PSYCH 110)  
PSYCH 580 Psychology of Sexual Behavior (Pr: PSYCH 110)

*The following course from outside Social Science might be used to complement this theme:*

*FSHS 350 Family Relationships and Gender Roles*

### **Health Psychology**

PSYCH 518 Introduction to Health Psychology (Pr: PSYCH 110)  
PSYCH 425 Problem Solving and Decision Making (Pr: PSYCH 110)  
PSYCH 470 Psychobiology (Pr: BIOL 198 & PSYCH 110)  
PSYCH 510 Introduction to Behavior Modification (Pr: PSYCH 505)  
PSYCH 530 Psychology of Mass Communications (Pr: PSYCH 110)  
PSYCH 535 Social Psychology (Pr: PSYCH 110)  
PSYCH 580 Psychology of Sexual Behavior (Pr: PSYCH 110)

*The following course from outside Social Science might be used to complement this theme:*

*BIOL 330 Public Health Biology (Pr: BIOL 198)*

### **Psychology of Personality**

PSYCH 280 Psychology of Childhood and Adolescence (Pr: PSYCH 110)  
PSYCH 505 Abnormal Psychology (Pr: PSYCH 110 & Junior standing)  
PSYCH 520 Life Span Personality Development (Pr: PSYCH 110)  
PSYCH 580 Psychology of Sexual Behavior (Pr: PSYCH 110)

### **Psychology of Women**

PSYCH 520 Life Span Personality Development (Pr: PSYCH 110)  
PSYCH 540 The Psychology of Women (Pr: PSYCH 110)  
PSYCH 580 Psychology of Sexual Behavior (Pr: PSYCH 110)  
SOCIO 545 The Sociology of Women (Pr: SOCIO 211)

### **Consumer Behavior**

ECON 110 Principles of Economics  
ECON 120 Principles of Microeconomics  
ECON 530 Money & Banking (Pr: ECON 110)  
ECON 555 Urban and Regional Economics (Pr: ECON 120)  
ECON 620 Labor Economics (Pr: ECON 520)  
PSYCH 425 Problem Solving and Decision Making (Pr: PSYCH 110)  
*One of the following courses from outside Social Science might be used to complement this theme:*  
*MKTG 400 Marketing Principles*  
*Or MKTG 450 Consumer Behavior*

### **Contemporary Issues in American Economics**

ECON 110 Principles of Economics  
ECON 120 Principles of Microeconomics  
ECON 324 Human Resources Economics (Pr: ECON 120)  
ECON 510 Intermediate Macroeconomics (Pr: ECON 110; 120 or AGEC 120)  
ECON 520 Intermediate Microeconomics (Pr: ECON 120)  
ECON 527 Environmental Economics (Pr: ECON 120)  
ECON 530 Money & Banking (Pr: ECON 110)  
ECON 540 Managerial Economics (Pr: ECON 120, statistics, and calculus)  
ECON 555 Urban and Regional Economics (Pr: ECON 120)  
ECON 620 Labor Economics (Pr: ECON 520)  
ECON 631 Principles of Transportation (Pr: ECON 120 or AGEC 120)  
ECON 633 Public Finance (Pr: ECON 110; 120 or AGEC 120)

### **Contemporary Issues in International Economics**

GEOG 450 Geography of Economic Behavior  
ECON 110 Principles of Economics  
ECON 120 Principles of Microeconomics  
ECON 536 Comparative Economics (Pr: ECON 110 or 120)  
ECON 681 International Trade (Pr: ECON 110; 120 or AGEC 120)  
ECON 682 Economics of Underdeveloped Countries (Pr: ECON 110)

### **Human/Environmental Relationships**

GEOG 200 Human Geography  
GEOG 300 Geography of Tourism  
GEOG 310 Geography of Kansas  
GEOG 440 Geography of Natural Resources  
GEOG 760 Human Impact of the Environment (Pr: 6 hrs of social science courses)  
SOCIO 535 Population Dynamics (Pr: SOCIO 211)  
SOCIO 536 Environmental Sociology (Pr: SOCIO 211)

### **Contemporary Issues in American Politics**

POLSC 110 Introduction to Political Science  
POLSC 321 Kansas Politics and Government  
POLSC 325 United States Politics  
POLSC 350 Current Political Issues (*Please note this is a 2 credit hour course; may be repeated once*)  
POLSC 377 Introduction to Public Policy (Pr: POLSC 110 or 325, or other social science course)  
POLSC 543 American Foreign Policy (Pr: POLSC 325, 333, or junior standing)  
POLSC 603 Political Parties and Elections (Pr: 110, 325, or junior standing)  
POLSC 605 The American Presidency (Pr: POLSC 110, 325, or junior standing)  
POLSC 606 Gender and Politics (Pr: SOCIO 545, 105, POLSC 325)  
POLSC 611 The Legislative Process (Pr: POLSC 110, 325, or junior standing)  
POLSC 614 Constitutional Law I (Pr: one course in polsc, US.history, or legal/political philosophy)  
POLSC 618 Urban Politics (Pr: POLSC 111 or 325)  
POLSC 620 State and Local Government (Pr: POLSC 111 or 325)

### **Contemporary Issues in International Politics**

POLSC 333 World Politics  
POLSC 344 Introduction to Comparative Politics  
POLSC 350 Current Political Issues (*Note this is a 2 credit hour course; may be repeated once*)  
POLSC 543 American Foreign Policy (Pr: POLSC 325, 333, or junior standing)  
POLSC 622 Latin American Politics (Pr: POLSC 110, 344, or junior standing)  
POLSC 624 Middle Eastern Politics (Pr: POLSC 110, 344, or junior standing)  
POLSC 630 Politics of Russia and the former Soviet Union (Pr: POLSC 110, 344, or junior standing)  
POLSC 647 International Law (Pr: POLSC 333 or junior standing)  
POLSC 651 International Organization (Pr: POLSC 333 or junior standing)  
SOCIO 363 Global Problems

### **Contemporary Issues in Education**

PSYCH 280 Psychology of Childhood and Adolescence (Pr: PSYCH 110)  
PSYCH 425 Problem Solving and Decision Making (Pr: PSYCH 110)  
PSYCH 450 Applications of Memory (Pr: PSYCH 110)  
PSYCH 520 Life Span Personality Development (Pr: PSYCH 110)  
PSYCH 535 Social Psychology (Pr: PSYCH 110)  
PSYCH 559 Psychological Testing (Pr: PSYCH 110)  
PSYCH 650 Psychology of Language (Pr: PSYCH 110 & junior standing)

### **American History**

HIST 251 History of the United States to 1877  
HIST 252 History of the United States Since 1877  
HIST 524 History of Baseball in American Culture (Pr: sophomore standing)  
HIST 526 The American Revolution (Pr: sophomore standing)  
HIST 529 Civil War and Reconstruction (Pr: sophomore standing)  
HIST 536 The American West (Pr: sophomore standing)  
HIST 537 History of the Indians of North America  
HIST 542 Women in America, Civil War to the Present (Pr: sophomore standing)  
HIST 554 History of the South (Pr: sophomore standing)  
HIST 556 Bill of Rights in American History (Pr: sophomore standing)

### **Military History**

HIST 510 World War I (Pr: sophomore standing)  
HIST 514 World War II (Pr: sophomore standing)  
HIST 526 The American Revolution (Pr: sophomore standing)  
HIST 529 Civil War and Recons truction (Pr: sophomore standing)  
HIST 545 War in the Twentieth Century (Pr: sophomore standing)  
HIST 546 History of American Military Affairs (Pr: sophomore standing)

## **World History**

HIST 101 Western Civilization: The Rise of Europe  
HIST 102 Western Civilization: The Modern Era  
HIST 505 Introduction to the Civilizations of South Asia I  
HIST 506 Introduction to the Civilizations of South Asia II  
HIST 507 China Since 1644 (Pr: sophomore standing)  
HIST 509 Japan Since 1550 (Pr: sophomore standing)  
HIST 565 History and Culture of Greece (Pr: sophomore standing)  
HIST 566 History and Culture of Rome (Pr: sophomore standing)  
HIST 567 Europe in the Middle Ages (Pr: sophomore standing)  
HIST 570 Europe in the Seventeenth Century (Pr: sophomore standing)  
HIST 571 Revolutionary Europe (Pr: sophomore standing)  
HIST 579 The British Isles to 1603 (Pr: sophomore standing)  
HIST 580 The British Isles since 1603 (Pr: sophomore standing)  
HIST 582 Eastern Europe Since 1914 (Pr: sophomore standing)  
HIST 583 History of France, 1400-1715 (Pr: sophomore standing)  
HIST 588 Rise and Fall of Nazi Germany (Pr: sophomore standing)  
HIST 591 The Russian Empire (Pr: sophomore standing)

# Sample Theme Statements

*In the following pages you will find examples of actual theme statements written by students, who have agreed to share their work with you. We hope you will find them helpful in creating your own statement.*

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## Diversity in Community

What does *Diversity in Community* mean to me? It means change in the community: change in the people, change in the way we live, change in the way we speak. Positive change.

The community I grew up in for twenty years of my life is in need of change. My degree emphasis in *Diversity in Community* will allow me to make and set a positive example for the younger generation growing up in my community. My goal is to help them see and believe that there is a way out, and it's not just sports, but also in school. They really cannot see and believe this yet, because they don't have the right people in their lives. This degree will allow me to start where it is needed most: in the heart of the ghetto where I grew up, dealing with children involved with drug abuse, starting at the young age of 13.

The classes that I have taken to help shape my thoughts about what I want to do with myself after school are: **SOCIO 432 Community Organization and Leadership**, **SOCIO 570 Race and Ethnic Relations**, **SOCIO 618 Religion in Culture**, **PSYCH 535 Social Psychology**, and **PSYCH 557 Psychology of Ethnic Humor**. I took other courses that will help, but these were the most important in my field of work.

These classes fit well with my direction because in each class I learned about different aspects of the community, starting with **Organization and Leadership**. With the information that I learned in this course, I will be able to help young people understand the importance of time management and organization in every part of life. The most important aspect is how to be a leader, if not in the community, then in their own lives and their families' lives.

The next course is **Race and Ethnic Relations**, which taught me about different races outside of my African American culture. It gave me the information to pass down about the differences between us and other races. At K-State, I got a good taste of how people treat you if you are known as a "superstar" and if you're just a "normal" person or student.

The last three classes all tie together because they deal with the spiritual and emotional growth for people in the community and how they deal with different religions that are in the community and the larger world. They also discuss how religion plays a great part in our lives as children, teens, and adults.

As you can see, *Diversity in Community* is the best theme for my degree, because it will assist me with the type of work I want to accomplish in my life. It's not about the money, but about self-improvement. It's about people loving their neighbors enough to help them when they are in need. As we help our neighbors, we also plant "good Samaritan" seeds for the next person that is in need. My life goal is to be a part of this type of work, so that my life will count for something positive.

## Women and Social Change, and Psychology

Social Science is defined as “a branch of learning that examines society’s institutions—their structure, theoretical foundations, evaluation, and interrelation—and how they affect and are affected by human behavior.” I chose to seek a degree in Interdisciplinary Social Science for the wide variety of benefits that an interdisciplinary program can offer. This program has allowed me to take from the various social science disciplines in order to obtain an expansive undergraduate education.

I chose the theme of *Women, Social Change, and Psychology* because I enjoy the more traditional aspects of Psychology, but also wanted activism and women-oriented emphasis that Women’s Studies has afforded me. This theme has a strong base in the social aspects of Psychology, while being complemented by Women’s Studies and other social science disciplines related to Social Change.

I feel that my theme has allowed me to explore many options within the social sciences, which I would not have been able to do without an interdisciplinary program. In the fall, I will be attending San Diego State University to pursue a Master of Arts degree in Women’s Studies. I am very proud to have been able to achieve my goal to attend graduate school, and I feel that it is largely due to the benefits of the Interdisciplinary Social Science major.

I chose the following coursework to fulfill my theme:

### Psychology:

PSYCH 540	Psychology of Women
PSYCH 535	Social Psychology
PSYCH 580	Psychology of Sexual Behavior

### Women’s Studies:

WOMST 105	Intro to Women’s Studies
WOMST 500	Women & Social Action
WOMST 500	Women in Popular Culture
WOMST 500	Women & Religion
WOMST 505	Independent Study

Supplementary coursework:

### Mass Communications:

MC 530	Media, Race, and Social Change
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### Philosophy:

PHILO 150	Introduction to Philosophy of Feminism
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## Conflicting Behavior in Society

The major I have chosen will give me a great understanding of human behaviors and how they correlate within society. My emphasis within the major is upon *Conflicting Behaviors*, in other words, behaviors that do not go along with what society says is right or are taboo. The major is enabling me to be able to critically analyze the effects of the behaviors that do not exactly fit into the norm.

The following classes of my theme allow me to view human behaviors within society from many different angles. I am able to learn of societal behaviors through the workforce, criminal justice system, domestic, and historical perspectives. I am able to learn of why people perform the different behaviors they do, especially the conflicting or non-conformist behaviors.

### Theme classes:

**PSYCH 560 Industrial Psychology:** Survey of human behavior and interaction within the work force. Topics include surveys, hiring, evaluation of job performance, recruiting and training of personnel. The class defines the statistical profile of behaviors and performance and ways to evaluate the typical employee. The class trains the student to be aware of specific behaviors of potential employees that would or would not fit potential job criteria.

**PSYCH 535 Social Psychology:** Gives understanding to the strong social forces that influence everyday life. The class goes in detail regarding social behaviors influenced by settings at home, school, job, and mass media. Helps to explain why people make the decisions they do (which are sometimes conflicting to society) from the social situations they are immersed in.

**SOCIO 665 Women and Crime:** The class targets women as offenders and understanding why they commit the crimes they do. The class then goes on to describe women's experiences after offenses have been committed. The class explains the conflict between women and the criminal justice system.

**SOCIO 511 Comparative Social Theories:** This class puts emphasis on understanding "the big picture" of society and human behavior through the eyes of classical theorists. The goal of the class is to introduce major theorists from the 19<sup>th</sup> Century and explain their beliefs of past societies vs. modern society today. Helps to explain the predictions of why people and society have executed the way they have over time.

**HIST 200 Revolution and Nationalism in Ireland 1169-Present:** This class describes the history of Ireland and the ongoing conflicts within the country over many years. This is a real life example of conflicting behaviors within a society. For example, the class goes into much detail regarding the conflicts between Protestants and Catholics, and the conflicts between the Irish and the desired freedom from the British. The class demonstrates the conflicting situation and human behavior of Ireland and gives the causes and effects of choices made.

### Supplementary Theme Classes:

**PSYCH 557 The Psychology of Ethnic Humor:** This class provides understanding of social-emotional dynamics of humor and various functions that humor provides within society. The class demonstrates that the context of ethnic humor is very broad. The topics include race, gender, culture, religion, and many others. The class demonstrates that much of humor comes from behaviors of individuals that are conflicting or different to one's own behaviors.

**FSHS 110 Introduction to Human Development:** This class is detailed in explaining the development of humans from in-utero all the way through adulthood. Helps to differentiate between biological behaviors and learned behaviors. The class helps explain how an individual relates itself to society and relationships with family and peers throughout their lifetime.

The previous supplementary classes within my major provide me much information. The human development course basically gives me an introduction to human behavior and how it develops. The Psychology of Ethnic Humor enables me to view societal behaviors in a humorous perspective, which is often overlooked in critical analysis of conflicting societal behaviors.

All of the knowledge I have learned will greatly assist me in my future goals. I plan to work with people. Learning about society and the way people interact will greatly assist me in working with others. A career interest of mine is event coordinating. The field will include working with many diverse individuals. In doing so, I will be able to develop my skills of networking and communications through the knowledge I have already learned. Also, in the near future, I plan to continue my education. As well as my interest in society, I have a great interest in dietetics. Professionally, I would like to be a registered dietician and have my own practice. I believe through my previous knowledge, my journey to having a practice of my own and working within society will be much easier than without this degree. The way I look at it, this degree is going to help me in whatever career goal I pursue by enabling me to understand society and human behavior in a clear perspective.

## Using Geography to Understand the World

My theme is "*Using Geography to Understand the World.*" There are many reasons why the Geography: Social Science theme is right for me. With a major in Social Science and a theme in Geography, I gained the skills to pursue a career I am interested in. All of these classes have added to my knowledge and understanding.

Theme classes:

GEOG 100	World Regional Geography
GEOG 220	Environmental Geography I
GEOG 440	Geography of Natural Resources
GEOG 450	Geography of Economic Behavior
GEOG 500	Geography of the United States
GEOG 508	Geographical Information Systems

These classes fit together, in fact, in many cases, they studied the same subject but adding onto the information. GEOG 100 focused on the framework of major world regions and countries. GEOG 220 emphasized the atmosphere, weather, climate, and the biosphere. GEOG 440 revealed the environmental consequences of world agriculture, fishing, forestry, and mining. GEOG 450 studied the location of manufacturing industries and patterns of commercial activity. GEOG 500 addressed regional analysis of the United States with special attention to the historical, political, economic, and social factors. GEOG 508 examined the major concepts, theories, and operations in geographic information (GIS). As you can see, these classes correlate with my Geography theme, *Using Geography to Understand the World.*

Supporting class: SOCIO 363 Global Problems

This class looked at the analysis of globalization and contemporary social problems around the world. This class examined different aspects and problems of life experiences around the world.

With this knowledge I can now go into the workforce with confidence. My career goals consist of working for a GIS company somewhere in the states. I now know the location, types of people, and the problems different societies are facing all of which can be used in GIS. I will be able to use the skills I've learned in these classes to solve difficult problems and help surrounding communities. With a theme in Geography my options are limitless.

## A Comparative Study of the U.S. through History, Geology, and Political Science

The major I have chosen is one that looks at the United States through many different mediums. In my theme classes I have studied how the United States has been shaped from a physical, political, and historical perspective. I feel this major is one that is important because it makes a person aware of how important each of these factors were in shaping the enormously successful country that I call my own. In my theme classes I have studied the United States' growth from a British colony to the most powerful country in the world. While the United States is the most powerful country in the world, it is very young and has had many ups and downs and has much learning to do as a nation. These are life lessons that I have benefited from and with while working to obtain this degree in Interdisciplinary Social Science. I feel that it has allowed me to grow as a student and as a citizen.

My theme classes include:

POLSC 325	United States Politics
POLSC 321	Kansas Politics and Government
POLSC 350	Current Political Issues
GEOG 500	Geography of the United States
HIST 251	History of the United States to 1877

These classes all take focus on the United States history, government and politics, geography and how they have shaped the country. In **United States Politics** I gained the knowledge of how our political system was formed and how it has grown into what it is today. **Kansas Politics and Government** discussed politics and government on the state and local level. **Current Political Issues** was a class that opened my eyes to the problems of political issues that I as a young man entering into the "real world" will have to face. **Geography of the United States** discussed not only about hills and valleys, but about when and why people settled different parts of the United States. **History of the United States to 1877** was a class that dealt entirely with the United States' growth from a colony to where it stood as of 1877. It dealt with problems, wars, and many other subjects that the United States was involved with at the time.

Supplemental theme classes include:

GEOG 100	World Geography
HIST 510	World War I
HIST 580	History of British Isles

These were classes that were not based primarily on the United States; however, in them all was the impact that the U.S. has had on world history. In **HIST 510 World War I**, I studied about World War I. Although this was a war fought entirely outside the U.S. borders you see the impact that the United States has on the war when it enters and finally helps the Allies win. **HIST 580 History of British Isles** looks at the conception of the U.S. and its break away from the crown in an entirely British view, which is much different than what I was used to.

In all these classes I have learned a great deal about the United States and its history, geography, and political makeup. However, I have also learned by taking these classes how important democracy is and how important each of its citizens are to the process. This is one of the major things I believe that I will take from these classes.

The Interdisciplinary Social Science degree, however, is a degree that has given me a wide variety of classes that has allowed me to look at various different disciplines. The main skill that I have taken from this degree are the ability to do research, being able to work together with a group to research and complete tasks on time. This is a major skill that I believe employers will really like. These are all skills that I believe will aid me on my path to employment and life.

## Financial Economics

Throughout the world, production has three common inputs: land, labor, and capital. One role of Economics is to attempt to define and explain the interaction of these three forces and predict the future outcome when these variables change. Economics also considers the impact of shifts in demand that depend upon such factors as income, price of substitute goods or services, and consumer preferences.

The United States' economy is constantly moving. As this occurs, there are financial instruments used to adjust the supply and demand of the markets, returning them to an equilibrium state. The financial markets, such as the Dow Jones Industrials and the New York Stock Exchange, are some of the driving forces of our free enterprise structure, as are factor and product markets. These markets influence the growth of individual corporate entities, which in turn allow for technological advances and economies of scale, ultimately leading to a higher standard of living for the nation as a whole. It is important to remember that the number one reason for the failure of a business is lack of capital, with poor management a close second.

The Social Science theme proposed is that of Financial Economics. Finance could not exist without Economics, and vice versa. They are as dependent on each other as we are dependent on them for the prosperity of the United States. Once the economic outlook for a period of time is determined, how should financial resources be managed in order to maximize profits? I believe the following courses contain the material necessary to determine this:

- ECON 110 Principles of MacroEconomics
- ECON 120 Principles of MicroEconomics
- ECON 510 Intermediate MacroEconomics
- ECON 530 Money and Banking
- ECON 540 Managerial Economics
- ECON 681 International Trade Economics
- FINAN 653 Securities and Portfolio Analysis

Securities and Portfolio Analysis has three pre-requisite courses: FINAN 450 Introduction to Finance, FINAN 451 Investments, and FINAN 470 Financial Analysis and Valuation, which will provide a comprehensive foundation in the world of finance. ECON 530 covers such topics as governments' role in the creation of money, financial institutions, the supply and demand of money, inflation, interest rates, monetary policy and fiscal policy. ECON 540 Managerial Economics draws heavily upon the decision sciences and provides ways to analyze alternative courses of action in order to achieve the maximum satisfaction of a firm. ECON 681 International Trade Economics examines countries' production possibilities, the effects of world trade, and other topics, such as the role of the International Monetary Fund and the World Bank.

An additional course which I believe will be beneficial is SOCIO 535 Population Dynamics, which provides a way to understand the different societies in the world and how life on earth is changing with regards to technology, efficiency, and the future of the human race.

My anticipated career path will involve planning, organizing, and control in a corporate environment, eventually leading to a position such as Chief Financial Officer, or possible Chief Executive Officer. I feel that a major in Social Science with the theme Financial Economics will allow me to make informed decisions and develop creative problems solving skills that will benefit me not only in the workplace, but in day-to-day life as well.

## Cultural Diversity and Interactions

*Cultural Diversity and Interactions* is the theme I have chosen within my major in Interdisciplinary Social Science in the College of Arts & Sciences. Cultural diversity and interactions to me means gathering or grouping of different cultures and intertwining them together, to help better understand one another. This is a positive thing to incorporate into businesses, since there are so many people of different cultural backgrounds who don't understand or know how to communicate with one another.

After graduation I plan on becoming an event planner. I will be planning and decorating for events such as weddings, baby showers, and other activities. The theme that I have chosen will help me greatly with this career choice. I'll be dealing with different people who will have different traditions and styles. It will help my communication skills as well. I won't be shocked or in awe of the way people want to celebrate different milestones in their lives and I will always be open to learning something new. As far as societal factors are concerned, I will be better equipped to interact with other cultures. My communication skills will continue to improve and I will be able to handle rocky situations that arise. One day, when I am someone else's employer, I'll know how to treat my employees, thus making my work environment comfortable and easy to manage, so new friendships and trusting relationships can develop. I know that the way I approach others and the way I come off must go hand in hand. I'll feel better about myself and about how I treat others because of the classes I've taken over the past four years, and I will be able to avoid conflicts that don't need to happen because of culture clashes or mishaps.

My theme classes are:

HIST 539	African American History
AMETH 160	Introduction to American Ethnic Studies
SOCIO 670	Diversity and Social Interactions in the Workplace
PSYCH 557	Psychology of Ethnic Humor
SOCIO 570	Race and Ethnic Relations

Supporting coursework includes:

DANCE 205	Dance as an Art Form
SPCH 106	Public Speaking
FSHS 110	Introduction to Human Development

These classes all fit together because they all deal with looking at other cultures as well as my own and then comparing and contrasting the relationship between the two. Through every one of these classes, with the exception of Public Speaking, I learned something new about another culture that I didn't know before. This helped me understand how to communicate and ask questions and take into consideration the thoughts and actions of others who are different from myself.

## Adolescent Deviance and Social Health

With graduation right around the corner, a question that I often hear is, "What is your major?" It is then that I reply that I am working to earn a B.S. in Interdisciplinary Social Science. Confusing, right? From this point I elaborate and state that this particular degree has a theme on which I have been focusing. This theme is *Adolescent Deviance and Social Health*. By choosing this theme as a focus, I have been able to pull classes from Psychology, Sociology, and Social Work to benefit my curriculum.

PSYCH 280	Psychology of Childhood and Adolescence
SOCIO 361	Sociology of the Criminal Justice System
SOCWK 260	Introduction to Social Work
SOCIO 580	Corrections

By taking classes like these in conjunction with one another, I was able to take a wide range of information and focus it into a unique degree. Psychology of Childhood and Adolescence gave me insight into our youth and what makes them tick, while Sociology of the Criminal Justice System and Corrections allowed me to view their sometimes deviant nature. Introduction to Social Work gave me great insight and information on being a social helper and meeting the needs of society. These classes were not the only classes that have aided me so far.

SOCIO 362	Police and Society
HN 352	Personal Wellness

Along with my other classes, Police and Society has complemented my curriculum wonderfully. Police and Society gave me knowledge from the aspect of an enforcer, allowing me to see deviants (adolescents and adults) in a different light. Personal Wellness is a class that I am currently taking. I believe that this class will aid me greatly because it is very informative about self-care and maintenance. Personal Wellness will aid me in dealing with people and caring for myself on a day-to-day basis.

It is quite clear that these classes will aid me in my search for a career. The wide range of knowledge gained about all different types of people and the way that they behave, deviant or not, along with how to care for people socially, will be a great asset to me and my search for a career. With this degree, there are many roads that I may travel, but the ones that interest me most are juvenile probations and human resources. Either way I go, the vast knowledge gained from these classes will aid me greatly in my search for a career.